

Pacific Grove USD

2021-2022 Local Control Accountability Plan

2019-20 LCAP & 2020-21 Learning Continuity Plan Annual Update

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8 State Priorities

1. Basic Services : Credentialed teachers, Instructional materials, Facilities in good repair
2. Implementation of State Standards
3. Parental Involvement
4. Pupil Achievement
5. Pupil Engagement
6. School Climate
7. Course Access
8. Other Pupil Outcomes

2019-20 LCAP Annual Update

2020-2021 Learning Continuity Plan Update

Budgeted and Actual expenditures

Success/Challenges for each LCAP and LCP actions

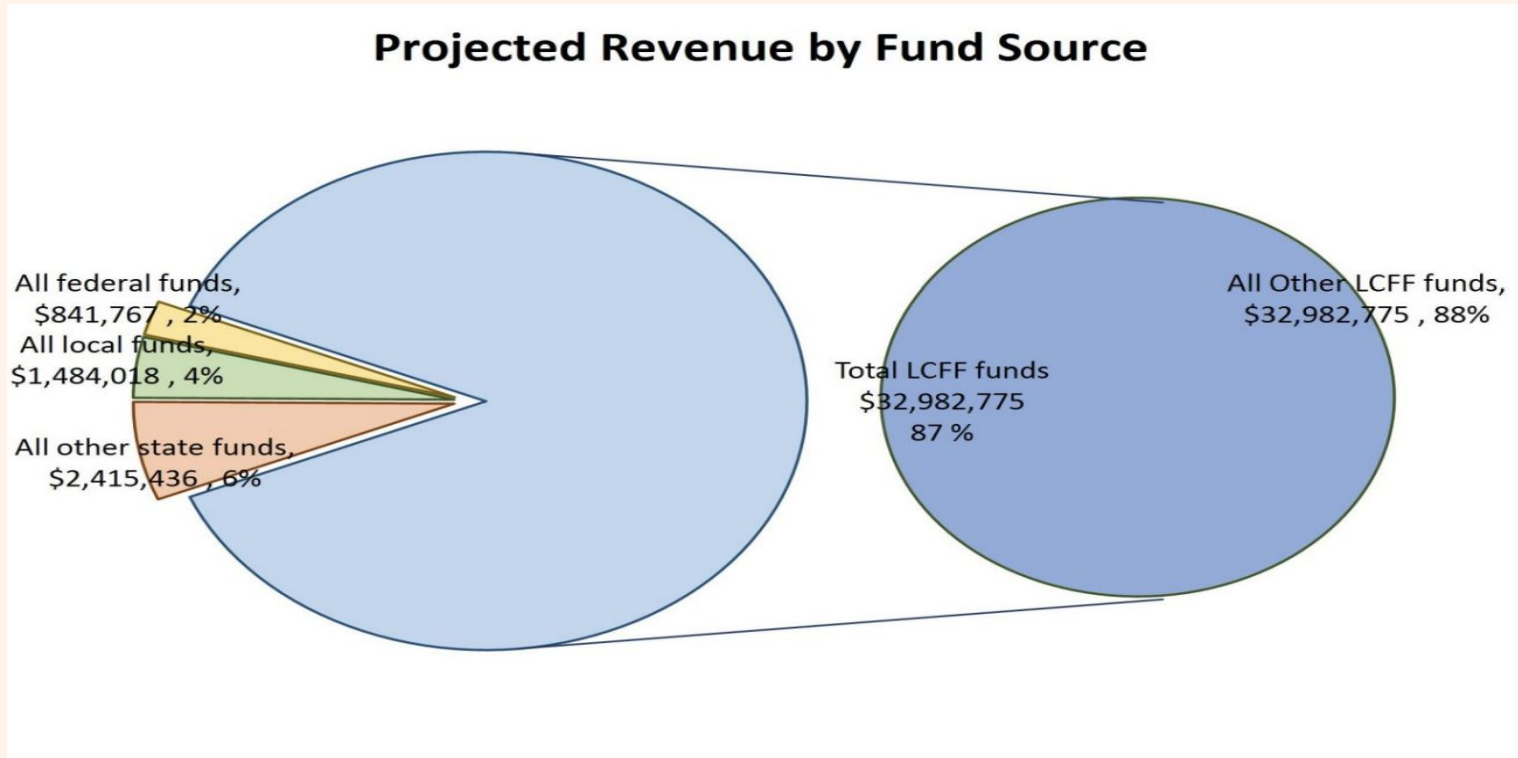
1. In person Instructional Offerings
2. Distance Learning Program
3. Pupil Learning Loss
4. Mental/Social/Emotional Well-Being
5. Pupil/Family Engagement Outreach
6. School Nutrition
7. Additional Actions
8. Overall Analysis for LCAP & LCP Updates

LCAP Overview

- LCFF Budget Overview for Parents
- Section 1: Plan Summary: Story, Reflection, Highlights
- Section 2: Stakeholder Engagement
- Section 3: Goals, Actions, Expenditures
- Section 4: Increased or Improved Services for Unduplicated Pupils
- Expenditure Summary

LCFF Budget Overview for Parents

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).



Stakeholder Engagement

Stakeholder Engagement and their impact on LCAP

- Site and District meetings engaging all stakeholders:
 - Parents (Site Council, PTA, ELAC, and DELAC)
 - Students
 - Certificated /classified staff (PGTA, CSEA)

District Goals, Actions, Expenditures, and Progress Indicators

Goal 1: PGUSD, 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. Priorities 1,2,4,5,7, (State Metrics and Baseline)

The base plan:

- All Certificated teachers, Classified Staff and Administrators
- Instructional Materials and Resources
- High School Outreach Counselor
- Career Tech Education
- Broad Course of Study
- Technology and Infrastructure

Targeted Student Groups

Goal 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. (State Priorities: 3, 5,6)

- Counseling Services
- Social Emotional Curriculum
- Nurturing Parent & Caregiver SEL Educational Workshop Series
- Fundamentals of Success (HS)
- Professional Development on SEL for Certificated & Classified
- Professional Development (Trauma Informed Practices)
- Professional Development (Restorative Practices)

Targeted Student Groups

Goal 3: All English learners, socioeconomically disadvantaged students, foster youth, students with disabilities, and Hispanic will show a measurable increase in achieving grade level standards in English Language Arts and Math each year as measured by Smarter Balanced Assessments and local valid formative assessments. (State priorities 4,7,8)

- Site Based Professional Learning Teams
- Avid (MS, HS)
- ELA support Classes (MS)
- Elementary Intervention System
- Language Review Teams
- Math Intervention (All grade spans)
- Productive Study Class (HS)

Demonstration of Increased or Improved Services for Unduplicated Pupils

- Intervention supports for target student groups
- Elementary intervention programs
- Middle and High School support classes

LCFF & Basic Aid Districts

- As a Basic Aid District, we are not included in the LCFF. However, we are required to report our expenditures for student intervention services for all students, and identified sub-groups.

Public Comment

- Please submit comments in writing to: Ralph Porras at rporras@pgusd.org or Ani Silva at asilva@pgusd.org