Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Pacific Grove Unified School District, in partnership with students, parents, staff, and the community, will challenge all students by providing a quality instructional program in a positive, safe and stimulating environment, providing differentiated pathways for all students to be college and career ready upon graduation.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
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)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator see appendix A : all local indicators template **19-20** See appendix tool 1-8 Legislated metrics **Baseline** See appendix tool 1-8 Legislated metrics	State Priority 1 A: Degree to which teachers aare appropriately assigned and fully credentialed.100% State Priority 1 B: Degree to which students have standards-aligned instructional materials. 100% State Priority 1 C: FIT Rating for school facilities in good repair. Source: SARC 2019-2020 State Priority 2. The implementation of academic content and performance standards for all students.100% of teachers are implementing CA State Standards. Source: Administrator to observe implementation of CA Standards and record during observations log.

Expected	Actual
	State Priority 4 A: The percentage of pupils that have successfully completed A-G requirements 76.4 % completed either A-G or CTE pathways 73.6% Met A-G 51% Completed CTE Pathways Source: Illuminate SIS/Calpads 2019-2020 State Priority 4 B: The percentage of students who have passed an AP exam with a score of 3 or higher: 73% State Priority 4 C: The percentage of pupils who participate in, and demonstrate college preparedness in the EAP. 2019-2020 79.2% prepared in ELA 64.2% prepared in Math State Priority 5 E: High School graduation rate: 95.3% Source: Calpads 2019-2020

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The base program includes: 1. All teachers and administrators are highly qualified to provide support to students in attaining access to a comprehensive education.	Teachers and administrators 1000-1999: Certificated Personnel Salaries General Fund $16,464,034 Classified Administrators and Staff 2000-2999: Classified Personnel Salaries General Fund $6,275,948	Teachers and administrators 1000-1999: Certificated Personnel Salaries General Fund $16,209,038 Classified Administrators and Staff 2000-2999: Classified Personnel Salaries General Fund $8,155,170

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2. Classified staff and administrators in each job alike support student learning, health, and safety. 3. All students have access to a broad and rigorous course of study to prepare them for college or careers. (program 5325, 8410) To address College and Career Readiness we are increasing dual enrollment classes from five to nine for the upcoming 2019-20 school year. In doing so we are allowing more options for students to complete a CTE Pathway and participate in a dual enrollment class, both of which will lead our students to be deemed College and Career Ready. Also implemented will be the Freshman Academy designed to ease the transition from middle school to high school for our incoming freshman classes. The vision for the academy is as follows: Every student at PGHS will learn and utilize essential academic skills that will enable them to be successful in high school and beyond. The measurable goals for Freshman Academy are as follows: 1) Increase overall grade point average; 2) Increase A-G credits earned; 3) Increase overall academic skill sets; 4) Decrease behavioral issues. 4. All parents and students are involved in providing input on decisions related to the district's instructional programs, increasing student engagement and participation to ensure high levels of achievement in all subject areas. 5. Instructional delivery of all core content areas with standards aligned instructional materials. 6. Teachers and support staff are trained on any new purchases and adoptions of instructional materials. This year elementary grades TK-5th will implement a new math program, SWUN Math, and receive intensive professional development from SWUN coaches and our own district math coach. 7. Formative and summative assessment achievement results for all students in both English language arts and Math are analyzed for areas	Certificated and Classified staff 3000-3999: Employee Benefits General Fund $7,313,329 Approved Textbooks and Core Curriculum, Reference materials, Materials & Supplies, Noncapitalized Equipment 4000-4999: Books And Supplies General Fund $1,122,411 travel/conferences, Professional/Consulting, Dues/Memberships, Insurance,Utilities/Housekeeping, Rentals/Leases/Repairs, Professional Consulting, Communications 5000-5999: Services And Other Operating Expenditures General Fund $2,012,869 Technology hardware, infrastructure, Instructional core curriculum software, and instructional software 4000-4999: Books And Supplies Measure A Fund 21 $580,000 Special Education Billback and indirect costs 7000-7439: Other Outgo General Fund $57,036 Interfund transfer out 7000-7439: Other Outgo General Fund $75,880	Certificated and Classified staff 3000-3999: Employee Benefits General Fund 7,861,659 Approved Textbooks and Core Curriculum, Reference materials, Materials & Supplies, Noncapitalized Equipment 4000-4999: Books And Supplies General Fund $907,160 travel/conferences, Professional/Consulting, Dues/Memberships, Insurance,Utilities/Housekeeping, Rentals/Leases/Repairs, Professional Consulting, Communications 5000-5999: Services And Other Operating Expenditures General Fund 2,374,406 Technology hardware, infrastructure, Instructional core curriculum software, and instructional software 4000-4999: Books And Supplies Measure A Fund 21 $836,959 Special Education Billback and indirect costs 7000-7439: Other Outgo General Fund $128,269. Interfund transfer out 7000-7439: Other Outgo General Fund $190,625

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
of need with additional teacher support and ongoing research based professional development. 8. In accordance with the District Technology Plan, continue to upgrade, enhance, and streamline technology systems, infrastructure, and hardware installations. Classroom technology needs are fulfilled in a coordinated, equitable, and strategic methods of prioritizing the purchase of digital curriculum and instructional programs. District-wide technology systems alignment and training: ISI implementation, support, Classroom instructional technology upgrades: replacement of outdated projectors, document cameras, teacher and student devices - Laptops, Chromebooks, iPads Wifi Network Upgrades and Expansion: Routers, Access Points, 3D design/CAD, robotics kits, and STEM-based equipment for curriculum integration at all schools K-5 Computer Science instruction provided to all students - K5. Parent Ed Tech Night - Fall 2018 (PGMS) (Measure A Bond program fund 21) 9. All students have access to regular vocal and instrumental music instruction by appropriately credential teachers. (program 1432) 10. All student learning is enhanced by providing an orderly, caring, and nurturing educational and social environment in which all students feel safe and take pride in their school and achievements. Positive interpersonal relationships among students and between students and staff are promoted through a variety of social/emotional supports and programs at each of the sites. (Certificated counselors and school psychologists and contract with Community Human Services). We will track students via Illuminate's On Track Early Warning System and implement the district wide suspension criteria as well as strategies to support students in making positive behavior choices. The board approved Student Discipline Matrix and Related Interventions will be used as a guideline to provide district wide optional consequences. To provide consistency within our elementary schools for behavior expectations, Forest Grove along with Robert Down, will also implement		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
the Program Toolbox by Dovetail Learning, a Kindergarten through 6th grade program that supports children in understanding and managing their own emotional, social, and academic success. Children learn 12 simple yet powerful Tools. With practice, these Tools become valuable personal skills and strategies for self-awareness, self-management, and relationship-building, which, in turn, foster responsible decision-making. The curriculum is designed to teach students alternate ways to deal with adverse situations in a positive manner. At the Middle School Character Strong will be implemented with a strong focus on character development and social-emotional skills by promoting positive interactions and relationship skills. The High School and Community High School will continue their efforts with implementation of Restorative Justice practice. To support students with disabilities, we will continue to work with Monterey County Behavioral Health, offer social skills curriculum, Handle With Care training, as well as identify through the IEP process methodology identified to increase pro-social behavior and decrease maladaptive behaviors. We will continue to provide the following safety supports to our 2019-2020 district wide safety plan: District-wide professional development in THE BIG FIVE, School Emergency Guidelines for Immediate Action Response. This training will be provided to new staff, substitute teachers, and site safety teams inclusive of management, classified and certificated staff. Partner with the Department of Homeland Security and local law enforcement in the "See Something, Say Something" campaign. Partner with Sandy Hook Promise to provide administrators, staff and parents resources in wellness programs that identify, intervene and help at-risk individuals and gun safety practices that ensure firearms are kept safe and secure. Update Site Safety Plans and Resources for mental health and crisis mitigation on our district website.		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue contract for service with District School Resource Officer (SRO) and Wonder Woofs, Canine Narcotic Unit. Partner with Monterey Behavioral Health to provide district wide training in Mental Health First Aid Install an additional eight surveillance cameras at district office and maintenance facility. Move from the use of analog radios to digital radios district wide.		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

When the pandemic hit in March 2020 all budgeted expenditures were reallocated to support distance learning and provide the technology and infrastructure to ensure all students and staff had the wifi connectivity and devices to be successful during a distance learning environment. Additional monies were spent on providing safety protocols should students return to school before the end of the school year. Additional classified staff hours were added to provide supports as well as reassignments for employees who were displaced as a result of school closures.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We were able to successfully implement all of the actions until the final quarter of the school year when the pandemic forced our district to close down.
One of the greatest success was the upgrades to our technology systems. The District network was upgraded with Cisco Meraki enterprise hardware and the student Chromebook fleet refreshed with new Dell 3100 devices. Hardware and software student kits were purchased in support of 3D Modeling, STEM and Robotics education. K-5 instruction computer science instruction was provided by the Digital teacher in a push in model. Virtual tech nights were provided in the spring of 2020 to support distance learning.

Goal 2

Mathematics
All English Learners (EL), Socioeconomically Disadvantaged Students (SED), Foster Youth (FY), Students With Disabilities (SWD), and Hispanic will show a measurable increase in achieving grade level standards in mathematics each year as measured by Smarter Balanced Assessments and local valid assessments.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator State Measures: Smarter Balanced Assessments (SBA) grades 3-8 and 11. Local Measures: Interim Formative Assessments (IFA's) to be given 3 or more times per year, grades K-12. These assessments can include, but are not limited to, pre built or custom assessments contained in Illuminate and other measures such as Basic Skills, MDTP, SMI, etc.	State Measures: Smarter Balanced Assessments (SBA) grades 3-8 and 11. (Due to the pandemic the state tests were not administered) ' The most recent Caaspp assessments were in the spring of 2019: 65.02% Met/exceeded standards 33.5 points above standard (green) Dashboard data 2019-2020

Expected	Actual
19-20 SBA Math Performance - Grades 3-8 and 11: SBA Math performance for each student group (EL, SED, Students with Disabilities, etc.) will increase an average of 5 or more percentage points and/or maintain or improve performance status respectively as reflected on the CA Accountability Model and School Dashboard as compared to the previous year's performance. IFA Performance in Math - All Grade Levels: IFA scores for each student group (EL, SED, Students with Disabilities, etc.) respectively will increase incrementally throughout the school year by employing targeted and systematic academic intervention for students in need. **Baseline** 2015-2016 SBA Results (to be updated with 2016-17 SBA Results) and current CA Accountability Model and School Dashboard placement. See Appendix A for 2015-2016 and 2016-2017 SBA results	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
All Instructional Leadership teams (ILT) teams will continue to support the PLC work at the sites focusing on targeted instruction based on data analysis of common formative assessments and other local measures. All sites will also continue to refine practices with teacher clarity, feedback and success criteria.Grade level teams will also work with the math instructional coach and the site administrator with lesson studies and peer observations in keeping with the Cycles of Professional Learning. Teachers will share and implement best practices to meet the	All Instructional Leadership teams (ILT) teams continue to support the PLC work at the sites focusing on targeted instruction based on data analysis of common formative assessments and other local measures. All sites continue to refine practices with teacher clarity, feedback and success	All Instructional Leadership teams (ILT) teams continue to support the PLC work at the sites focusing on targeted instruction based on data analysis of common formative assessments and other local measures. All sites continue to refine practices with teacher clarity, feedback and success

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
needs of identified student groups and determine their success based on student data.	criteria. Grade level teams worked with the math instructional coach until we had to close schools down due to the pandemic. Teachers shared and implemented best practices to meet the needs of identified student groups and determine their success based on student data. Teachers also worked diligently to provide instruction in a distance learning environment and worked closely with each other and our tech support team to provide engaging virtual lessons for our students during the last quarter of the school year. no cost	criteria. Grade level teams worked with the math instructional coach until we had to close schools down due to the pandemic. Teachers shared and implemented best practices to meet the needs of identified student groups and determine their success based on student data. Teachers also worked diligently to provide instruction in a distance learning environment and worked closely with each other and our tech support team to provide engaging virtual lessons for our students during the last quarter of the school year. no cost
Develop a district wide vertical articulation cycle at the end of the year between 5th and 6th grades, 8th and 9th grades to share specific achievement data with the grade above them to ensure proper placement and support. Additionally, teams will discuss gaps aligned to the standards that they are seeing in the students they receive. Elementary, middle school, and high school vertical articulation within grade spans will occur during collaboration times during the school year.	Substitute costs for articulation 1000-1999: Certificated Personnel Salaries General Fund $2,500	Substitute costs for articulation 1000-1999: Certificated Personnel Salaries General Fund $1,500
Math Coach will work with elementary teachers and instructional aids TK-5th to support the new adopted math curriculum and middle school math departments to support math teachers in the PLC cycle. Focus on error analysis in student work and assessments along with specific targeted instructional strategies to meet student needs in the targeted intervention math classes. Focus on academic language, sentence frames, conceptual understanding with math manipulatives and visual representations and articulation of mathematical practices with student peers.	Contract for Math Coach Elementary 296 hrs. MS 74 hrs. 5800: Professional/Consulting Services And Operating Expenditures General Fund-Supplemental $22,200	Contract for Math Coach ElementaryMS 202 hours 5800: Professional/Consulting Services And Operating Expenditures General Fund $12,120

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action 4: Students who struggle in math will receive multiple levels of support. Elementary math teachers will work with the math coach to analyze student errors and plan instruction at the conceptual level to build on the 8 mathematical practices. Elementary teachers will support students through leveled targeted interventions in the classroom through small group instruction as well as grade level flexible grouping. Middle School: For students two or more grade levels behind will be scheduled in Math 180 courses beginning in grade six for a total of one general ed and one special education. Continue a math transition class for students on IEP's that are exiting Math 180. . Continue modified classes for math 6, 7, and 8 that offer a differentiated approach focusing on conceptual learning of mathematics and its application. Students in grade level math classes who struggle will attend a Math Academic Intervention class offered after school at the Middle School level. At the high school, a Math support class is offered in 8th period to support struggling students at the high school as well as a math support class designated for students who will concurrently be enrolled in Integrated math one class. A new targeted intervention math/English class is offered for 10th grade students who are at risk of failing.	General education MS: 1 math 180 and 3 math RTI (6, 7, 8) HS 2 math support classes and 10th grade math/English intervention class 1000-1999: Certificated Personnel Salaries General Fund-Supplemental $150,208 Special education transitions Math and 1 math 180 Middle school 1000-1999: Certificated Personnel Salaries General Fund-Supplemental $43,737	General education MS: 1 math 180 and 3 math RTI (6, 7, 8) HS 2 math support classes and 10th grade math/English intervention class 1000-1999: Certificated Personnel Salaries General Fund $155,488 Special education transitions Math and 1 math 180 Middle school 1000-1999: Certificated Personnel Salaries General Fund $44,100
Action 5: Support AVID implementation at the middle school and high school. Add one section to 7th grade AVID and maintain one section of 8th grade AVID and one section for AVID District Director. Also maintain a High School 9th grade AVID section and 10-12 grade AVID.	4 AVID sections:7th, 8th, 9th, 10th-12 and one section for District AVID Director 1000-1999: Certificated Personnel Salaries General Fund-Supplemental $109,679 AVID membership fees 5000-5999: Services And Other Operating Expenditures General Fund $9,118	4 AVID sections:7th, 8th, 9th, 10th-12 and one section for District AVID Director 1000-1999: Certificated Personnel Salaries General Fund-Supplemental $110,350 AVID membership fees 5000-5999: Services And Other Operating Expenditures General Fund $9,118

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Increase percentage of students target groups meeting A to G requirements and/or enrollment in CTE pathways with an additional full time counselor who will meet with target student groups at the high school and one day a week at Community High School	High School Outreach Counselor 1000-1999: Certificated Personnel Salaries General Fund-Supplemental $86,829	High School Outreach Counselor 1000-1999: Certificated Personnel Salaries General Fund-Supplemental $88,525

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted were implemented for actions and services set forth in the plan. The only component of the plan that was not carried through as planned was the contract for the math coach to work with the elementary schools due to conflicts in scheduling and the pandemic's effects on school closures. Elementary teachers continued to be supported with the math coach from the math curriculum SWUN.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

All actions/services were successful, especially the HS outreach counselor in targeting students with the greatest challenges. We saw an increase in graduation rates, college and career readiness, and participation in A to G classes for target populations at the HS. We also saw large gains for students in the math support classes at the middle school with an increase of students able to move out of support classes into grade level math classes. The high school also is following the middle school's plan and incorporating math support classes for IM1, IM2, and IM3 for students who need additional support while concurrently being enrolled in IM1, IM2, or IM3. AVID continues to be very successful at the middle school and is planning on continuing to implement schoolwide AVID strategies in all content areas to support student learning. A challenge due to the pandemic was not being able to hold the articulation meetings for math students in the transition grades from 5th to 6th, and 8th to 9th grade.

Goal 3

English Language Arts:

All English Learners, Socio economically disadvantaged students, foster youth, and students with disabilities will show a measurable increase in achieving grade level standards in English Language Arts each year as measured by Smarter Balanced Assessments and local valid formative assessments.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator State Measures: Smarter Balanced Assessments (SBA) grades 3-8 and 11. CELDT Local Measures: Interim Formative Assessments (IFA) to be given 3 or more times per year, grades K-12. These assessments can include but are not limited to, pre-built or custom assessments contained in Illuminate and other measures such as Basic Skills, DIBELS, SRI, etc.	State Measures: Smarter Balanced Assessments (SBA) grades 3-8 and 11. Due to the pandemic in March 2020 the state suspended the Caaspp assessments. 78.67% Met/exceeded standards 68.1 points above standard (blue) Dashboard data 2019-2020 Percent of ELs who make progress toward English proficiency as measured by the ELPAC 71.4% make progress Dashboard data 2019-2020 22.6% EL Reclassification rate Calpads 2019-2020

Expected	Actual
19-20 SBA ELA Performance - Grades 3-8 and 11: SBA ELA performance for each student group (EL, SED, Students with Disabilities, etc.) will increase an average of 5 or more percentage points and/or maintain or improve performance status respectively as reflected on the CA Accountability Model and School Dashboard as compared to the previous year's performance. IFA Performance in ELA - All Grade Levels: IFA scores for each student group (EL, SED, Students with Disabilities, etc.) respectively will increase incrementally throughout the school year by employing targeted and systematic academic intervention for students in need. **Baseline** 2015-2016 SBA Results for ELA (to be updated with 2016-17 SBA Results) and current CA Accountability Model and School Dashboard placement. Please see Appendix A for 2015-2016 SBA results. 2016-2017 CELDT 68% Making annual progress in learning English 47% Attained English Proficiency level on CELDT Reclassification rate for English Learners: 21%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
All Instructional Leadership teams (ILT) teams will continue to support the PLC work at the sites focusing on targeted instruction based on data analysis of common formative assessments and other local measures. All sites will also continue to refine practices with teacher clarity, feedback and success criteria.Grade level teams will also work with the math instructional coach and the site administrator with lesson studies and peer observations in keeping with the Cycles of Professional Learning. Teachers will share and implement best practices to meet the needs of identified student groups and determine their success based on student data.	no cost	no cost
Action 2: Provide ongoing training and practice including conference attendance, webinar and workshop participation for all grade level teams on district technology systems including Illuminate Education Data and Assessment System and Google.	Conference attendance for Technology Systems 5000-5999: Services And Other Operating Expenditures General Fund $4,000	Attendance at the SEPTA Conference 5000-5999: Services And Other Operating Expenditures General Fund $3113.52
Action 3: Students who struggle in English Language Arts will receive multiple levels of support at the secondary level. At the middle school, students two or more grade levels behind will be.scheduled in general education Read 180 courses . A transitions English class will continue as another level of intervention for students on IEP's who cannot access general education English Language arts classes after exiting the Special Education Read 180 program. At the high school, an intervention English class will support sophomores needing additional support.	2 sections of general education Read 180 1000-1999: Certificated Personnel Salaries General Fund-Supplemental $41,378 Special education English transition class 1000-1999: Certificated Personnel Salaries General Fund $19,266 10th grade intervention English 1000-1999: Certificated Personnel Salaries General Fund-Supplemental $8,900	2 sections of general education Read 180 2000-2999: Classified Personnel Salaries General Fund-Supplemental $41,780 Special education English transition class 1000-1999: Certificated Personnel Salaries General Fund $19,651 10th grade intervention English 1000-1999: Certificated Personnel Salaries General Fund-Supplemental $9,075
Action 4: Elementary ELA programs will incorporate certificated teachers and instructional assistants and materials needed to support grade level targeted interventions such as Read 180, targeted foundational reading instruction, and designated English language development support.	Certificated salary elementary intervention programs 1000-1999: Certificated	Certificated salary elementary intervention programs 1000-1999: Certificated Personnel Salaries General Fund-Supplemental $399,203

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Personnel Salaries General Fund-Supplemental $330,453 Classified salary (all elementary instr. aids) 2000-2999: Classified Personnel Salaries General Fund $337,227	Classified salary (all elementary instr. aids) 2000-2999: Classified Personnel Salaries General Fund $335,848
Continued support and professional development for all elementary and content area teachers at the Middle and High school with implementation of integrated English Language development best practices.	Workshop registration and travel for certificated and classified staff 5000-5999: Services And Other Operating Expenditures General Fund $2,000 Substitute costs 1000-1999: Certificated Personnel Salaries General Fund $1,000.	Workshop registration and travel for certificated and classified staff 5000-5999: Services And Other Operating Expenditures General Fund $603. Substitute costs 1000-1999: Certificated Personnel Salaries General Fund $400
Action 6: Academic intervention class at the middle school focusing on targeted instruction in English Language Arts based on local data from common formative assessments data and quarter grades for progress monitoring.	After School Academic Intervention Class 1000-1999: Certificated Personnel Salaries General Fund $8,300.	After School Academic Intervention Class 1000-1999: Certificated Personnel Salaries General Fund $4,217
Designated English Language Development teachers collaborate with general education teachers to ensure English Learners access core programs. Language Review teams meet twice a year to discuss English Learners and Reclassified Fluent English Learners individual strengths and areas of growth, reclassification criteria, and designated support for Smarter Balanced end of year tests.	Substitute costs for Language review team days (Title 3) 1000-1999: Certificated Personnel Salaries Other $1,500.	Substitute costs for Language review team days (Title 3) 1000-1999: Certificated Personnel Salaries Other $1550
Offer English Learner Parent Education Classes to assist parents in helping their children with academic vocabulary, homework in content areas, and the understanding of school policy and procedure. Extend the class to include all English Learner parents in the district.	Parent Education Classes 1000-1999: Certificated Personnel Salaries Adult Education Fund $4,000. Baby sitting through BASRP (paid by Title 3) 2000-2999: Classified Personnel Salaries Other $1,400.	Parent Education Classes 1000-1999: Certificated Personnel Salaries Adult Education Fund $2,179 Baby sitting through BASRP (paid by Title 3) 2000-2999: Classified Personnel Salaries Other $78.36
Smarter balanced practice tests with Interim Assessment blocks will be implemented for students on IEP's to support the identification of	Smarter balanced practice tests with Interim Assessment blocks were implemented for students on	Smarter balanced practice tests with Interim Assessment blocks were implemented for students on

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
appropriate accommodations and to familiarize the students to the testing format to relieve anxiety and promote student confidence.	IEP's to support the identification of appropriate accommodations and to familiarize the students to the testing format to relieve anxiety and promote student confidence. However, students did not have to take smarter balanced assessments due to the pandemic and the state's waiving the requirement for students to take the test. no cost	IEP's to support the identification of appropriate accommodations and to familiarize the students to the testing format to relieve anxiety and promote student confidence. However, students did not have to take smarter balanced assessments due to the pandemic and the state's waiving the requirement for students to take the test. no cost

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to the pandemic, the Middle school's after school intervention class was not able to continue. There was also difficulty finding teachers during the start of the school year to support students in all academic areas. Teachers and intervention staff continued to work with the students during the learning center and with in class push in supports. English Language Development teachers attended workshops on supporting teachers with Integrated English language development in content area. Due to challenges with getting substitutes and teachers being gone from the classroom, the decision was made to provide staff training during collaborative department and staff meetings. All monies are reverted back to the general fund where money is reallocated to serve target student populations for before/after school tutoring as well as additional supports during the school day via the intervention teams.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The elementary intervention system is a successful system that improves every year. With a focus on data driven instruction to target specific student needs, we are seeing large gains among our target student groups. The elementary intervention system is now operating as a district system versus a school by school system. In this way, we are able to pull together our resources to meet the needs of students who need it the most (tier 2 interventions). Certificated teachers along with high trained instructional aides are making a positive difference. In the fall of 2020, the district trained all instructional aides to use the distance learning platforms and the curriculum at a deeper level in order to support students during virtual breakout sessions. We feel this has strengthened the intervention systems' capacity to meet the needs of all students at the elementary level.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional development days in July for teachers to collaborate and plan for Hybrid and Distance Learning Programs. This additional professional development for teachers will improve the services provided for our unduplicated student population such as instructional program for both hybrid or distance learning program.	$46,392	$46,392	Yes
Software programs (IXL and IRead) to support students for learning loss in the spring of 2020 and intervention supports the 2020-2021 school year (Used for in person specifically for Intervention and pupil learning loss tier 1 supports (classroom)	$16,921	$16,921	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

There were no differences between the planned actions and/or budgeted expenditures proposed.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The professional development days during the summer were a huge success as the teachers and classified staff needed the time to understand and plan for distance learning and a hybrid model of instruction. The sofware programs we implemented were not as successful as we thought. The IREAD program had so many glitches proving it wasn't helping our students as intended, hence we are not purchasing this program for the 2021-2022. The IXL program wasn't used by as many teachers as intended and next school year we are propsing to pilot another software program to support students in mathematics. (E-Spark)

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Technology-In addition to the provision of chromebooks, special education provided ipads to students in the mod/severe SDC program to increase student engagement and to collect data towards IEP goals.	$22,716	$22,716	Yes
Instructional Materials-In addition to instructional materials provided by general education per grade level, special education provided instructional materials related to specialized academic instruction to promote progress towards IEP goals	$9,095	$9,095	Yes
Apps/Licenses-In addition to the apps and licenses provided by general education per grade level, special education purchased additional apps and licenses in order to provide specialized academic instruction in the virtual learning environment.	$18,659	$18,659	Yes
Professional Development was provided to all classified staff including instructional assistants and paraprofessionals to prepare them to instruct and support students while distance learning.	$53,838	$53,838	Yes
Virtual Assessment licenses and training	$4,428	$4,428	Yes
Professional development days in the summer to attend University of Phoenix Summer Virtual Teaching Academy on Distance Learning	$20,381	$20,381	Yes
Two additional professional development days before the start of school for a total of 7	$177,266	$186,186	Yes
BASRP (before and after school childcare) Employees for reassignment during August 12 through December 31, 2020	$151,938	$205,754	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Cost of (before and after school childcare) Employees for reassignment during March 16 through May 31, 2020	$129,826	$144,573	Yes
3 hours per day of additional classified technology support Approximately $3,973 per month, September 1 through December 31, 2020	$15,892	$16,000	Yes
Wifi Hotspots-TMobile and Kajeet Remote Software-Logmein	$14,563	$31,208	Yes
Chromebooks for students in need of devices for a total of 633 units	$180,423	$180,423	Yes
Zoom Licenses	$10,000	$10,042	Yes
Ipads for students -160 units + warranty	$48,654	$48,654	Yes
Professional development for online curriculum (elementary) Superkids, Benchmark Advance	$2,750	$2,750	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The only substantive difference was in adding more hours for the employees from BASRP due to being displaced by the pandemic.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction: Success: Having designated Mondays as an asynchronous day districtwide enabled teachers to collaborate in grade levels and departments to ensure there was consistency in delivery of content and instruction. Teachers were also able to share best practices for distance learning to ensure students were engaged.

Access to Devices and Connectivity: Success: We purchased computers to ensure that ALL students had a device and set up a tech help desk to resolve issues in the home. We also purchased wifi hotspots to ensure families without access had what they needed. The challenges were related to technological difficulties that were not in control of the district's capacity to ensure everyone had the

same connectivity. There were too many other factors which is why when we were able to bring small cohort groups back to school, we did and this resolved many issues.

Pupil Participation and Progress: Success: Our teachers, classified staff, counselors, and administrators connected with all students who were not present during synchronous instruction and those who weren't turning in their asynchronous assignments. Time was of the essence and all protocols were put in place to ensure students participated every day. Teachers incorporated engagement strategies and social emotional activities to make distance learning enjoyable for students. They also supported students needs to engage with peers during instrruction. Challenges: Students who did not have an adult present at home to keep them focused was a struggle for both the students and teachers. It is hard for the teacher to know exactly what is happening at home via a computer screen.

Distance Learning Professional Development: Success: Teachers, instructional aides and administrators attended Distance learning professional development during the summer. Teachers were also given paid time during the summer along with additional days before the first day of school to collaborate, plan curriculum for a distance learning format, develop consistent engaging practices, mapped out curriculum for consistency across grade levels and departments, identified the most important standards, and developed assessments to monitor student progress. Our teachers were ready and worked very hard to meet the needs of students in a distance learning environment. Challenges: Revamping in person instruction into a distance learning environment. This required a whole new way of engaging students through a computer screen. However our greatest challenges became the impetus that lead our high qualified teachers and staff to rise to the challenge and be successful.

Staff Roles and Responsibilities: Success: Staff that had been displaced due to covid restrictions were able to be reassigned to support teachers and students at the school sites. All employeed continued to be paid and engaged in other work assignments.Other staff were reassigned to support teachers with small group instruction. Challenges: to ensure the folks that were reassigned were in positions where they felt comfortable doing that type of work. It was also challenging to provide work for staff who could not be at a school site and needed to work from home.

Support for Pupils with Unique Needs

- Resource and intervention teachers, instructional aids, and paraprofessionals attended the same week long PD provided for gen ed on new online curriculum and tech tools for DL
- Special Ed teachers developed DL schedules that provided the same number of instructional minutes for each student as required by their grade level
- Students received access to all of the same platforms, apps, instructional materials and technology as those provided to general education students by grade level
- SpEd purchased apps to provide specialized academic instruction that also provided progress monitoring data towards IEP goals
- Sped continued to hold virtual IEP meetings within compliance timelines
- Sped provided both a chromebook(for interaction with staff and the rest of the class) and an ipad (for completion of assignments and access to apps) to all SDC students

- Student attendance and participation was great
- Younger students(PreK -2cnd) received white boards and manipulatives to aide instruction (TouchMath 3D numbers, 2D number cards, SuperKids posters, character cards and figurines)
- Therapies (OT, Speech,PT) provided virtually with great success
- In November SpEd opened SDC classrooms for in person instruction 2 mornings weekend and RSP learning support labs at the high school 4 days a week
- Daily interaction between SpEd staff and families increased, parents providing helpful feedback on how to improve their student's DL program.
- SpEd staff creating a shared library of staff created movies and instructional materials.
- Staff collaboration between sites increased and extra support was implemented for English learners, low income, and foster/homeless.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of IXL to support students with differentiated instruction based on ongoing diagnostic assessments	$12,701	$12,701	Yes
Purchase of Iread to support primary students with English Language Arts and writing	$4,220	$4,220	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and/or budgeted expenditures.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Successes: Teachers monitored student progress on a daily basis along with the intervention staff. Daily attendance and participation was also monitored. Families of students who were not participating were contacted immediately and discussion ensued to identify barriers and solutions. Our families partnered with teachers in the education of their children and became very involved in supporting their children. Intervention staff worked diligently with classroom teachers to identify growth opportunities and worked with students in small groups and one on one. Our counseling staff also met with small groups of students and one on one to support social emotional needs. Ongoing assessments provided valuable information for teachers to communicate with families and for teachers/support staff to work with students especially during asynchronous Mondays.
Challenges: Students who did not have adults at home due to work obligations lacked that support at home. Also students with multiple siblings all attending school at the same time was a challenge.
Overall, we feel very positive about the progress made by students this school year based on the data comparisons between this year and last year at the end of the year. We understand there are students with skill gaps, and we are prepared to meet the needs of these students this summer with our credit recovery program, first and second grade reading intensive summer program, and the expanded learning opportunities we are putting in place for the 2021-2022 school year. The implementation of the new MAP assessment will identify very specific skill gaps that will be addressed in 2021-22. We will also be able to measure student progress by administering MAP next school year in the fall, winter, spring of 2021-22.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Successes:

- New Student Groups at PGMS
- Counselor led Games group at PGMS
- Small groups addressing anxiety, social skills, and friendships
- Individual virtual counseling sessions with students to address anxiety, isolation, suicidal ideation
- Monthly parent outreach drop-in program entitled “Coffee with the Counselors”
- Individual parent outreach and virtual consultations to support DL and in-person
- Continued to hold virtual SST meetings to identify and address needs of students at risk
- Virtual 504 Plan meetings held
- Counselor collaboration across all district sites
- Weekly collaboration with middle and elementary counselors to debrief about students and programs
- Monthly county-wide sharing of ideas with counselors from other districts
- Virtual student drop-in counseling sessions at PGMS provided 4x weekly
- Student social/emotional check-in system at PGMS
- Pandemic and social-emotional learning related parent articles published in the monthly school newsletters
- Virtual Caring Circles provided at the elementary school level for all grade levels
- Provided SEL parent education opportunity for the entire district through 4 workshops
- Students of Concern (SOC) staff meetings held virtually
- Virtual Career Fair

Challenges:

- Lack of student attendance at virtual counseling sessions for both social/emotional as well as academic concerns
- Inability to easily create new relationships with students via DL through a computer screen
- Inability to hold normal in-person student recognition ceremonies (i.e. Honors Night)
- Lack of easy collaboration with the teaching staff to confer about students
- The challenge of connecting with high risk students during DL, many inconsistencies in attending sessions
- Lack of outside resources to refer students to. Most licensed therapists were no longer able to take on new clients and/or had waitlists. Organizations that typically help our neediest students were not offering services.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Successes: Daily attendance and participation practices supported the protocols in place to engage with students and families who were not participating. When the county allowed school districts to bring small groups of cohorts to school, we did so immediately and this was very successful. We hired substitute teachers to support students during synchronous instruction with the distance learning teacher and to provide support/guidance during the asynchronous assignments. Clearly these students needed someone to provide a structure to do school successfully and it worked. Counseling services were also provided for those students needing additional social emotional support. Finally, intervention staff worked in concert with instructional aides providing small group and one on one instruction for those students who struggled, especially our English learners, low income, foster/homeless and special needs students.
Challenges: the challenge was to get those students to maintain a focused school approach during distance learning due to factors out of the locus of control of staff via a computer screen before we were allowed to bring students back to school in cohorts.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Successes:

Extension of waivers to allow District to continue serving breakfast & lunch for free to all children ages 18 and younger
Our department adapted to the sites' various on-campus programs and ensured students learning on campus had a hot lunch and breakfast to take home for the next day
Our partnership with St. Mary's Church and their work on securing food boxes from the "USDA Farmers to Families Food Box" program also increased our meal participation on Wednesdays at our curbside operation
When the sites transitioned into hybrid programs, we mobilized our team and increased the number of children served by over 150%.
We continued our curbside meal operation to service the community and distance learning students, prepared and served lunches and take-home breakfast on campus at the elementary sites, prepared meals for the local charter school, and distributed take-home meals for preschool and secondary schools.
Challenges:

We have been battling food shortages and substitutions throughout the pandemic, but continue to communicate daily menu items via Catapult messaging so families are aware of the menu changes
Before the pandemic, we worked on decreasing the number of "wrapped" items in our menu, but in order to serve more meals, we have had to rely on some pre-wrapped items. We continue to source food that is low in preservatives, additives, antibiotics, etc.
Menu fatigue – we saw a dip in participation mid-way into the school year and tried to include some student favorites in the menu

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Vouchers to local restaurants were provided for the month of July 2020 to support students who qualified for free and reduced meals.	$23,065	$23,065	Yes
In-Person Instructional Offerings	The district purchased materials to build hand washing stations and personal protective equipment (disposable and non disposable aprons, KN 95 masks, hand sanitizer and equipment, face shields) and ordered electrostatic disinfection guns, ziplock bags, nitrile gloves, smocks, Infrared touchless thermometers, antibacterial wipes, antiseptic wipes, batteries, transparent face masks, sanitizer pump bottles, etc	$82,921	$82,921	Yes
Pupil Learning Loss (Pupil Learning Loss Strategies)	6 additional daily hours of instructional assistants for both elementary schools support teachers with small group instruction from classified employees flexibility of duties (projected cost August 12th through December 31, 2020	$53,830	$54,637	Yes
Distance Learning Program (Distance Learning Professional Development)	10 additional days added to the District Digital teacher and for the (site technology personnel)	$4,828	$4,828	Yes
Pupil Learning Loss (Pupil Learning Loss Strategies)	6 additional daily hours of instructional materials support for teachers from classified employees flexibility of duties. This is specific to the exchange of Bus Driver hours to support classroom teachers. Approximately $4,817.80 per month through December 31, 2020	$24,089	$33,053	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Food storage and paper items to improve delivery and pick up access for students in various locations.	$3,965	$7,744	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were no substantive differences between planned actions and budgeted expenditures

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The lessons learned as a result of the pandemic are many when it comes to the social and emotional well being of students in addition to academics. Specifically we have developed a social emotional goal with the intent to provide professional development to staff on the impact Social Emotional learning has in developing well rounded human beings and its impact on academics. We are also going to be providing parent and teacher support in this area as well given the challenges presented by this pandemic. Many of the engaging strategies used during distance learning will continue to be implemented in the classroom and much of the software that was purchased to support distance learning will continue to be used as it was highly engaging for students.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

This year we noted that the majority of students progressed academically despite the distance learning environment for most of the school year. Our intervention teachers and the additional instructional aid hours worked to support differentiated small group instruction at the elementary level. The secondary school's intervention support were also very successful. Students with unique needs were monitored closely and will continue to monitor their progress next school year. We also purchased the MAP (Measures of Academic Growth) assessments in order to pinpoint specific skill gaps for all students, especially English Learners, low income, foster/homeless and special needs students.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences as the majority of the expenditures contributed to increased and improved services for those intended.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Up until the pandemic in March of 2020, everything was moving along as planned in the 2019-2020 LCAP. Once the pandemic hit and we had to close schools and shift immediately to a new instructional format that was brand new and based on technology everything changed for all staff, students, and families. It was a huge endeavor, however everyone in our school community rose to the occasion and made the best out of a dire situation. This event reinforced our commitment to serving the whole child and engage their families as partners in education. We believe that social emotional learning is vital to the academic success of students and that all aspects of learning need to be attended to. For this reason we are implementing a social emotional learning goal and have actions to address the needs of everyone in our school community. We learned through the experience and challenges faced during distance learning and believe these experiences allowed us to shift instructional practices for higher student engagement. Our teachers, staff, and administrators worked collaboratively for the good of all and everyone worked together becoming more efficient and efficacious. Students also rose to the challenges put forth and became more resilient. We look forward to a new school year with students physically present to begin the healing process. Given the fact that all meetings needed to be virtual, we realized more people could participate in meetings with site personnel during this venue and therefore plan on continuing this practice for board meetings, IEP, SST, and other meetings that otherwise required the physical presence of families. All in all, this experience required a growth mindset to make it work and that is what our amazing certificated, classified, and administrative staff accomplished! Dr. Porras, our Superintendent, encouraged us with "All Hands on Deck" and that is exactly what we did for the good of all in our school community.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	35,085,202.00	37,902,184.88
Adult Education Fund	4,000.00	2,179.00
General Fund	33,704,918.00	36,412,485.52
General Fund-Supplemental	793,384.00	648,933.00
Measure A Fund 21	580,000.00	836,959.00
Other	2,900.00	1,628.36

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	35,085,202.00	37,902,184.88
1000-1999: Certificated Personnel Salaries	17,271,784.00	17,045,276.00
2000-2999: Classified Personnel Salaries	6,614,575.00	8,532,876.36
3000-3999: Employee Benefits	7,313,329.00	7,861,659.00
4000-4999: Books And Supplies	1,702,411.00	1,744,119.00
5000-5999: Services And Other Operating Expenditures	2,027,987.00	2,387,240.52
5800: Professional/Consulting Services And Operating Expenditures	22,200.00	12,120.00
7000-7439: Other Outgo	132,916.00	318,894.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	35,085,202.00	37,902,184.88
1000-1999: Certificated Personnel Salaries	Adult Education Fund	4,000.00	2,179.00
1000-1999: Certificated Personnel Salaries	General Fund	16,495,100.00	16,434,394.00
1000-1999: Certificated Personnel Salaries	General Fund-Supplemental	771,184.00	607,153.00
1000-1999: Certificated Personnel Salaries	Other	1,500.00	1,550.00
2000-2999: Classified Personnel Salaries	General Fund	6,613,175.00	8,491,018.00
2000-2999: Classified Personnel Salaries	General Fund-Supplemental	0.00	41,780.00
2000-2999: Classified Personnel Salaries	Other	1,400.00	78.36
3000-3999: Employee Benefits	General Fund	7,313,329.00	7,861,659.00
4000-4999: Books And Supplies	General Fund	1,122,411.00	907,160.00
4000-4999: Books And Supplies	Measure A Fund 21	580,000.00	836,959.00
5000-5999: Services And Other Operating Expenditures	General Fund	2,027,987.00	2,387,240.52
5800: Professional/Consulting Services And Operating Expenditures	General Fund	0.00	12,120.00
5800: Professional/Consulting Services And Operating Expenditures	General Fund-Supplemental	22,200.00	0.00
7000-7439: Other Outgo	General Fund	132,916.00	318,894.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
Goal 1	33,901,507.00	36,663,286.00
Goal 2	424,271.00	421,201.00
Goal 3	759,424.00	817,697.88

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$63,313.00	$63,313.00
Distance Learning Program	$860,429.00	$954,707.00
Pupil Learning Loss	$16,921.00	$16,921.00
Additional Actions and Plan Requirements	$192,698.00	$206,248.00
All Expenditures in Learning Continuity and Attendance Plan	$1,133,361.00	$1,241,189.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$63,313.00	$63,313.00
Distance Learning Program	$860,429.00	$954,707.00
Pupil Learning Loss	$16,921.00	$16,921.00
Additional Actions and Plan Requirements	$192,698.00	$206,248.00
All Expenditures in Learning Continuity and Attendance Plan	$1,133,361.00	$1,241,189.00

LCFF Budget Overview for Parents

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

CDS Code: 27661340000000

School Year: 2021-22

LEA contact information:

Ana Silva

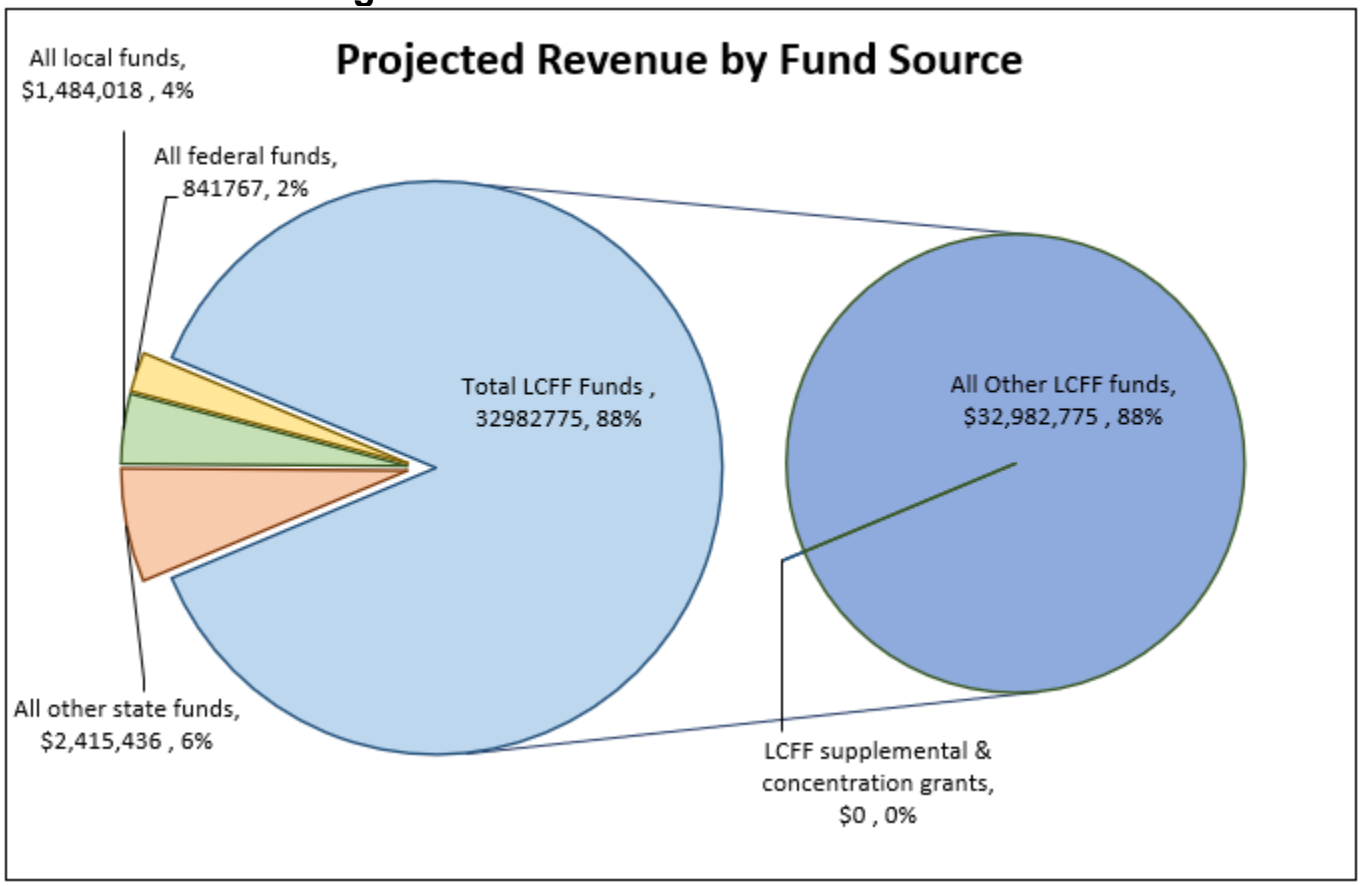
Director of Curriculum & Special Projects

asilva@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 2021-22 School Year

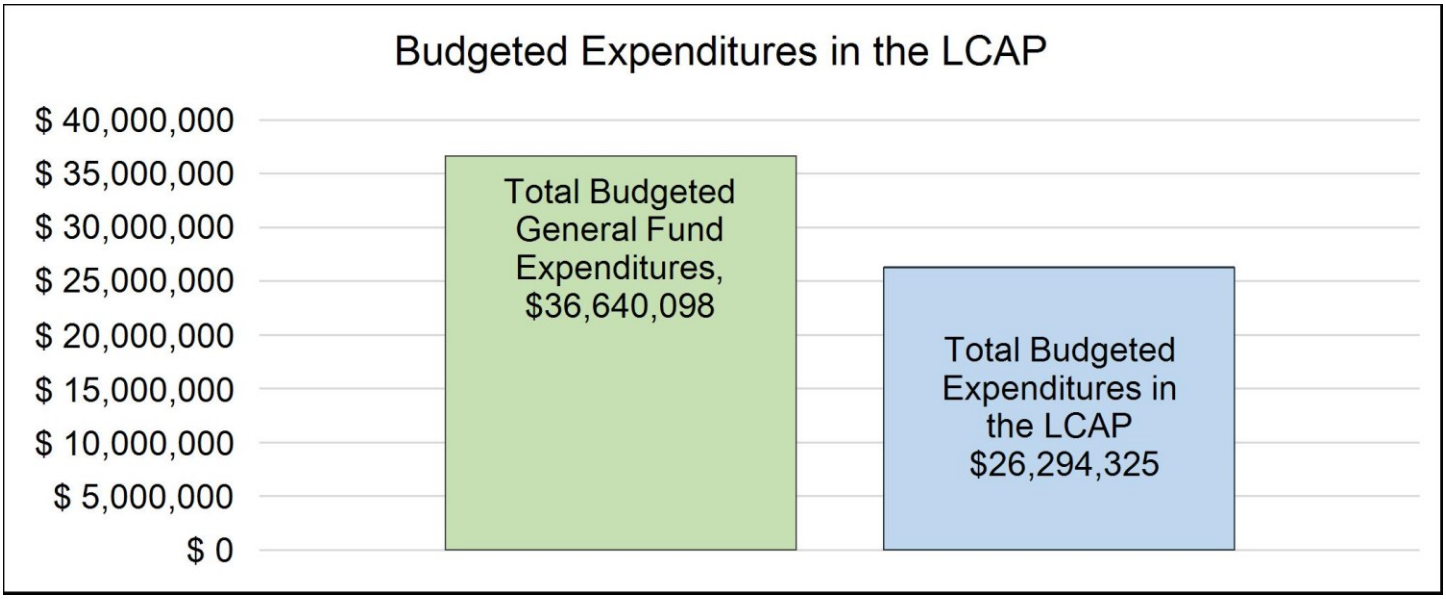


This chart shows the total general purpose revenue Pacific Grove Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Pacific Grove Unified School District is $37,723,996, of which $32,982,775 is Local Control Funding Formula (LCFF), $2,415,436 is other state funds, $1,484,018 is local funds, and $841,767 is federal funds. Of the $32,982,775 in LCFF Funds, $0 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 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Pacific Grove Unified School District plans to spend $36,640,098 for the 2021-22 school year. Of that amount, $26,294,325 is tied to actions/services in the LCAP and $10,345,773 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

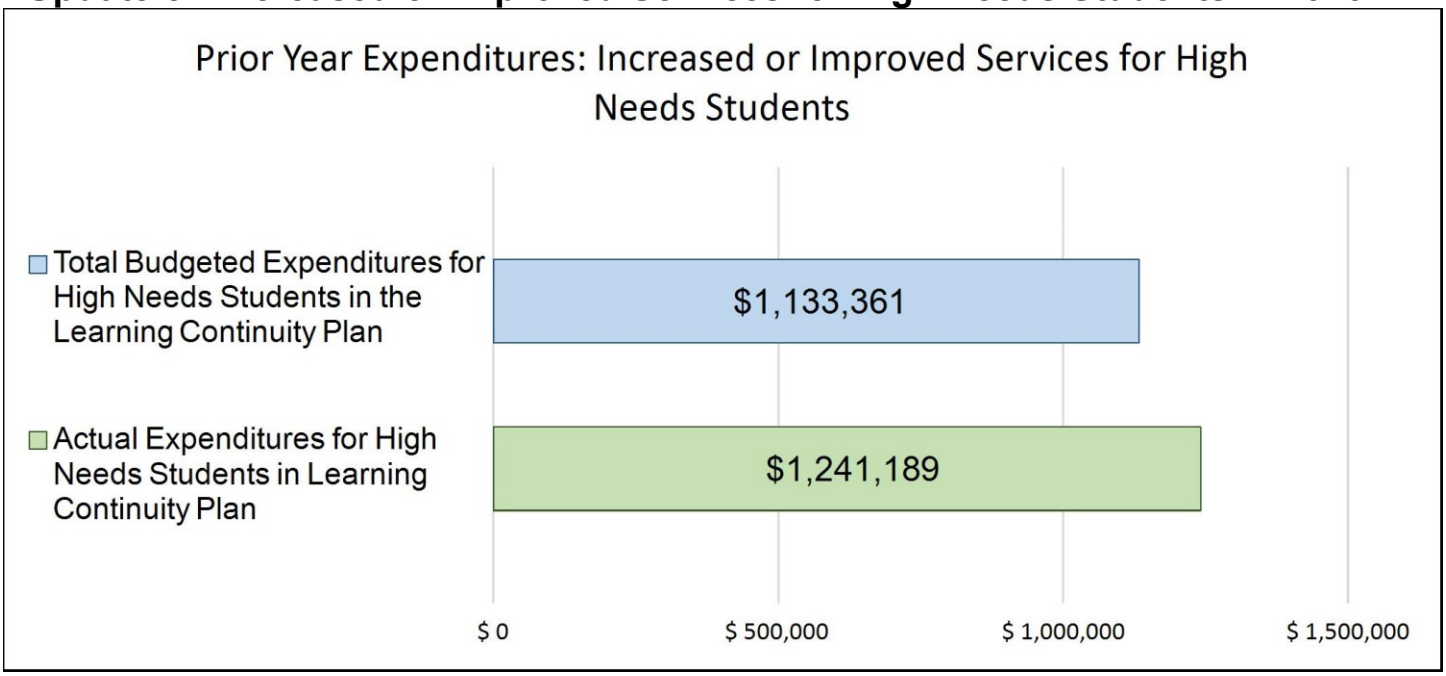
Not included in the lcap were projected expenditures for benefits of classified and certificated staff $8,449,648 (object code 3000)
Services and other expenditures $2,667,686 (object code 5000)
Capital outlay $15,000 (object code 6000)
Other outgo $218,956 (object code 7000)

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Pacific Grove Unified School District is projecting it will receive $0 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 $890,243 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 2020-21



This chart compares what Pacific Grove Unified School District budgeted last year in the Learning Continuity Plan 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.

In 2020-21, Pacific Grove Unified School District's Learning Continuity Plan budgeted $1,133,361 for planned actions to increase or improve services for high needs students. Pacific Grove Unified School District actually spent $1,241,189 for actions to increase or improve services for high needs students in 2020-21.

Local Control 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	Ana Silva Director of Curriculum & Special Projects	asilva@pgusd.org 831 646-6526

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

The Pacific Grove Unified School District (PGUSD) offers a public education to students in grades transitional kindergarten through twelfth grade, in addition we offer a special education preschool and an adult transition program, ages 18-22 for students who reside in the City of Pacific Grove and a portion of Pebble Beach. There are two elementary schools – Robert Down and Forest Grove, one middle school – PG Middle School, one comprehensive high school-PG High School, and one alternative high school – PG Community High School. The District serves a diverse student population with a total enrollment of 1,962 comprised of 61% white, 20.4% Hispanic, 10% Asian, .36% two or more , 2.6% African American, 0.97 Pacific Islander, 1.12% American Indian, 1.2% not reported, 4.4% English learners, 18.8% Socio Economically disadvantaged. All students in Pacific Grove Unified are taught by highly qualified and appropriately assigned teachers with instructional materials that support the implementation of the California State Standards for all core content areas. In addition to our instructional base program, all students receive physical education and a robust music program that includes vocal and instrumental instruction in grades TK-12 with appropriately assigned teachers. In order for students to thrive academically, we also address their social and emotional needs through a variety of programs at all of the school sites. We provide counseling services and school psychologists to ensure students' social and emotional needs are met. Our district is dedicated to keeping elementary class sizes low especially in the primary grades. Our district is dedicated to preparing students for college and careers with 21st century skills. The goal of our elementary schools is to promote strong literacy and mathematics instruction to support critical thinking in all content areas. The middle school builds on this foundation with content area instruction and further developing students' abilities to effectively communicate orally and in writing, think critically, collaborate, and extend learning through creativity and innovation. The high school offers academic counseling to guide students with various options for college or career through Career Technical Education pathways, courses aligned to A to G, a variety of Advanced Placement courses and dual enrollment courses with Monterey Peninsula College. Students who are learning the English language are supported by staff with the appropriate credential to support the various language levels of our students. Students who have been identified with disabilities are taught by appropriately credentialed staff who meet each student's needs through the Individual Education Plans process. Currently our district serves 13% Students with Disabilities, .4% Foster , and .2% homeless. We strive to ensure all students receive the appropriate support to ensure college and career readiness upon high school graduation.

Reflections: Successes

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

After a careful analysis of the District's performance on the multiple indicators, a majority of our students are meeting or exceeding the standards in grades 3-8 in English Language and Mathematics, graduation rates are very high, suspension rates are very low, and reclassified English learners are performing at or better than their English only counterparts on both English Language Arts and Mathematics assessments. Additionally, 71.4% of English learners are making progress towards English Language proficiency placing the district in the very high category for this area. We are continuing to monitor all English learners and provide support in class and through after school tutoring. We also showed an improvement in the 2020 College and Career readiness as compared to the 2019 readiness data with an overall improvement from 60% prepared to 69% prepared. All target groups made positive gains as well: Socio-economically challenged improved from 43% prepared to 48% prepared, Hispanic 40% prepared to 64%. Our graduation rates also improved from 2018-2019 (92.6% graduated) to 2019-2020 (95.3%), Socio-economically challenged 94.3% (2018-2019) to 96% (2019-2020).

We plan to maintain and build upon this success by implementing the Measures of Academic Progress Assessments three times a year to monitor student progress especially for our English learners, low income, special needs, and foster/homeless youth. In addition to this assessment, we will continue to monitor student progress through the analysis of student work at the classroom level to meet students where they are instructionally. Teacher and staff will collaborate and share best practices in support of student learning.

Reflections: Identified Need

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

Other areas requiring attention based on the data from the 2019-2020 California Schools Dashboard are chronic absenteeism rates. With the pandemic affecting the district during the spring of 2020 and the majority of the 2020-2021 school year, our greatest focus will be to identify students with learning gaps especially our English learners, socio-economically challenged, special needs, and homeless/foster youth. Based on local assessments, the identified target groups will receive increased and improved services honing in on specific skill gaps through our intervention supports at the elementary and an increase in support classes at the middle and high schools.

Ongoing collaborative discussions and analysis of formative assessments at grade level and department meetings focus on refining and increasing services to meet the needs of target groups at each site. This information helps to identify specific target groups by school site, content area and identify additional areas of intervention support and determine if intervention efforts are being successful. Furthermore, the work being done at each site to address the social and emotional needs of students is proving to be working. However, the pandemic and its effects will require us to increase support in the area of social and emotional wellness to make school a safe place where all students thrive.

The implementation of Toolbox at the elementaries, Character Strong at the Middle School and Restorative practices at the high school will address the needs of our struggling students due to the pandemic.

LCAP Highlights

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

The key features included in the 2021-22 LCAP include 3 goals. The first goal aims to capture the overall mission of the district which is to provide the optimal conditions so that students will graduate College and/or Career ready to be productive citizens. As a result of the COVID pandemic, we are also adding a goal to support students, parents, and staff with social emotional supports to enhance well being and academic achievement. We are pleased to be offering a parent education series on social emotional learning and professional development to staff in support of issues related to the pandemic for students, staff, and families in our community. We are maintaining our efforts to support our target student groups in the areas of English language arts and mathematics by providing targeted improved and increased services based on local assessments providing specific skill gap analysis with instruction aimed to close those gaps. An area of focus is mathematics at the middle and high school. For the 2021-22 school year the high school like the middle will support our targeted student groups by offering math support classes in IM1, IM2, and IM3 for students who are concurrently enrolled in those grade level math classes. The math support class at the high school offered after school was successful, however with this increased support, students are given the opportunity for a differentiated and more personalized approach to applying and understanding mathematical concepts taught in the regular math classes with additional opportunities for practice in the math support class.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

In an effort to involve a greater number of stakeholders, each site has had multiple meetings with a variety of stakeholder groups to discuss current site plan goals, which are all aligned to the district's LCAP goals and the eight state priorities. During this process, each of the sites shared the actions implemented throughout the school year along with the measurable outcomes for those actions. With this information, stakeholders were able to provide specific input and direction for actions to be implemented in this and the following school year. This was done intentionally to involve all stakeholders with multiple opportunities to provide feedback on annual updates and future goals in a meaningful way. Based on our experiences since the inception of the LCAP, we found this approach enabled stakeholders to offer ideas that directly affected their respective school sites where their children would be impacted. For this reason, we felt the involvement process needed to be primarily at the site level. In order to reach a broader stakeholder group and provide direction for the district goals, a parent survey from WestEd was also sent out to parents. Generally at all of the schools the stakeholder process includes Site Councils, Leadership meetings, staff meetings, student surveys/focus groups, townhall, and virtual principal check-ins. The most powerful engagement strategy used in 2020-2021 were the virtual meetings that enabled more stakeholders to participate and be heard. We also improved our communication efforts via the district's new messaging system, district newsletter, and site based newsletters.

We received a total of 513 parent surveys, an increase of 2% over last year's respondents. At the district level, we also had meetings representing both the Teachers and Classified Unions and the District English Language Advisory Committee. We also had a district wide discussion at multiple board meetings and site based parent-teacher-student meetings to gather input regarding safety COVID protocols and other issues affecting students as a result of the pandemic. Most of our site based meetings, town halls, and surveys primarily related to the reopening of schools and the distance learning program. The following are the meeting dates for each of the sites and the stakeholders involved in those meetings:

High School/Community High School

Site Council meetings: 10/29/20, 11/5/20, 2/22/21, 3/20/21, 5/6/21

Leadership meetings: Monthly from August to May

Staff meetings: monthly or bimonthly meetings as needed.

Student surveys/focus groups:

Middle School:

Student Survey: Olweus Bullying Survey: Quarter 1 and quarter 4

Leadership: Instructional Leadership Team (meets monthly): 8/21/20, 11/20/20, 3/15/21: were the dates of Discussion, input, presentation and modes of progress monitoring of site goals. Based on staff input, the middle school will be continuing our dedicated time for our character program (Character Strong) during the advisory period.

Site Council: School Site Council: were the dates of discussion and input regarding site goals 8/21/20, 11/6/20, 12/4/20, 2/1/21, 3/8/21, 4/9/21. Committee members were tasked with comparing the data with the school goals to ensure that adequate emphasis is placed in the greatest area(s) of need. The Site Council agreed that PGMS utilize the parent component of the Character Strong program so that these lessons and skills can be discussed and supported at home. It was also recommended we host a Character Task Force composed of teachers, parents and students as an advisory body to support Character Strong. This is now part of our SPSA plan.

Principal Check Ins: 11/9/20, 3/15/21

Staff Meetings: Monthly August to May

PGMS Office Hours: (Parent virtual dropins) 8/10/20, 11/23/20, 12/3/20, 1/11/21, 3/31/21.

PTSA: PTSA: 8/19/20 and 1/15/21: were the dates of discussion, presentation and input on the site goals. PTSA members were asked to provide input on these goals based on the data and discussions.

Middle School Parent Townhall meetings on distance learning led to the creation of a distance learning schedule which maximized the synchronous learning portion. Our initial plan was a 50/50 split between synchronous/asynchronous. The staff recommended the Advisory Class meet with students on the asynchronous Mondays to deliver key components of Character Strong. Due to parent input, we shifted to a 66/33 split between synchronous and asynchronous respectively.

Forest Grove:

Elementary Town Hall Meetings - July 28, 2020; March 1, 2020; and March 23, 2020

Forest Grove Principal Check In for Families - 6/15/20, 9/15/20, 11/5/20, 11/24/20, 1/12/21, 1/26/21, 2/9/21, 2/23/21, 3/16/21, 3/24/21, 5/4/21

Leadership team meetings - 11/2/20,12/7/20, 1/4/21,3/1/21, 3/2921

Staff Meetings - 8/10/21, 8/24/21, 9/14/21, 10/8/21, 11/9/21, 12/14/21, 1/11/21, 2/8/21, 3/8/21

Staff Check In - 1/5/21, 1/26/21, 2/2/21, 3/23/21, 3/26/21, 5/4/21

Robert Down:

Site Council meetings:

Leadership meetings: Monthy from August to May

Staff meetings: monthly or bimonthly meetings as needed.

Cocoa with Keller nights: 9/11/2020, 10/29/2020, 11/19/2020, 01/19/2021, 02/18/2021, 03/16/2021, 04/29/2021

Town Halls 07/28/2020, 03/01/2021, 03/15/2021, 03/25/2021

PTA Meetings 09/29/2020, 10/05/2020, 11/02/2020, 12/07/2020, 02/01/2021, 04/05/2021

District Parent Advisory Committee: May 13, 2020, September 8, 2020, March 3, 2021, May 11, 2021

English Language Advisory Committee: May 11, 2021

Pacific Grove Teachers Association/ Classified Employees Association: May 27, 2021

Student Services: The Director of Student Services attends monthly SELPA meetings. Meetings provide direction from the CDE on current assembly bills that directly impact policy and procedures as they relate to compliance with federal law. SELPA provides direction and support in the development and submission of required annual reports such as; CALPADS, Personnel Data report, Performance Indicator Review reports, Annual Service Pan, Compliance Reviews and corrective action plans. In addition, the SELPA provides professional development at the Monterey County Office of Education that focuses on best educational practices and the improvement of services to SWDs. PGUSD SpEd staff are encouraged and financially supported to attend any training pertinent to their assignment. Examples of PD attended by PGUSD staff include; The Autism Series, CAPTAIN training, Assistive Technology Series, Legally Defensible IEP Notes. In addition, The SELPA provides on site professional development at district request. For instance, SELPA program specialists provided training to district sped teachers and paraprofessionals on Applied Behavioral Analysis and data collection

The SELPA Director and Program Specialists are available for consultation by phone and email at all times for specific questions

regarding cases and improving best practices.

A summary of the feedback provided by specific stakeholder groups.

At the High school:PGHS and PGCHS feedback indicated a need to meet the social emotional needs of students in the new school year.. Feedback indicated a need to provide students with learning recovery opportunities. Student information was gathered through the California Healthy Kids Survey. Based on the data there is a need to increase “student connectedness.” Site administration will work closely with the counseling staff and other community partners to identify strategies on increasing school connectedness. Parent feedback was very

supportive of the social emotional programs implemented at the elementary schools (Toolbox) and the Middle School (Courage Strong) wanting schools to continue with these efforts.

At Forest Grove: Based on stakeholder feedback, Forest Grove will continue virtual parent check in meetings as these were much better attended than previous live meetings. The lunch period will be split to reduce the number of students on the playground and increase the quality of supervision.

To address the social emotional needs of students in a whole group setting, the Caring Circle program with the counselors. Google forms for quizzes and formative assessment will be continued so the data is available instantaneously and can used to inform instruction.

Virtual parent conferences will be offered to parents as well as virtual IEP meetings for those parents who prefer this setting.

At Robert Down: Based on stakeholder feedback: Parents provided feedback regarding improvements to make for distance learning instruction: increased synchronous time/screen time with teachers in order to provide more connection with school. There is also a preference for any site club/activity to be funded with site funds if they provided services for grades K-5. This will be an action for the 2021-22 school year.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Based on the feedback from parents, staff, students, and administrators regarding social emotional concerns, the LCAP's second goal provides actions to address these concerns. We will be supporting parents with a series of trainings so they are better equipped with resources and ideas on supporting their children with the effects of the pandemic. We will also be providing training for site staff and administrators on how to support students in the classroom along with self care strategies. Our counseling staff will be attending trainings and offering professional development for staff at the school sites.

Goals and Actions

Goal

Goal #	Description
1	Pacific Grove Unified, in partnership with students, parents, staff, and the community, will challenge all students by providing a quality instructional program in a positive, safe and stimulating environment, providing differentiated pathways for all students to be college and /or and/or complete a career technical education pathway.

An explanation of why the LEA has developed this goal.

This goal captures the mission of the district to ensure we provide an educational system where all students thrive, are valued and graduate college and/or career ready to become productive global citizens. We want to continue to provide students with highly qualified teachers and classified staff, in a setting where students are safe and proud of their schools. We are also committed to providing the technology infrastructure and upgrades in accordance with the District Technology Plan. Although we are a small school district, we offer students a variety of course offerings ensuring our students have opportunities to be well rounded academically and socially/emotionally. The next three year LCAP will show how we not only set high expectations for all yet also provide the supports for students with challenges as is represented in the actions for Goals 2 and 3. It is evident our district support all students beginning with our special education preschoolers to our students who attend the adult transition program once they leave the high school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 1 A: Degree to which teachers aare appropriately assigned and fully credentialed.	100% in 2020-2021 Source: SARC				100%
State Priority 1 B: Degree to which students have standards-aligned instructional materials.	100% in 2020-2021 Source: SARC				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 1 C: FIT Rating for school facilities in good repair.	Overall Rating: GOOD Source: SARC/FIT				GOOD overall Rating
State Priority 2. The implementation of academic content and performance standards for all students.	100% of teachers are implementing CA State Standards. Source: Administrator to observe implementation of CA Standards and record during observations log.				100%
State Priority 4 A: The percentage of pupils that have successfully completed A-G requirements The percentage of pupils that have successfully completed CTE pathways	76.4 % completed either A-G or CTE pathways 73.6% Met A-G 22.9% Completed CTE Pathways Source: Illuminate SIS/Calpads 2019-2020				80% meet A-G 29% Complete CTE pathways
State Priority 4 B: The percentage of students who have	2019-2020 73%				79% Pass AP with a 3 or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
passed an AP exam with a score of 3 or higher	Source: College Board				
State Priority 4 C: The percentage of pupils who participate in, and demonstrate college preparedness in the EAP.	2019-2020 79.2% prepared in ELA 64.2% prepared in Math				85% prepared in ELA 70% prepared in Math
State Priority 5 E: High School graduation rate	95.3% Source: Calpads 2019-2020				100% graduation rate
State Priority 2 B: The degree to which programs/services enable English Learners to access the CSS and the ELD standards	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				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	collaboratewith content area teachers in support of EL students in their classrooms.				
State Priority 7 A: Broad course of study	Students have access and are enrolled in all required areas of study as monitored through CalPads & Illuminate. 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.				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing
1	Certificated Teachers, Classified Staff and Administrators	All teachers and administrators 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. (2000 object code)	$23,379,142.00	No
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. (4000 object code)	$1,019,423.00	No
3	High School Outreach Counselor	The Outreach High School Counselor position was created to provide support to at-risk and special populations. At-risk students include students 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, and English Language Learners. Supports range from 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.	$85,109.00	Yes
4	Career Technical Education	By identifying our populations of English Language Learners, low income, and students in special education, our academic counseling department works to ensure that the benefits of our CTE pathways are		Yes

Action #	Title	Description	Total Funds	Contributing
		understood by both parents/guardians and students. CTE teachers also provide material outlining the benefits of their courses to incoming eighth graders as well as new students to the district.		
5	Broad Course of Study	Removing barriers such as prerequisites for upper level classes such as honors and AP offerings and increase CTE enrollment at the freshman and sophomore levels into pathways with a long term goal of increasing the amount of CTE completers from 22% to 25% by 2022-23. We plan to achieve this by offering waivers to students from physical education for those that are active in high school sports Pacific Grove High School is also making it a goal to continue expanding our offerings of dual enrolled classes. We plan to achieve this by continuing our relationship with Monterey Peninsula college and staying up-to-date with our College and Career Pathways (CCAP) agreement. Plans to add two additional dual enrolled courses in 2021-22 with our computers pathway. Plans to add two more dual enrolled courses in 2022-23 in the social science department.		Yes
6	Technology Infrastructure	Here are PGTech's priorities for the next 3 years: Support the transition of Synergy SIS and Assessment: Build end-user capacity/proficiency with working in Synergy (classified and certificated) Continue with Classroom hardware upgrades to reach standard classroom configuration - elementary, middle school, high school. This includes moving to interactive panels, integrated audio, laptop as teachers' primary device. Outdoor wifi installations on all campuses	$660,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Security Camera system upgrade Total budget from Measure A is $660,000		

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Social Emotional Learning: Advance educational equity and excellence by focusing on the social, emotional, and mental health of our school community by creating a safe and affirming school environment and culture that supports and encourages school connectedness and resiliency.

An explanation of why the LEA has developed this goal.

This new goal that was intended to be in the LCAP well before the pandemic. Based on all stakeholder feedback and unanimous board support, counseling hours were increased for 2019-2020 and a new curriculum was adopted at the middle school (Courage Strong) as well as additional counseling hours were added to the middle school. During all stakeholder meetings across the district during the pandemic, there was a unanimous request to provide more social emotional support for parents, staff, and especially students as they returned to school. We are continuing to research other options in addition to the actions listed here as we progress throughout the school year. We will be administering a district wide social emotional student assessment to determine specific areas of need. We will adjust our offerings to meet the varied needs based on the initial and ongoing progress monitoring of students' social and emotional well being.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.	86% Strongly Agree and Agree that "school allows input and welcomes parent contributions". 2019-2020 CHKS 82% of parents Strongly Agree and Agree that "parents feel welcome to				95% Strongly Agree and Agree that "school allows input and welcomes parent contributions". 2019-2020 CHKS 95% of parents Strongly Agree and Agree that "parents

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	participate at school". CHKS 2020-21				feel welcome to participate at school".
State Priority 3 B: Demonstration of how the school district will promote parental participation in programs for unduplicated. (number of meetings, number of participants)	80% (2019-20 CHKS) & 87% (2020-21 CHKS) "Strongly Agree and Agree that "school encourages me to be an active partner".				95% "Strongly Agree and Agree that "school encourages me to be an active partner".
State Priority 3 C: Demonstration of how the school district will promote parental participation in programs for students with exeptional needs. (number of meetings, number of participants)	260 SPED Students SELPA opportunities multiple time per year 504 Annual Meetings 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				Continue with documentation
State Priority 5 A: School Attendance Rate	District Wide: 94.1% Forest Grove 96.8% Robert Down: 97.3%				All attendance rates maintain or improve and Community HS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Pacfic Grove Middle School: 97.2% Pacific Grove High School: 96.8% Community High School: 82.4% Source: Calpads				improves by 3 percentage points
State Priority 5 B: Chronic Absenteeism rates	7.6% 2019-2020 Dashboard Data Files				5% or less Chronic Absenteeism rates
State Priority 5 C: Middle School dropout rates	0% dropout 2019-2020 Source: Calpads				Maintain 0% dropout
State Priority 5 D: High School dropout rates	1.4% (2 students) 2019-2020 Source Calpads				0% dropout
State Priority 6 A: Pupil Suspension rates	2019-2020 1.6% Source: Calpads				Decrease suspension rate to 1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 6 B: Pupil expulsion	2019-2020 0% Source Calpads				maintain 0% expulsion rate
State Priority 6 C: Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	95% (2019-20 CHKS) & 99% (2020-21) of Parents Strongly Agree and Agree that "school is a safe place for students" 79% (2019-20 CHKS) & 80% (2020-21 CHKS) of Elementary Students Strongly Agree and Agree that they "feel connected with their school" 82% (2019-20 CHKS) & 81% (2020-2 CHKS) of Elementary Students Strongly Agree and Agree that they "feel safe at school". 66% (2019-20 CHKS) & 80% (2020-21 CHKS) of Secondary Students Strongly				100% of Parents Strongly Agree and Agree that "school is a safe place for students" 90% of Elementary Students Strongly Agree and Agree that they "feel connected with their school" 90%Elementary Students Strongly Agree and Agree that they "feel safe at school". 90% Secondary Students Strongly Agree and Agree that they "feel connected with their school". 85% of Secondary Students Strongly

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Agree and Agree that they "feel connected with their school". 76.5%(2019-20 CHKS) & 60% (2020-21 CHKS) of Secondary Students Strongly Agree and Agree that they "perceive school as safe or very safe".				Agree and Agree that they "perceive school as safe or very safe".

Actions

Action #	Title	Description	Total Funds	Contributing
1	Counseling Services	Counseling services are offered at the elementary, middle, and high school level. All student learning is enhanced by providing an orderly, caring, and nurturing educational and social environment in which all students feel safe and take pride in their school and achievements. Positive interpersonal relationships among students and between students and staff are promoted through a variety of social/emotional supports and programs at each of the sites. The elementary and middle school counselors work collaboratively with the classroom teachers in providing the elementary program Toolbox to build social/emotional skills leading to resiliency and positive communication skills and self care when dealing with life stresses. Counselors from the elementary schools also support students at the middle school to build continuity for students as they transition to the middle school.	$320,017.50	No
2	Social Emotional Learning Curriculum	Elementary schools will continue to implement Toolbox, Middle school will continue to implement Character Strong, and the High School will be implementing Restorative Practices training for staff to support students in building resiliency and learning positive approaches to challenges.		Yes
3	Parent Engagement & Student Success: Nurturing Parent & Caregiver SEL Educational Workshop Series	The Institute for Social and Emotional Learning has organized a special program for PGUSD parents and caregivers. The workshop series will provide: 1. Three pre-recorded 30-minute video introduction. This is shared via a YouTube link. This is an introduction to a series of workshops 2. Three live/synchronous online themed workshops delivered by Zoom. Each workshop would be offered in two tracks – one for K-5th	$7,500.00	No

Action #	Title	Description	Total Funds	Contributing
		Grade parents and caregivers and one for 6th through 12th Grade parents and caregivers. The first two of these themed sessions are recorded and uploaded to a private YouTube channel for our district to distribute the link within our community. 3. A comprehensive digital packet of resources and materials. 4. An editable flyer containing all the YouTube and Zoom links for our district to use to promote the Series across your community. These sessions will be offered to two separate groups of parents. One Elementary group and one Middle/High school groupl • Big Moments: Bringing Calm when Emotions Run High This session offers parents an opportunity to reflect on the full range of emotions that parents and children might experience, particularly during this pandemic. We will offer a framework and practical strategies for managing and regulating our own emotions as well as coaching our children to better manage theirs. • Communication and Conflict: Building and Repairing Relationships and Getting to Peace: This session offers parents practical tools to build and maintain positive approaches to communication within the family, and explores ways to repair and heal relationships when conflict arises or communication falters. We will focus on active and reflective listening, styles of communication, and practices for conflict transformation. • The Open Session for Parents: Facilitated Peer-to-Peer support: This session utilizes The Open Session format to bring connection and support to parents. Parents will anonymously share dilemmas, decisions, or concerns they are facing, and IFSEL team members facilitate peer-to-peer sharing of support, clarification and wisdom. Concurrent sessions can be offered for ESH/ES and MS/HS parents. (This is funded by the Adult School Fund 11.)		
4	Fundamentals of Success	Grades 10 and 11: This course is designed to facilitate student reflection in their own academic progress to achieve a passing grade	$18,961.00	Yes

Action #	Title	Description	Total Funds	Contributing
		in a previously taken or concurrent course. Using a variety of teaching practices and frequent check-ins, students develop individual learning strategies and enhance student connectedness to the school community. Throughout the year we will explore the following main themes: Planning & Organization, Working with Yourself, Reflective Practices, and Working with Others. We will also elaborate on concepts and necessary skills from core classes (e.g. English, Math, Science, and Social Studies).		
5	Institute for Social Emotional Learning	Professional development series for school certificated teachers, administration and classified staff to provide social emotional learning strategies to support students due to the pandemic and returning to school. Certificated 5 times per year and classified staff 4 times per year.	$17,000.00	No
6	Trauma Informed Practices PD	The Monterey County Office of Education will be offering free PD for the district. Trauma Informed practice is changing the lens from what is "wrong" with this student, to "what happened" to this student. PD will be offered during early release times and staff meetings accordingly so as not to have teachers be out of the classroom. There is no cost associated with this action.		Yes
7	Restorative Practices	Professional development for High School Staff on Restorative Practices to support students with the effects of the pandemic and returning to school with a focus on how to improve and repair relationships between people and communities. The purpose is to build healthy communities, increase social capital, decrease crime and antisocial behavior, repair harm and restore relationships. The focus is through the lens of the 5 R's: Relationship, Respect, Responsibility,		Yes

Action #	Title	Description	Total Funds	Contributing
		Repair, and Reintegration. The High School Principal will lead this professional development during designated times.		

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	All English Learners (EL), Socioeconomically Disadvantaged Students (SED), Foster Youth (FY), Students With Disabilities (SWD), and Hispanic will show a measurable increase in achieving grade level standards in mathematics and English Language Arts each year as measured by Smarter Balanced Assessments and local valid assessments.

An explanation of why the LEA has developed this goal.

This goal was carried over from the last LCAP 2017-2020. Although we have made gains every year with these student groups, we feel there are still gaps that exist in both content areas. Therefore we have increased class offerings such as in math support with a more supported and targeted approach as well as improved services by pinpointing the skills that are deficient. We are using a new assessment platform for 2021-22 from NWEA named MAP (Measures of Academic Progress) and anticipate the data will guide interventions in the classroom to meet students at their zone of proximal development (learning zone).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Prioirty 4 A English Language Arts Statewide Assessments: ELA	78.67% Met/exceeded standards 68.1 points above standard (blue) Dashboard data 2019-2020				90% Meet or exceed state standards
State Priority 4 B Statewide Assessment:Math	65.02% Met/exceeded standards 33.5 points above standard (green)				80% Meet or exceed state standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Dashboard data 2019-2020				
State Priority 4 C Statewide Assessments: CAA	Student data is not reported due to small numbers of students for 2019-2020				
State Priority 4 D Percent of ELs who make progress toward English proficiency as measured by the ELPAC	71.4% make progress Dashboard data 2019-2020				85% make progress towards English Proficiency
State Priority 4 E: English learner reclassification rate Calpads	22.6% EL Reclassification rate Calpads 2019-2020				30% reclassification rate
State Priority 4 F: Map testing ELA in lieu of state testing Spring 2021	Map Testing results for grades 3-11 ELA (waiting on results) Grade 3: 8.6% Not met ,17.2% Nearly				10% of students in the met and nearly met move over to the Met/exceeded category in all grade levels. 10% of students in the not met move over to

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Met 74.2% Met/exceeded Grade 4: 17.3% Not met, 15.3 Nearly Met, 67.3% Met/exceeded Grade 5: 13.8% Not met, 19.8% Nearly Met, 66.4% Met/exceeded Grade 6: 12.4% Not met, 12.4% Nearly Met, 75.2% Met/exceeded Grade 7: 14.3% Not met, 17% Nearly Met, 68.8% Met/exceeded Grade 8: 6.6% Not Met, 18.2% Nearly Met, 75.2 Met/exceeded Grade 11: 9.9% Not Met, 19.8% Nearly Met, 70.4% Met/exceeded				the nearly met/met category

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 4 G:Map testing Math in lieu of state testing Spring 2021	Map Testing results for grades 3-11 Math (waiting on results) Grade 3: 16.4% Not met, 25% Nearly met, 58.6% Met/exceeded Grade 4: 19.6% Not met, 30.7% Nearly Met, 49.7% Met/exceeded Grade 5: 28.4% Not met, 31% Nearly Met, 40.5% Met/exceeded Grade 6: 26.8% Not met, 26.1% Nearly Met, 47.2% Met/exceeded Grade 7: 20.9% Not met, 33.9% Nearly Met, 45.2% Met/exceeded				10% of students in the met and nearly met move over to the Met/exceeded category in all grade levels. 10% of students in the not met move over to the nearly met/met category

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Grade 8: 21.9% Not met, 24.5% Nearly Met, 53.6% Met/exceeded Grade 11: 29.6% Not met, 26.5% Nearly Met, 43.9% Met/exceeded				
State Priority 7B: Programs and services developed and provided to unduplicated pupils	Academic counselors and site administration keep track of 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 English Language Development instruction and operates a push in				Maintain services for unduplicated pupils

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	model(Co-teaching) for English learners with designated support. Academic counselors and site administration keep track of student enrollment by demographic to ensure there is equitable access to all courses offered districtwide.				
State Priority 7C: Programs and services developed and provided to pupils with exceptional needs	Academic counselors, administration and Director of Student Services works with site teams to ensure equitable access and opportunity to all course offering. The district also provided an inclusion model for students with disabilities as monitored through Calpads and Sirus.				Maintain services for pupils with exeptional needs
State Priority 8 Pupil Outcomes:	DIBELS Assessments Spring 2021				Increase proficient and/or advanced

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Robert Down Elementary & Forest Grove Elementary Schools combined data: Kindergarten: Intensive: 26% Strategic 13% Proficient: 28% Advanced: 33% First Grade: Intensive: 7% Strategic: 9% Proficient: 43% Advanced: 41% Second Grade: Intensive: 7% Strategic: 8% Proficient: 50% Advanced: 34% Third Grade: Intensive: 5%				status for each grade level by 10% points.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Strategic: 8% Proficient: 28% Advanced: 58% Fourth Grade: Intensive: 6% Strategic: 7% Proficient: 55% Advanced: 32% Fifth Grade: Intensive: 15% Strategic: 5% Proficient: 45% Advanced: 35%				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Site Based Professional Learning Teams	All Instructional Leadership teams (ILT) teams will continue to support the PLC (Professional Learning Community) work at the sites focusing on targeted instruction based on data analysis of common formative assessments and other local measures. All sites will also continue to refine practices with teacher clarity, feedback and success criteria. Continuing to implement the Cycles of Professional Learning,		Yes

Action #	Title	Description	Total Funds	Contributing
		teachers will share and implement best practices to meet the needs of identified student groups and determine their success based on student data.		
2	AVID Classes at the High and Middle School	AVID stands for Advancement Via Individual Determination, and is a program that supports students in the academic middle as they prepare for and attend a four-year college/university. This program focuses on the students that have the potential to excel academically but are not demonstrating that ability in their classes. The program is very specific in the requirements to be part of the class and there are rigorous steps each student must go through to participate. AVID has been described as "Wonderful for all, but necessary for some." The middle school will offer two sections for grades 7, 8, and the HS grades 9-12. The Avid District Director is also allotted one section at the MS.	$102,599.00	
3	English Language Arts Support Classes	Students who struggle in English Language Arts will receive multiple levels of support at the middle school. At the middle school, students two or more grade levels behind will be.scheduled in general education Read 180 courses .	$42,126.00	Yes
4	Elementary Schools English Language Arts Intervention	Elementary ELA programs will incorporate certificated teachers and instructional assistants and materials needed to support grade level targeted 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 the intervention staff. Instructional aids and the intervention teacher will also support teachers in the classroom with small group instruction. Designated English Language Arts Teachers will work with students to provide support with students who are emerging, expanding, and bridging proficiency levels of English Language acquisition and focusing on how English works. Designated ELD teachers will work closely with	$487,175.00	Yes

Action #	Title	Description	Total Funds	Contributing
		the classroom teacher to support students with current curriclum in the classroom.(Object codes 1000,2000)		
5	Language Review Teams	Designated English Language Development teachers collaborate with general education teachers to ensure English Learners access core programs. Language Review teams meet twice a year to discuss English Learners and Reclassified Fluent English Learners individual strengths and areas of growth, reclassification criteria, and designated support for Smarter Balanced end of year tests. The expenditure is for the cost of substitutes for teachers and English language development teachers to attend the Language Review Team day.	$1,000.00	Yes
6	Math Intervention Programs	Elementary teachers will support students through leveled targeted interventions in the classroom through small group instruction as well as grade level flexible grouping. At the Middle School: students two or more grade levels behind will be enrolled in Math 180 courses beginning in grade six for a total of one general ed and one special education. The Middle School will continue to offer math support classes for grades 6,7,and 8 where identified students are concurrently enrolled in the grade level math class. The support classes offer a differentiated approach focusing on conceptual learning of mathematics and its application. At the high school, three math support classes have been added to support students in Integrated math 1, 2, and 3. 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. (Object code 1000)	$129,014.00	Yes

Action #	Title	Description	Total Funds	Contributing
7	High School Productive Study Class	Math/ELA Independent Productive Study: Grades 10,11, and 12: This class is for completing unfinished classwork, homework assignments/projects, and studying for upcoming tests/quizzes. (object code 1000)	$25,259.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
3.7%	683,626

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

Goal 1: College and Career Ready and Goal 3: Targeted Academic Growth for Unduplicated Students
After assessing the needs, conditions, and circumstances of our low-income students, English learners, and foster youth, we learned that our unduplicated students perform at the same rate for all students. In order to continue to address this condition of our low-income, English learners, and foster youth students, we will develop and implement additional counselors, career technical education, and access to a robust broad course of study that is designed to enhance the base program and continue to support these students in their academic achievement.

Goal 1 Actions 4, 5, and 6; Goal 3, Actions 1, 2, 3, 4, 5, 6, and 7 provide additional college and career ready resources as well as a districtwide support to ensure all students graduate with options for the next steps in their lives. These actions are being provided on an LEA-wide or school-wide basis and we expect/hope that all students will graduate at 100% rate. A thorough explanation of these additional resources are as follows:

Students who are struggling academically are our first priority. Every year our district intervention program is refined with a focus to ensure we are providing the support for students who are identified with achievement gaps at the elementary, middle and high school focusing on closing the achievement gap for English learners, socioeconomically challenged students, students with disabilities, and foster youth. For 2021-22 school year we are adding the Measures of Academic Progress Assessments k-12 3 times per year to measure student progress and identify skill areas of growth and strength. This will assist teachers and the intervention staff to target instruction for those skill gaps. Our goal is to provide tier 1 classroom intervention and support students with additional intervention push in support in the classroom. We believe that providing a robust elementary intervention program is essential in supporting target student groups early on with mathematics

and literacy instruction. The elementary intervention supports include a Multiple Tiered System where teachers address the academic, social, and emotional needs of the child. Every school has counseling services and school wide programs such as Toolbox at Robert Down and Forest Grove, PG Middle school Courage Strong, and Restorative Practices at the High School and Community High to ensure students' social and emotional needs are met. We are continuing with the additional counseling hours at all sites to target students' emotional/social needs as a preemptive measure. As well as providing professional development for certificated, classified and Administrators on social emotional learning. Every week grade levels and departments work collaboratively to analyze student work and common formative assessments to identify student needs and differentiate instruction accordingly within and across the grade levels. Each elementary school has an intervention team composed of a certificated teacher, an English language development teacher, special education teachers, and instructional aides that deliver support in the classroom with additional intervention supports outside of the classroom with a pull out model before, during, and after school. Intervention teachers and instructional aides push into the classroom and support students as needed with supplemental materials aligned to the core curriculum. Students are also offered homework help and tutoring before and after school. Students are monitored weekly to ensure they are progressing in meeting academic standards. We also offer the Read 180 program for students who are behind grade level in reading for students in 4th and 5th grades before school. To support our English learners at the elementary grades, we have two certificated English Language Development (ELD) teachers who provide additional classroom support to enhance language acquisition as well as provide the social/emotional support to ensure students and families are connected to the greater school community. The ELD teachers also work in concert with the intervention team to ensure the instructional targets are met in a coordinated effort. Districtwide ELD teachers were trained on GLAD strategies and will continue to demonstrate these strategies for other teachers in their classrooms and offer professional development at staff meetings and collaboration times throughout the school year. This will make core content comprehensible for English learners, and other students who have learning gaps. Tutoring is offered to all English learners at the elementary, middle, and high school. The middle and the high school intervention programs also follow a Multiple Tiered System of Support. The counseling departments at the middle and high school work with students to provide academic, social, and emotional support. Students who are identified with achievement gaps are placed in support classes such as Read 180 and Math 180. At the middle school students with Individual Education Plans (IEP) and 504 plans are scheduled into the learning center for one period a day to receive academic support, homework assistance, and re-teaching of skills. The middle school is continuing with the English transition class for students on IEP's who have completed the Read 180 program but still have an achievement gap that precludes them from accessing general education English language arts and mathematics classes. The middle school is continuing to offer a 7th and 8th grade AVID(Advancement Via Individual Determination) class to build the AVID program at the Middle school which feeds the AVID program at the High School. Students who are identified as struggling according to formative assessments, grades, and teacher recommendations are assigned to the Academic Intervention class after school. The middle school math department will also be continuing offering math support classes for grades 6,7,8 with concurrent enrollment in the grade level math. The intent is to provide students with additional and differentiated instruction to build conceptual understanding and increase academic language instruction for math. The high school will continue to provide two AVID sections, one for incoming freshman and sophomores and one section for 11th and 12th grades. To support students in 10th grade based on data, a new intervention entitled Fundamentals of Success will be geared towards students who struggle in grades 10 and 11 to target math and English language arts instruction as well as building self efficacy through the development of individual learning strategies and self reflection. Additional Instructional aids will be provided to assist with small group instruction. A 3rd full time outreach counselor will continue to target English learners, low income, foster/homeless students and also continue supporting our students at Community High School academically, socially, and emotionally.

Goal 2: Social Emotional Learning
After assessing the needs, conditions, and circumstances of our low-income students, English learners, and foster youth, we learned that some of our unduplicated students (socioeconomically disadvantaged) have a higher rate of chronic absenteeism than all students. In order to address this condition of our low-income, as well as our English learners, and foster youth students, we will care for the social-emotional well-being of our students by implementing social-emotional learning curriculum, as well as using trauma informed practices and conflict resolution as appropriate. These actions are designed to care for the whole child, and will result in increased engagement and higher attendance rates, primarily for low income students, and ultimately for all students. These actions will enhance the base program by creating a well-informed community of belonging, and will support students to achieve high levels of attendance and low levels of suspension.

Goal 2 Actions 2, 4, 6, and 7 provide support for the social-emotional wellbeing of students and staff. The addition of these actions/resources will support our unduplicated students to ensure that they are engaged, and attend school regularly. These actions are being provided on an LEA-wide or school-wide basis and we expect/hope that the chronic absenteeism and suspension rates will decrease, primarily for low-income, English learners, and foster youth, but also for all students in our community. A thorough explanation of these additional resources are as follows:

To address the social emotional learning needs of students, all certificated and classified staff will receive a series of professional development geared towards strategies for the classroom as well as strategies for conflict resolution. The High School and Community High will also be trained on Restorative practices and trauma informed practices for 2021-22. The goal is to build a positive school community that is student centered and provide students with meaningful adult connections and guidance throughout their high school years. The high school will offer 3 math support classes for students who are also enrolled in Integrated Math 1, Integrated Math 2, and Integrated Math 3 that have been identified as needing further support within the school day designed to address students' skill gaps in math. Other supports for unduplicated pupil include a High School Productive Study class for grades 10-12 for completing unfinished classwork, homework assignments/projects, and studying for upcoming tests/quizzes.
Students with disabilities also have the option to be placed in the Read 180 and/or Math 180 program at the high school and are supported through a learning center model.

Students in Foster Care
All school front office and district office staff receive an annual training on the rights of Foster Youth AB490 in August prior to school registration. This school year it was a virtual training. Our school district is contacted by the Foster Care Liaison at Monterey County Office of Education to inform us of students placed with a Foster Care family in our school district. We currently have 5 students. District liaison, Director of Student Services, contacts the principal and the school counselor with the student’s name and grade. The school counselor places the student on the Students of Concern list in order to provide some degree of case-management along with weekly check-ins to oversee the student's progress and any emerging needs. Students have access to all services available on campus. Students are issued chrome books (and ipads K-1st) and all instructional materials. In addition, students are provided with a backpack, school supplies and a hygiene kit.

Students Experiencing Homelessness
All school front office and district office staff receive an annual training on the rights of Students Experiencing Homelessness via the McKinney Vento Act. This year it was a virtual training in August prior to school registration. Our school district identifies students experiencing homelesssness by reviewing each student's Residency Questionnaire. We currently have 3 students. Parents are provided with a brochure that informs them of their rights. District liaison, Director of Student Services, contacts the principal and the school counselor with the student's name and grade. The school counselor places the student on the Students of Concern list in order to provide case-management and weekly check ins to oversee student's progress and any emerging needs. The school counselor also makes contact with the parents and provides information from the Monterey County resources notebook of local agencies that can provide additional services and assistance.Students have access to all services available on campus. Students were issued chrome books (and ipads K-1st) and all instructional materials for DL. In addition, students are provided with a backpack, school supplies and a hygiene kit.

Please note the amount of money our district spends on providing increased or improved services for our unduplicated students exceeds the estimated amount of Supplemental and Concentration Grant Funds listed above. Due to the fact Pacific Grove is a Basic Aid district, where funding comes from property taxes, the district will implement services that will exceed $683,626.

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

The Pacific Grove Unified School District is required to increase or improve services for EL, Foster Youth, and Low Income students by 3.7% which is equal to $683,626 as shown above. This increased percentage is met by actions and services included in the Local Control Accountability Plan. The following actions described below are increased or improved and meet and/or exceed the totality of the required percentage increase as compared to services for all students, and will yield an expected increase in student data outcomes for our unduplicated students.

Actions in the Local Control Accountability Plan:

In the plan you will see the following actions marked as contributing which are included as part of the increased percentage…….

Goal 1 Actions 4, 5, 6

Goal 2 Actions 2, 4, 6, 7

Goal 3 Actions, 1, 2, 3, 4, 5, 6, 7,

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$890,243.00	$24,500.00	$25,379,582.50		$26,294,325.50

Totals:	Total Personnel	Total Non-personnel
Totals:	$1,211,260.50	$25,083,065.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All Students with Disabilities	Certificated Teachers, Classified Staff and Administrators			$23,379,142.00		$23,379,142.00
1	2	All Students with Disabilities	Instructional Materials and Resources			$1,019,423.00		$1,019,423.00
1	3	English Learners Foster Youth Low Income	High School Outreach Counselor	$85,109.00				$85,109.00
1	4	English Learners Foster Youth Low Income	Career Technical Education					
1	5	English Learners Foster Youth Low Income	Broad Course of Study					
1	6	All Students with Disabilities	Technology Infrastructure			$660,000.00		$660,000.00
2	1	All Students with Disabilities	Counseling Services			$320,017.50		$320,017.50
2	2	English Learners Foster Youth Low Income	Social Emotional Learning Curriculum					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	3	All	Parent Engagement & Student Success: Nurturing Parent & Caregiver SEL Educational Workshop Series		$7,500.00			$7,500.00
2	4	English Learners Foster Youth Low Income	Fundamentals of Success	$18,961.00				$18,961.00
2	5	All	Institute for Social Emotional Learning		$17,000.00			$17,000.00
2	6	English Learners Foster Youth Low Income	Trauma Informed Practices PD					
2	7	English Learners Foster Youth Low Income	Restorative Practices					
3	1	English Learners Foster Youth Low Income	Site Based Professional Learning Teams					
3	2	English Learners Foster Youth Low Income	AVID Classes at the High and Middle School	$102,599.00				$102,599.00
3	3	English Learners Foster Youth Low Income	English Language Arts Support Classes	$42,126.00				$42,126.00
3	4	English Learners Foster Youth Low Income	Elementary Schools English Language Arts Intervention	$487,175.00				$487,175.00
3	5	English Learners	Language Review Teams			$1,000.00		$1,000.00
3	6	English Learners Foster Youth Low Income	Math Intervention Programs	$129,014.00				$129,014.00
3	7	English Learners Foster Youth Low Income	High School Productive Study Class	$25,259.00				$25,259.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$787,644.00	$788,644.00
LEA-wide Total:	$129,014.00	$130,014.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$658,630.00	$658,630.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**3**	High School Outreach Counselor	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pacific Grove HS & Community HS 9-12	$85,109.00	$85,109.00
1	**4**	Career Technical Education	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pacific Grove HS		
1	**5**	Broad Course of Study	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pacific Grove HS and CHS 9-12		
2	**2**	Social Emotional Learning Curriculum	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	**4**	Fundamentals of Success	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pacific Grove HS grades 10 & 11	$18,961.00	$18,961.00
2	**6**	Trauma Informed Practices PD	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	**7**	Restorative Practices	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pacific Grove and Community High		

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
					9-12		
3	1	Site Based Professional Learning Teams	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools TK-12		
3	2	AVID Classes at the High and Middle School		English Learners Foster Youth Low Income	Specific Schools: Middle and HIgh School grades 7,8,9,10,11,12	$102,599.00	$102,599.00
3	3	English Language Arts Support Classes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle School 6, 7, 8	$42,126.00	$42,126.00
3	4	Elementary Schools English Language Arts Intervention	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Robert Down and Forest Grove TK, K, 1,2,3,4,5,	$487,175.00	$487,175.00
3	5	Language Review Teams	LEA-wide	English Learners	All Schools		$1,000.00
3	6	Math Intervention Programs	LEA-wide	English Learners Foster Youth Low Income	All Schools k-12	$129,014.00	$129,014.00
3	7	High School Productive Study Class	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pacific Grove High School 10,11,12	$25,259.00	$25,259.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

Plan Summary

Stakeholder Engagement

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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

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

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

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

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Focus Goal(s)

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

***Percentage to Increase or Improve Services*:** Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

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

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

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), 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”.

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

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

  - **Total Non-Personnel**: This amount will be automatically calculated.

- **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).

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

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

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

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