



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2024-25]

General Information

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

The Pacific Grove Unified School District (PGUSD) is located on the southern tip of Monterey Bay about two hours south of San Francisco. PGUSD provides public education to students in transitional kindergarten through 12th grade, drawing its enrollment from the city of Pacific Grove and part of Pebble Beach. With a population of 15,000 people, the largest industries are educational services, health care & social assistance, and accommodation & food services.

Our current district enrollment of 1,737 is divided among Pacific Grove High School (523), Pacific Grove Continuation High School (14), Pacific Grove Middle School (447), Forest Grove Elementary School (350), and Robert Down Elementary School (403). The district serves a diverse population consisting of the following groups: white 55.1%, Hispanic 20.3%, two or more 7.4%, Chinese 2.4%, Korean 2.3%, Filipino 1.9%, other Asian 1.8%, African American 1.5%, Japanese 1.2%, Asian Indian 1.1%, Native American 0.9%, other Pacific Islander 0.5%, Vietnamese 0.3%, Cambodian 0.3%, and Guamanian 0.1%. There are two other categories race intentionally left blank 2.4% and decline to state 0.6%.

The PGUSD unduplicated pupil population is comprised of socio-economically disadvantaged youth 19.6%, English learners 4.5%, and foster youth 0.1%. The district also serves a special education population that makes up 16.3% of our students.

Pacific Grove Unified School District students perform above the state averages on the California Assessments of Student Performance and Progress and the LCAP student survey and student focus groups gave very positive feedback on extra-curricular activities, athletics visual and performing arts, and career technical education classes. Perhaps our greatest area for growth as a district remains helping students feel a sense of connection to their schools, so this will be a focus of our Local Control and Accountability Plan. The core values we hold for our students are belonging, safety, and prosperity - academically and professionally. To help our students realize these core values, Pacific Grove Unified School District is committed to improving our level of cultural proficiency, so that all our students and families of all backgrounds feel welcome and connected to our schools.

Equity Multiplier Schools are identified by looking at all CDS codes in the state of California. CDS codes typically refer to schools but in some instances refer to programs. For all students associated with that "school" (CDS code), the state collects the percentage of low socio-economic status students as well as their lengths of enrollment. If a "school" has more than 70% of their students low socio-economic status, and more than 25% instability, they qualify for Equity Multiplier. In the case of the Pacific Grove District Office, there was a single child who, as a kindergartener, was inadvertently entered at the district office. This child had enrollment for three weeks before the data was corrected, and he was shown to be enrolled at another Robert Down Elementary. In addition, this child has a low socio-economic status. As a result, 1/1 or 100% of students were listed as unstable since enrollment was less than one year. As a result, this single child met the criteria with 100% low socio-economic status, and the District Office was identified for receiving an equity multiplier grant. For this year, once a school is included in the Equity Multiplier list there is no appeal process to correct listings. The state has indicated intentions to revise qualifications which may lead to CDS "schools" with a single student not being eligible for Equity Multiplier goals in the future.

2023-2024 marks a year of significant transition for PGUSD as the district welcomed new Superintendent Dr. Linda Adamson. In the past two years, the entire cabinet has been replaced with new personnel. PGUSD also offered a supplemental early retirement program, resulting in 22 staff retirements. Working our educational partners with an emphasis on cultural proficiency and social emotional well being, our goal is to create a welcoming environment where high quality teaching and learning flourish.

Reflections: Annual Performance

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

Dashboard Successes

Pacific Grove Unified School District's performance analysis on multiple indicators begins with our performance on statewide testing in the areas of English language arts, mathematics, and science. As is historically the case, the majority of our students met or exceeded the standards on the 2023 California Assessment of Student Performance and Progress (CAASPP) in grades 3-8 and 11 in English language arts and mathematics with 70.03% of district students meeting or exceeding standards in ELA and 56.88% meeting or exceeding grade level standards in math. Similar to other districts, Pacific Grove Unified School District experienced a decrease in performance levels compared to pre-pandemic numbers. Our English Language Arts scores dropped by 8% while our mathematics scores decreased by 9% compared to pre-pandemic levels.

Another area of success for PGUSD is the 6.3% increase in our English learner progress rate which reached 54.4% last year. This is indicative of quality designated and integrated supports for our English learners. Our Hispanic student population showed a significant 12% (from 38% to 50%) increase of students who met or exceeded grade level standards, surpassing the pre-pandemic levels by 5%. The district's low income students also showed a slight increase (3% ELA, 4% math) in their CAASPP scores.

PGUSD continues to have a low suspension rate of 1.5% as our schools seek first to use other means of correction before suspending students from school. English learner results were mixed with a sharp gain in math scores (9.5%) and sharp decrease in ELA scores (19%). The drastic swings in results can partially be attributed to the relatively small number of English learners in our district (42 took the CAASPP test in 2023).

Our graduation rate fell from the previous year due to the issuance of 6 special education certificates of completion and 13 student drop-outs based on the four-year cohort model. Of the students who either began their senior year in PGUSD or moved to our district in 2022-2023, only one student failed to graduate.

PGUSD maintained its low suspension rate of 1.5% and low drop out rates in high school (1.6%) and middle school (0%)

Dashboard Challenges

A requirement of this Local Control and Accountability Plan is to identify any school within PGUSD that received the lowest performance level on one or more state indicators; any group within PGUSD that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or any student group within a school that received the lowest performance level on one or more state indicators on the 2023 Dashboard. PGUSD has five incidents of low performance on dashboard indicators:

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

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

Chronic absenteeism - socioeconomically disadvantaged - Robert Down Elementary 27.8%

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

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

PGUSD made more of an effort to gather community input for this three-year LCAP. In those meetings, families, students, and staff consistently identified three areas for improvement - student connection to our schools, the physical and emotional safety of our students, and improvement in our facilities. These areas are addressed throughout the LCAP in response to this educational partner feedback.

Reflections: Technical Assistance

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

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

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	<p>The district gathered student input by meeting with student LCAP advisory groups at each school. Principals chose the students with an emphasis on a diverse representation of perspectives. Each meeting was held at school, during the school day, and lasted approximately one hour. The dates of the meetings were PGHS on Jan. 16, 2024; PGMS Jan. 18, 2024; Robert Down March 19, 2024; and Forest Grove March 20, 2024. Community High School students were consulted on a less formal basis when administration visited the program throughout the year.</p> <p>The district also conducted a student survey at the elementary school, middle school, and high school levels. The survey consisted of statements with rating scales and written responses from students in grades 3-12. It covered a breadth of topics including the students' learning experience, technology, attendance, safety, school nutrition, bullying, safety, and student mental health. More than 1,000 students completed the survey.</p> <p>Students in grades five, seven, nine, and eleven also completed the California Healthy Kids Survey. Some of the data captured in the survey is used in the metrics section of our goals.</p> <p>Other methods of capturing student voice include feedback from the Leadership classes to site administration at Pacific Grove High School and Middle School. Students in grades 3-12 take the CORE Social</p>

Educational Partner(s)	Process for Engagement
	Emotional Learning survey during the Fall and Spring. Students at the Middle School take the Olweis bullying survey.
Parents	<p>PGUSD held five parent advisory meetings throughout the year on Jan. 17, 2024; Feb. 21, 2024; March 14, 2024; April 2, 2024; and April 30, 2024. These meetings were held in a hybrid format with the physical location alternating at various sites throughout the district. The group discussed the updated data for the midyear LCAP update, helped develop our survey questions, reviewed survey data, and suggested actions in support of our goals.</p> <p>The district sent an LCAP survey to parents that was open for response in March 2024. Nearly 800 families responded to the survey, providing input in the areas of academic achievement, educational technology, educational environment, communication, and safety. Like the student survey, the family survey contained a combination of statements with rating scales and free response questions.</p> <p>Every campus has a school site council that meets monthly for an hour. The school site councils review the site's safety plans, provide input on site level decisions, and give input on the school plans for student achievement (SPSA) that align with the LCAP.</p>
Certificated Staff/Pacific Grove Teachers Association	<p>Certificated staff provide feedback during staff meetings that are held monthly at each school site. All of our schools have a site leadership team that provides counsel to site administration and helps make decisions about the operations of the school and direction of the instructional program.</p> <p>District administration consults monthly with the Pacific Grove Teachers Association executive board to discuss contractual issues and site concerns that may arise throughout the year. Additionally, district administration consults annually with PGTA leadership when planning district professional development to gather input and guidance. The district also participates in collective bargaining with</p>

Educational Partner(s)	Process for Engagement
	<p>our teachers union and reached numerous agreements on contract language and a compensation agreement.</p> <p>Teachers are represented on the school site councils at every school. Typically, two or three teachers are a member of this group that meets monthly to make decisions about school practices.</p> <p>Teachers also comprise a significant membership on several input and decision making groups. Each site has representatives on the Cultural Proficiency committee which met four times this year to help guide the district in its efforts build and apply the Cultural Proficiency Implementation Plan. Certificated staff also are important contributors to District Technology Committee. These teacher tech leads are responsible for attending monthly meetings, sharing updates with site staff, and supporting site staff in their use of educational technology.</p> <p>Certificated staff participated in two surveys the LCAP staff survey and California Healthy Kids Survey for Staff.</p>
Classified Staff/California School Employees Association	<p>PGUSD gathered Classified staff feedback through a number of methods beginning with the district LCAP survey for staff which was open during April 2024. The staff also participated in the California Healthy Kids Survey for school staff. In those surveys staff answered a combination of statements with rating scales and free response questions. These general areas covered in the survey were vision and planning, student needs, environment, cultural proficiency, support, curriculum, school safety, connection, and professional development. Classified staff also had the opportunity to give feedback in the district's human needs assessment where staff rated the district's current status in several areas related to cultural proficiency.</p> <p>Our classified staff has the opportunity to join committees that guide the district's educational program. One important committee is the Cultural Proficiency Committee that is comprised of staff from each of our schools and the district office. Classified staff also participates on the District Tech Committee where they help make decisions</p>

Educational Partner(s)	Process for Engagement
	<p>regarding Measure A (PGUSD's educational technology bond) expenditures. The committee meets monthly.</p> <p>The California School Employees Association meets regularly with district staff to discuss any issues that have arisen during the course of the year. These meetings occur monthly or as needed.</p>
Principals and Administrators	<p>Administrators provide feedback to the district at management meetings which are held two times per month. There is also a management retreat held at the beginning of the year where the Superintendent and administrators refine a vision or a theme for the academic year.</p> <p>Administrators have the opportunity to take all of the staff surveys including the LCAP staff survey, the California Healthy Kids Survey for staff, and the district's human needs assessment survey.</p> <p>Administrators lead and participate alongside of staff as members of the Cultural Proficiency Committee which met four times this year and the school site council for their sites.</p>
Community Members	<p>PGUSD held two community LCAP input meetings on Feb. 29, 2024, and March 26, 2024. The first meeting focused on successes and improvements the community would like to see and the second meeting was a discussion of the survey data.</p> <p>The district held a community input meeting on its Cultural Proficiency Implementation Plan on Dec. 5, 2023. The community gave the district feedback and guidance regarding its plan and suggested ways to improve it. One of the outgrowths of this meeting was including a cultural proficiency goal in this year's LCAP.</p> <p>Another opportunity for our community to provide input occurred at our Community Safety meeting on March 28, 2024. One of the results of this meeting was the formation of a Community Safety Committee which reviewed and prioritized safety improvements that are reflected in this year's LCAP.</p>

Educational Partner(s)	Process for Engagement
	Superintendent Adamson held more than 200 meetings with community members during her Listen and Learn meetings since being named to the position in November 2023. This community input influenced the actions that support our goals.
District English Learner Advisory Committee	The PGUSD District English Language Advisory Council met on March 28, 2024, for 90 minutes. The group provided feedback on the best ways to serve the needs of our English learners both academically and socially.
Special Education Local Plan Area	Our parent advisory committee had parents of students with disabilities. Their participation and input was a critical component during each of our five meetings.

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

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

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

- One of the dashboard indicators that raised the greatest concern among our parents was our A-G completion rate. To help improve this rate the district developed action 1.7 that includes a visual indicator in the Synergy student information system to easily identify students who were in danger falling off pace to complete the UC/CSU A-G requirements.
- School safety came up as a concern among students, families, and staff. Our PGUSD Community Safety Committee reviewed improvement recommendations made by Kimball Associates and identified three immediate priorities that have become action items 1.11 (Visitor access management and controls), 1.12 (Safety training for staff), and 1.13 (Streamline communications).
- Teachers requested staff development activities that were directly related to their subject matter or grade level, so action 1.8 was developed that will provide differentiated professional development activities.
- Our state testing data shows that our students scores remain below the level they were before the pandemic. To institute a research based approach to improving learning across the district, PGUSD will begin a three-year commitment to building vibrant professional learning communities by partnering with Solution Tree as indicated in action 1.9.
- Facilities were a point of emphasis in all of the educator partner input sessions. Action 1.10 related to facilities marks a three-year commitment to analyze our district's needs and move forward with projects to include facilities. The specific reference to improving bathrooms is in response to the students' consistent request for this action.
- Action 1.14 (Secondary review of homework practices) is based on feedback from our parent advisory group and our student survey where secondary pupils expressed 45% were in disagreement with the statement "I never have homework assigned on school breaks."

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

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

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

- Much of the progress our district has made in monitoring student progress and discussing the ways to improve learning has been through the work of our instructional leadership teams. To maintain this progress, funding will be made available for these teams at the secondary level to continue their work outside of the regular school day. Actions 3.1 and 3.2 address this need.
- One of the programs that received a positive response from our District English Language Advisory Committee is our AVID program. Action 3.3 commits funding to support the AVID program. The demand for AVID classes in grades 9 and 10 has increased, so an additional section will be added, while maintaining a section to serve students in grades 11-12. In the Middle School, there will be an AVID class for grade 7 and another for grade 8.
- Literacy support for elementary students received strong support during our parent meetings, so our intervention classes will be maintained in actions 3.4 and 3.5. Due to the loss of one-time categorical funding, however, the full time intervention teacher at Forest Grove and the part-time intervention position at Robert Down have been eliminated. This will impact the number of students who will be able to receive tier two intervention services.
- Our DELAC voiced strong support for peer-to-peer tutoring among similar age students. Action 3.10 was developed to support the group's feedback to add a robust tutoring program where Middle School and High School students teach younger students while possibly earning community service hours.
- Educational partners mentioned math as an area of need for the district based on state testing data. The elementary school will maintain leveled small group instruction for math, while the secondary schools include math support classes in the master schedule. Math teachers will also participate in two articulation meetings per year to discuss student assessment results and identify areas of need and action 3.10 was written in support of this work.
- Action 3.13 exploring free BASRP for socioeconomically disadvantaged youth is in response to feedback from the Board of Trustees.

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

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

Goal #5 is our equity multiplier goal. This goal was the result of a reporting error where a student was incorrectly coded to the district office. Once the district discovered this error, the student was coded to their school of attendance.

- We informed our parent advisory committee of this mistake and informed them that we would receive funding from the state even though this was an error. We plan on using the funds to provide professional development for all sites including Robert Down, the student's school of attendance, designed to increase school connectivity.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: SARC					
1.2	<p>State Priority 1 B</p> <p>Degree to which students have standards-aligned instructional materials.</p> <p>Source: PGUSD Resolution regarding sufficiency of instructional materials September 7, 2023</p>	100% in 2023-2024			100% in 2026-2027	
1.3	<p>State Priority 1 C</p> <p>FIT Rating for school facilities in good repair.</p> <p>Source: SARC Fall 2023</p>	Overall rating: Good in 2023-2024			Overall Rating: Good in Fall 2026-2027	
1.4	<p>State Priority 2</p> <p>The implementation of academic content and performance standards for all students.</p> <p>Source: Administrator confirmation of implementation of CA Standards and record during observations.</p>	<p>2023-2024</p> <p>100% of teachers are implementing CA State Standards.</p>			<p>2026-2027</p> <p>100% of teachers are implementing CA State Standards.</p> <p>Source: Administrator confirmation of implementation of CA Standards and record during observations.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	<p>State Priority 4 A</p> <p>The percentage of pupils that have successfully completed A-G requirements.</p> <p>Source: Dataquest</p>	<p>2022-2023</p> <p>37.2% graduated A through G eligible</p> <p>21.1% SED students graduated A-G eligible</p>			<p>2026-2027</p> <p>75% graduate A to G eligible</p> <p>68% SED students graduated A-G eligible</p>	
1.6	<p>The percentage of pupils that have successfully completed CTE pathways</p> <p>Source: Dataquest</p>	<p>2022-2023</p> <p>13.5% successfully completed at least one CTE pathway.</p>			<p>2026-2027</p> <p>25% successfully complete at least one CTE pathway.</p>	
1.7	<p>The percentage of pupils that have successfully completed A-G requirement and successfully completed at least one CTE pathway.</p> <p>Source: Dataquest</p>	<p>2022-2023</p> <p>7.7% completed both A-G requirements and at least one CTE pathway.</p>			<p>2026-2027</p> <p>15% complete both A-G requirements and at least one CTE pathway.</p>	
1.8	<p>State Priority 4 B</p> <p>The percentage of students who took an AP exam and passed with a score of 3 or higher</p> <p>Source: The College Board</p>	<p>2022-2023</p> <p>76.6% of students who took AP exams passed with a score of 3 or greater.</p>			<p>2026-2027</p> <p>80% of students who take AP exams will pass with a score of 3 or greater</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	<p>State Priority 5 E</p> <p>High School graduation rate.</p> <p>Source: Dataquest (four-year cohort)</p>	<p>2022-2023</p> <p>85.9% High school graduation rate.</p> <p>78.9% SED High School graduation rate.</p> <p>NA (>11) - EL High School graduation rate.</p>			<p>2026-2027</p> <p>97.5% High school graduation rate.</p> <p>97.5% SED High school graduation rate.</p> <p>97.5% EL High school graduation rate.</p>	
1.10	<p>State Priority 2 B</p> <p>The degree to which programs/services enable English Learners to access the CSS and the ELD standards</p> <p>Source: Curriculum Department</p>	<p>2023-2024</p> <p>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.</p> <p>Designated ELD teachers at each site collaborate with content area teachers in support of EL students in their classrooms.</p>			<p>2026-2027</p> <p>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.</p> <p>Designated ELD teachers at each site collaborate with content area teachers in support of EL students in their classrooms.</p>	
1.11	State Priority 7 A	2023-2024			2026-2027	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Broad course of study	Students have access and are enrolled in all required areas of study as monitored through CalPads & Synergy. Students have access and are enrolled in a broad course of study including Health, PE, VAPA, World Languages, CTE, AP, Dual Enrollment, Computers, and other elective offerings as monitored through CalPads and Illuminate. The district provides access to Advanced Placement, Dual Enrollment, and CTE pathways, as well as a robust set of elective offerings across the district.			Students have access and are enrolled in all required areas of study as monitored through CalPads & Synergy. Students have access and are enrolled in a broad course of study including Health, PE, VAPA, World Languages, CTE, AP, Dual Enrollment, Computers, and other elective offerings as monitored through CalPads and Illuminate. The district provides access to Advanced Placement, Dual Enrollment, and CTE pathways, as well as a robust set of elective offerings across the district.	
1.12	State Priority 4 C: The percentage of pupils who participate in, and demonstrate college	2022-2023 81.44% prepared in ELA 51.04% prepared in Math			2025-2026 85% prepared in ELA 75% prepared in Math	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	preparedness in the EAP. Source: CAASPP Data					

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Certificated Teachers, Classified Staff, and Administrators	All teachers (1100-1900) and administrators (1300) are highly qualified to provide support to students in attaining access to a comprehensive education. (1000 object code) Classified staff and administrators in each job alike support student learning, health, and safety. (2100-2900) object code) - Fund 01 Resource 0000	\$24,825,266.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Instructional Materials and Resources	Instructional delivery of all core content areas with standards aligned instructional materials. Teachers and support staff are trained on instructional materials to support students during small group instruction. All newly adopted instructional materials are analyzed to ensure that diverse populations are represented in the content to support culturally responsive lesson planning. (4000 object code)	\$709,259.00	No
1.3	High School Outreach Counselor	The High School Outreach Counselor position continues to provide support to historically underserved and special populations. This counselor is responsible for helping to identify students who have difficulty establishing a connection with school and implementing processes to help those students build a bond with their school. Historically underserved students include those who are struggling academically, social-emotionally, or may have other barriers to their success. Special populations of students include our students with a Section 504 accommodation plan, socio-economically disadvantaged, foster youth and English Language Learners. Support includes teaching coping skills, strategies to overcome a variety of obstacles, regular meetings, Student Study Team meetings, crisis intervention, and collaboration with the teachers and staff to support the students.	\$140,000.00	Yes
1.4	Career Technical Education	Explore opportunities to publicize our Career Technical Education program, so that all of our students are aware of the benefits of CTE classes with a particular focus on our English Learners, socio-economically disadvantaged youth, and special education students. Working with our CTE instructors, create strategies to inform all students of the program, how the program can benefit their future, and how to adjust their schedule to enroll in CTE classes. Explore the possibility of informing our incoming 9th grade students of the benefits of the CTE program. The CTE team will take a planning day at the beginning of the school year working with Foundations 4 Innovation to organize delivery of the CTE program and strategize a vision for growth in 2024-2025. The program will be overseen by a CTE Coordinator 2024-2025.	\$1,700.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	Broad Course of Study	<p>Dual enrollment class offerings will expand in 2024-2025 to 19 from 11 the previous year. The courses are offered in photography, culinary, computer science, engineering, English, psychology, and sociology. We will continue to seek ways to improve on this robust offering of dual enrollment classes by continuing our partnership with Monterey Peninsula College and staying current with our College and Career Pathways (CCAP) Agreement.</p> <p>To increase the number of CTE completers district wide, we will publicize these courses to our incoming 9th and 10th grade students, so they can begin a CTE pathway early in their high school experience.</p> <p>PGHS will continue to seek funding for the CTE programs via Career Technical Education Incentive and Perkins grants to support and increase the number of course offerings.</p>	\$0.00	No
1.6	Technology Infrastructure and Educational Support	<p>The PGUSD Tech Department, PGTech, has identified the following technology implementation priorities that will guide the bulk of the department's work over the next three to five years, using Measure A Education Technology Bond funds:</p> <ul style="list-style-type: none"> • Student Computing Device Fleet-Refresh Project: Upgraded tablets for students in grades K-1 and upgrade Chromebooks for students in grades 2nd-12th by 2029 • Teacher Laptop Replacement Plan: Phase-in replacement of teachers' aging Windows-based laptops with upgraded Chromebooks (Chrome OS) • Adult School and Community High School Flex/Tech Lab Design: Design and install flexible learning labs AS and CHS, replacing outdated computer labs. • District and Site Level Website Refresh Project: Replace current site and district-level websites with upgraded web design templates that provide improved navigation, interactivity, and two-way communication functionalities. • PGUSD Security/Surveillance Camera System Upgrade Project: Replace existing cameras with "Smart" high-definition (HD), AI/Artificial-Intelligence-enhanced cameras • Ongoing Teacher and Staff Technology Training and Support: Expand district end-user on-demand training and support tools, 	\$600,000.00	No

Action #	Title	Description	Total Funds	Contributing
		resources, and sessions for instructional and business operations platforms including Google, Synergy, and Catapult.		
1.7	A-G Completion	PGHS will work with the counselors and teachers to implement measures to increase the number of students who complete the A-G requirements for admittance into a UC/CSU school. We will look for ways to support our students and staff by improving the system of monitoring student progress, making students aware of which classes fulfill these requirements, and installing an early notification system when students fall behind. PGHS will also conduct an analysis to identify which classes act as barriers to students completing A-G classes and focus intervention efforts in those areas.		No
1.8	Subject Specific Professional Development	PGUSD will identify staff development activities that are specific to the subject matter taught. District administrators will work with site principals to seek out training time to focus specifically on instructional practice directly related to the teachers' assignments.	\$5,000.00	No
1.9	Professional Learning Communities	PGUSD will embark on a three-year commitment to train and support school administrators and certificated staff in the fundamentals of building a professional learning community. This training will focus on the foundation of professional learning community work: "gathering evidence of current levels of student learning, developing strategies to build on the strengths and address weaknesses in that learning, implementing those strategies and ideas, analyzing the impact of the changes to discover what was effective and what was not, and applying new knowledge in the next cycle of continuous improvement." - quoted from Learning by Doing by Richard and Rebecca DuFour.	\$11,000.00	No
1.10	Facility Improvements	PGUSD will develop a facilities needs assessment to identify an annual list of district wide projects. At the direction of the board of education, the maintenance and facilities department will complete the projects deemed	\$3,500,000.00	No

Action #	Title	Description	Total Funds	Contributing
		most necessary. This ongoing process of identifying needs and addressing them will be supported by funds 14 (deferred maintenance), 21 (Measure D), and 40 (capital improvements). Included in this process will be a review of our school bathrooms and a plan to upgrade those facilities.		
1.11	Visitor Access Management and Controls	PGUSD will implement a consistent visitor management system at all of its sites. The system will be able screen visitors and send real time alerts if a visitor is flagged for being a known threat. This is a check-in, check-out system that will automate the process and accommodate a wide range of visitors.	\$33,340.00	No
1.12	Safety Training for Staff	PGUSD will provide online training for staff for incident command structure. This will be a three course asynchronous training for all staff who will be compensated for the training. All administrators would receive additional training intended for site and district leaders. Also included is training for our campus supervisors and an active intruder training for all staff. Multi-disciplinary threat and risk assessment training for year one and followed up by refresher courses in subsequent years.	\$35,500.00	No
1.13	Streamline Communications between PGUSD and Community	PGUSD will standardize communication practices to the community to include initial and immediate response to incident, follow up response to an incident when further details are available, and produce an after action report to the community following PGUSD and PGPD reviews.		No
1.14	Secondary Review of Homework Practices	In response to a survey question where 45% of secondary students were in disagreement with the statement "I never have homework assigned over school breaks," PGUSD will review and recommit to our homework policy at the secondary level. Of our secondary students' parents surveyed, 60% were in agreement with the statement, "The amount of time my child spends reading and doing homework is appropriate." In light of these responses, the secondary schools will explore the efficacy of homework as it relates to equitable grading practices.		No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

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

State Priorities addressed by this goal.

<p>Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)</p>
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An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	State Priority 5 A: Attendance rate Source: Synergy Student Information System	2023-2024 Attendance rate through P2 PGUSD = 90.95% Forest Grove = 90.46% Robert Down = 91.87% PGMS = 93.85% PGHS = 94.38% CHS = 17.04%			2026-2027 Attendance rate through P2 District Wide: 95% Forest Grove 95% Robert Down: 95% PGMS: 97% PGHS: 97% CHS: 85%	
2.3	State Priority 5 B: Chronic Absenteeism Source: California Dashboard	2022-2023 Chronic Absenteeism rates PGUSD = 15.8% Two or more = 20.4% Forest Grove = 22.6% Two or more = 25.6% Robert Down = 16.6% SWD = 25.5% SED = 27.8% PGMS = 8.8%			2025-2026 District Wide: 10% Two or more: 10% Forest Grove: 12% Two or more: 12% Robert Down: 12% SWD = 12% SED = 12% PGMS: 5%	
2.4	State Priority 6 C: School Climate Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness Caring Adults, elementary	2023-2024 Do the teachers and grown ups care about you? Percent of students who answered "Yes, most of the time," or "Yes, all of the time." Elementary 83% Forest Grove 82% Robert Down 83%			2025-2026 Do the teachers and grown ups care about you? Percent of students who answered "Yes, most of the time," or "Yes, all of the time." Elementary 90% Forest Grove 90% Robert Down 90%	

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

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

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Counseling Services	<p>Counseling services are offered at the elementary, middle, and high school level. An orderly, caring, and positive educational and social environment enhances student learning.</p> <p>The district's goal is for all students to feel safe and feel as though they belong at their school. Counselors help guide and implement a variety of social/emotional supports and programs at each of the sites. The elementary school counselors work collaboratively with classroom teachers to implement the Toolbox social emotional learning curriculum. The Middle School counselors support and contribute to the planning of the advisory period activities at Pacific Grove Middle School, and high school counselors help students prepare for college and career choices.</p>	\$836,686.00	No
2.2	Social Emotional Learning Resources	<p>PGUSD will contract with the Restorative Justice Partnership beginning in Fall 2024 and continuing through 2027 to deliver high quality professional development for all district personnel. During the 2024-2025 school year, the professional development will consist of an introduction to restorative justice in education, a book study of restorative justice in education, a 4-day circle keeper training for teams from each school, restorative justice implementation training for school administrators, and whole school implementation. The action is intended to increase the percentage of students who feel the school is a safe place for them across all groups on the California Healthy Kids Survey.</p>	\$0.00	No
2.3	Increase Awareness of Available Assistance	<p>All PGUSD schools will increase communication and signage related to the social emotional supports that are available for students. This goal is in response to survey data indicating that 15% of high school students were not aware that there was a mental health therapist on campus and 21% of elementary students did not know who to go to for personal reasons.</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Increase Student Connection to School - Caring Adults	PGUSD will implement a theme called "Know my face, know my name, know my story." The goal will be for each school to identify those students who do not have a meaningful relationship with an adult on campus. Once the students are identified, staff will work toward creating a strong connection with them. This is in response to survey data indicating that 66% of our secondary students responded that there was an adult on campus who made them feel excited about their future.	\$0.00	No
2.5	Clear Consequences	All schools will publicize PGUSD's discipline matrix, so staff, students, and families have a clear understanding of the consequences that will be applied in various disciplinary situations. Schools will communicate the action taken in disciplinary situations to the greatest extent possible. The success of this action will be measured by an increase in the percentage of students who respond that they feel safe at school in the California Healthy Kids Survey.	\$0.00	No
2.6	High School Licensed Mental Health Therapist	<p>The Licensed Mental Health Therapist position will be continued at PGHS. The therapist provides direct mental health services including counseling, consultation, mental health evaluations, treatment, mental health assessments, and case management. The therapist's intent is to help students develop skills and strategies for coping with anxiety, depression, trauma, substance abuse, suicide, grief, family discord or any issues contributing functional impairments in school and achievement.</p> <p>The Licensed Mental Health Therapist also acts as a resource to teachers and staff by communicating and collaborating with them to effectively support student progress. Additionally, the therapist will provide professional development to staff in the area of youth social-emotional health.</p>	\$174,500.00	No

Action #	Title	Description	Total Funds	Contributing
2.7	Middle School Mental Health Therapist	<p>The Middle School Mental Health Therapist will serve the social emotional needs of our middle school students. The therapist provides direct mental health services including counseling, consultation, mental health evaluations, treatment, mental health assessments, and case management. The will help students develop skills and strategies for coping with anxiety, depression, trauma, suicide, grief, family discord or any issues contributing functional impairments in school and achievement.</p> <p>The Licensed Mental Health Therapist also acts as a resource to teachers and staff by communicating and collaborating with them to effectively support student progress. Additionally, the therapist will provide professional development to staff in the area of youth social-emotional health.</p>	\$174,500.00	No
2.8	Elementary Licensed Mental Health Therapist	This full time position will be split between Forest Grove and Robert Down elementary schools. The therapist will identify student mental health needs and provide staff professional development develop strategies to support our students.	\$174,500.00	No
2.9	Vector Training Student Safety & Wellness Courses grades 6-12	The Vector Solutions curriculum covers essential safety and wellness topics that are age appropriate for students in grades 6-8 and 9-12. Students at PGMS and PGHS will access these online lessons in their physical education classes. The PE teachers will facilitate discussions related to the lesson content. Topics covered include: Alcohol, Drug, & Vaping Prevention, Bullying & Cyberbullying, Digital Citizenship, Sexual Harassment, Youth Suicide Awareness, Stress & Anxiety, Depression, Good Decision Making, Healthy Relationships, and Resolving Disagreements.	\$6,500.00	No
2.10	Preventing Chronic Absenteeism	The district will use the Synergy student information system to monitor student attendance. When a student is on pace to be absent for 10 percent or more of the school year, the school will notify families that their student is chronically absent and offer support based on the student's individual circumstance to help increase attendance. The success of this action will	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		be measured by improving the district's low performing chronically absent groups: multiple races/two or more (district wide, Forest Grove), socioeconomically disadvantaged (Robert Down), students with disabilities (Robert Down).		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	<p>State Priority 2 B:</p> <p>The degree to which programs/services enable English Learners to access the CSS and the ELD standards.</p> <p>District analysis of instructional materials</p>	<p>In 2023-2024, all curriculum materials in English Language Arts offer both the Integrated and Designated component. For all other content areas, teachers are incorporating integrated components in support of English learners within the context of the subject area. Designated ELD teachers at each site collaborate with content area teachers in support of EL students in their classrooms. All curriculum adoptions require an EL support component.</p>			<p>In 2026-2027, all curriculum materials in English Language Arts offer both the Integrated and Designated component. For all other content areas, teachers are incorporating integrated components in support of English learners within the context of the subject area. Designated ELD teachers at each site collaborate with content area teachers in support of EL students in their classrooms. All curriculum adoptions require an EL support component.</p>	
3.2	<p>State Priority 3 B:</p> <p>Demonstration of how the school district will promote parental participation in programs for unduplicated. (number of meetings, number of participants)</p>	<p>2024 District LCAP Family Survey - UPP results Strongly Agree/Agree The school creates a welcoming environment for families. = 84.8% The school staff shows a caring, supportive</p>			<p>2027 District LCAP Family Survey - UPP results Strongly Agree/Agree The school creates a welcoming environment for families. = 95%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	District LCAP Family Survey - UPP results	attitude toward my child. = 84.6%			The school staff shows a caring, supportive attitude toward my child. = 95%	
3.3	State Priority 3 C: Demonstration of how the school district will promote parental participation in programs for students with exceptional needs. (number of meetings, number of participants)	PG serves 298 students on IEPs and our SELPA provides opportunities multiple time per year. IEP Meetings 1-2 times per year Orientation at start of each school year Orientation at transition from Elem to MS, and MS to HS. Annual meetings for our 156 students who are on a 504 plan.			Maintain current level of compliance.	
3.4	State Priority 4 A: English Language Arts Statewide Assessments Source: California Dashboard	2022-2023 70.07% Met/exceeded standards 45.1 distance above standard			2025-2026 85% Met/exceeded standards 60 distance above standard	
3.5	State Priority 4 B: Statewide Assessment: Math Source: California Dashboard	2022-2023 56.88% Met/exceeded standards 9.6 distance above standard			2025-2026 70% Met/exceeded standards 30 distance above standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	State priority 4 C: Statewide Assessment: CAST Source: Dataquest CAASPP report	2022-2023 56.8% Met/exceeded standards			2025-2026 70% Met/exceeded standards	
3.7	State priority 4 H: Percent of English learners who are making progress Source: California Dashboard	2022-2023 54.4% progressed at least one EL proficiency level			2025-2026 65% will progress at least one EL proficiency level	
3.8	State priority 4I: English learner reclassification rate Source: Synergy Student Information System	2023-2024 English learner reclassification rate = 17.3%			2026-2027 English learner reclassification rate = 25%	
3.9	State priority 4J: The percentage of students qualified for the Early Assessment Program based on the CAASPP test scores. Source: Dataquest CAASPP report	2022-2023 81.44% prepared in ELA 51.04% prepared in math			2025-2026 90% prepared in ELA 70% prepared in math	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.10	State Priority 5 A: School Attendance Rate Source: Synergy Student Information System	2022-2023 District Wide: 91.8% Forest Grove 88.6% Robert Down: 90.2% PGMS: 93.5% PGHS: 93.4% CHS: 78.6%			2025-2026 District Wide: 95% Forest Grove 95% Robert Down: 95% PGMS: 97% PGHS: 97% CHS: 85%	
3.11	State Priority 5 B: Chronic Absenteeism rates Source: California Dashboard	2022-2023 District Wide: 15.8% Forest Grove: 22.6% Robert Down: 16.6% PGMS: 8.8%			2025-2026 District Wide: 10% Forest Grove: 12% Robert Down: 12% PGMS: 5%	
3.12	State Priority 5 C: Middle School dropout rates Source: Calpads/Synergy Student Information System	2022-2023 0% Dropout rate			2025-2026 0% Dropout rate	
3.13	State Priority 5 D: High School dropout rates Source: Calpads/Synergy Student Information System	2022-2023 1.6% (2 students - PGHS) 0% (0 students - CHS)			2025-2026 1.5% PGHS 0% CHS	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.14	State Priority 6 A: Pupil Suspension rates Source: Calpads/Synergy Student Information System	2022-2023 PGUSD: 1.5% Forest Grove: 0.5% Robert Down: 0.2% PGMS: 1.6% PGHS: 2.5% CHS: 22.7%			2025-2026 PGUSD: 1.0% Forest Grove: 0.5% Robert Down: 0.5% PGMS: 1.0% PGHS: 1.5% CHS: 5.0%	
3.15	State Priority 6 B: Pupil expulsion Source: Calpads/Synergy SIS	2022-2023 0%			2025-2026 0%	
3.16	State Priority 7B: Programs and services developed and provided to unduplicated pupils Source: PGUSD synopsis of services.	2023-2024 Academic counselors and site administration monitor student enrollment by demographic to ensure there is equitable access to all courses offered districtwide. Students have access and are enrolled in all required areas of study as monitored through CalPads and Illuminate. The district also provides designated and integrated English Language Development supports and uses a co-			2026-2027 Academic counselors and site administration monitor student enrollment by demographic to ensure there is equitable access to all courses offered districtwide. Students have access and are enrolled in all required areas of study as monitored through CalPads and Illuminate. The	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		teaching model at the elementary level.			district also provides designated and integrated English Language Development supports and uses a co-teaching model at the elementary level.	
3.17	<p>State Priority 8: Pupil Outcomes for unduplicated pupil population and students with disabilities. Source: CAASPP ELA testing data</p>	<p>CAASPP ELA testing data 2023 for specific student groups</p> <p>General population: Exceeded - 36.33% Met - 33.70% Nearly Met - 18.99% Not Met - 10.98%</p> <p>Socioeconomically Disadvantaged Youth: Exceeded - 19.48% Met - 34.42% Nearly Met - 27.92% Not Met - 18.18%</p> <p>English Learners: Exceeded - 2.94% Met - 5.88% Nearly Met - 50.00% Not Met - 41.18%</p> <p>Students with Disabilities Exceeded - 11.38%</p>			<p>CAASPP ELA testing data 2026 for specific student groups</p> <p>General population: Exceeded - 45% Met - 40% Nearly Met - 10% Not Met - 5%</p> <p>Socioeconomically Disadvantaged Youth: Exceeded - 30% Met - 45% Nearly Met - 15% Not Met - 10%</p> <p>English Learners: Exceeded - 15% Met - 25% Nearly Met - 50.00% Not Met - 10%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Met - 11.38% Nearly Met - 39.84% Not Met - 37.40%			Students with Disabilities Exceeded - 20% Met - 20% Nearly Met - 40% Not Met - 20%	
3.18	State Priority 8: Pupil Outcomes for unduplicated pupil population and students with disabilities. Source: CAASPP Math testing data	CAASPP Math testing data 2023 for specific student groups General population: Exceeded - 30.02% Met - 26.86% Nearly Met - 22.93% Not Met - 20.20% Socioeconomically Disadvantaged Youth: Exceeded - 14.01% Met - 22.93% Nearly Met - 23.57% Not Met - 39.49% English Learners: Exceeded - 8.11% Met - 32.43% Nearly Met - 13.51% Not Met - 45.95% Students with Disabilities Exceeded - 8.06% Met - 13.71% Nearly Met - 21.77% Not Met - 56.45%			CAASPP Math testing data 2026 for specific student groups General population: Exceeded - 30% Met - 40% Nearly Met - 20% Not Met - 10% Socioeconomically Disadvantaged Youth: Exceeded - 25% Met - 35% Nearly Met - 25% Not Met - 15% English Learners: Exceeded - 20% Met - 40% Nearly Met - 25% Not Met - 15% Students with Disabilities Exceeded - 15%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Met - 25% Nearly Met - 40% Not Met - 20%	
3.19	State Priority 8: Pupil Outcomes Source: DIBELS (reading composite score)	DIBELS Assessment Spring 2024 Robert Down Elementary & Forest Grove Elementary Schools Combined data: Kindergarten: Intensive: 22% Strategic: 9% Proficient: 36% Advanced: 33% First Grade: Intensive: 7% Strategic: 14% Proficient: 35% Advanced: 44% Second Grade: Intensive: 11% Strategic: 8% Proficient: 34% Advanced: 46% Third Grade: Intensive: 17% Strategic: 8% Proficient: 23% Advanced: 52% Fourth Grade:			DIBELS Assessment Spring 2027 Robert Down Elementary & Forest Grove Elementary Schools Combined data: Kindergarten: Intensive: 15% Strategic:10% Proficient: 40% Advanced: 35% First Grade: Intensive:5% Strategic: 10% Proficient: 40% Advanced: 45% Second Grade: Intensive: 5% Strategic: 10% Proficient: 40% Advanced: 45% Third Grade: Intensive: 7% Strategic: 8% Proficient: 40% Advanced: 45%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Intensive: 10% Strategic: 22% Proficient: 30% Advanced: 37%</p> <p>Fifth Grade: Intensive: 23% Strategic: 10% Proficient: 18% Advanced: 50%</p>			<p>Fourth Grade: Intensive: 5% Strategic: 10% Proficient: 45% Advanced: 40%</p> <p>Fifth Grade: Intensive: 10% Strategic: 5% Proficient: 45% Advanced: 40%</p>	
3.20	<p>State Priority 8: Pupil Outcomes</p> <p>MAP ELA testing data for grade levels that do participate in CAASPP testing (Grades K, 1, 2, 9, and 10)</p>	<p>MAP ELA Testing results Spring 2024</p> <p>The following scores are Map growth norm-referenced</p> <p>FG Grade K: 15% Low, 17% Low Average, 10% Average, 27% High Average, 32% High</p> <p>RD Grade K: 5% Low, 5% Low Average, 32% Average, 16% High Average, 43% High</p> <p>FG Grade 1: 16% Low, 30% Low Average, 19% Average, 19% High Average, 16% High</p> <p>RD Grade 1: 23% Low, 8% Low Average, 18%</p>			<p>MAP ELA Testing results Spring 2027</p> <p>The following scores are Map growth norm-referenced</p> <p>FG Grade K: 5% Low, 10% Low Average, 15% Average, 40% High Average, 30% High</p> <p>RD Grade K: 5% Low, 10% Low Average, 15% Average, 40% High Average, 30% High</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Average, 23% High Average, 28% High</p> <p>FG Grade 2: 20% Low, 19% Low Average, 8% Average, 25% High Average, 28% High</p> <p>RD Grade 2: 8% Low, 9% Low Average, 17% Average, 33% High Average, 24% High</p> <p>Grade 9: 18% Low, 16% Low Average, 23% Average, 29% High Average, 16% High</p> <p>Grade 10: 17% Low, 29% Low Average, 21% Average, 22% High Average, 12% High</p>			<p>FG Grade 1: 5% Low, 10% Low Average, 25% Average, 35% High Average, 25% High</p> <p>RD Grade 1: 5% Low, 10% Low Average, 15% Average, 40% High Average, 30% High</p> <p>FG Grade 2: 5% Low, 10% Low Average, 25% Average, 35% High Average, 25% High</p> <p>RD Grade 2: 5% Low, 10% Low Average, 15% Average, 40% High Average, 30% High</p> <p>Grade 9: 5% Low, 10% Low Average, 25% Average, 35% High Average, 25% High</p> <p>Grade 10: 5% Low, 10% Low</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Average, 25% Average, 35% High Average, 25% High	
3.21	<p>State Priority 8: Pupil Outcomes</p> <p>MAP Math testing data for grade levels that do participate in CAASPP testing (Grades K, 1, 2, 9, and 10)</p>	<p>MAP Math Testing results Spring 2024</p> <p>The following scores are Map growth norm-referenced</p> <p>FG Grade K: 15% Low, 15% Low Average, 20% Average, 27% High Average, 24% High</p> <p>RD Grade K: 9% Low, 0% Low Average, 25% Average, 34% High Average, 32% High</p> <p>FG Grade 1: 19% Low, 22% Low Average, 27% Average, 14% High Average, 19% High</p> <p>RD Grade 1: 9% Low, 18% Low Average, 26% Average, 22% High Average, 25% High</p> <p>FG Grade 2: 23% Low, 11% Low Average, 20% Average, 20% High Average, 25% High</p>			<p>MAP Testing results Spring 2027</p> <p>The following scores are Map growth norm-referenced</p> <p>FG Grade K: 5% Low, 5% Low Average, 10% Average, 40% High Average, 40% High</p> <p>RD Grade K: 5% Low, 5% Low Average, 10% Average, 40% High Average, 40% High</p> <p>FG Grade 1: 5% Low, 10% Low Average, 10% Average, 40% High Average, 35% High</p> <p>RD Grade 1: 5% Low, 10% Low</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>RD Grade 2: 8% Low, 8% Low Average, 24% Average, 24% High Average, 36% High</p> <p>Grade 9: 16% Low, 9% Low Average, 22% Average, 17% High Average, 36% High</p> <p>Grade 10: 12% Low, 17% Low Average, 17% Average, 19% High Average, 35% High</p>			<p>Average, 10% Average, 40% High Average, 35% High</p> <p>FG Grade 2: 5% Low, 10% Low Average, 10% Average, 40% High Average, 35% High</p> <p>RD Grade 2: 5% Low, 10% Low Average, 10% Average, 40% High Average, 35% High</p> <p>Grade 9: 5% Low, 10% Low Average, 10% Average, 40% High Average, 35% High</p> <p>Grade 10: 5% Low, 10% Low Average, 10% Average, 40% High Average, 35% High</p>	
3.22	State Priority 7C: Programs and services developed and provided	2023-2024 PGUSD provides services to students on individual education			2026-2027 Maintain current level of service.	

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

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Site Based Professional Learning Teams	Instructional leadership teams will continue to participate in and lead professional learning activities at their sites. The learning activities will continue the district's work toward establishing equitable grading practices building off of previous efforts and continuing to align with the districts emphasis on cultural proficiency.	\$20,000.00	No
3.2	Site Based Planning Time	The district will support common planning time for teachers to prepare the implementation of new curriculum. This includes developing pacing guides and lesson plans for recently adopted high school texts and collaboration time for grade level or department teams. A main focus for all of these meetings will be the adapting the material to meet the needs of our unduplicated pupil population.	\$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	AVID Classes at PGHS and PGMS	<p>Advancement Via Individual Determination (AVID) is an academic program that provides support and guidance to students in grades 6-12 who are traditionally underrepresented in higher education. The AVID program will increase unduplicated students' access to college preparation. The strategies learned would not typically be attained independently without additional support. This model will also give Low-Income students access to college and career planning. This is needed to help them visualize their future by introducing them to colleges meeting their personal goals and college application support.</p> <p>AVID has very specific requirements for the class, and there are rigorous steps each student must complete to participate. AVID has been described as "Wonderful for all, but necessary for some."</p> <p>The middle school will offer two sections for grades 7 and 8, and the high school will have three sections, one serving grades 9-10, the other grades 11-12. The Avid District Director is also allotted one section as part of their teaching assignment.</p>	\$191,921.00	Yes
3.4	English Language Arts Support Classes	Students who struggle in English language arts will receive multiple levels of support at the middle school. Students two or more grade levels behind will be scheduled in general education Read 180 courses and students will also have a transitions English class to support them with general education English classes.	\$55,642.00	Yes
3.5	Elementary Schools English Language Arts Intervention	<p>Elementary ELA programs will incorporate certificated teachers, instructional assistants, and materials needed to support grade level interventions such as Read 180, targeted foundational reading instruction, and designated English language development support.</p> <p>Students who are designated as below grade level will receive support in the classroom and with intervention staff. Instructional aides and the intervention teacher will also support teachers in the classroom with small group instruction. Students with disabilities will receive the same general education support along with specialized academic instruction in English</p>	\$308,747.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>language arts when it is identified as a need on their individualized education program (IEP). This action is designed to address our lowest level performance on the dashboard in ELA by our students with disabilities at Forest Grove Elementary School.</p>		
3.6	Language Review Teams	<p>Designated English language development teachers collaborate with general education teachers to ensure English Learners access core programs. Language Review teams will meet twice a year to discuss English learners' and reclassified fluent English learners' individual strengths, areas of growth, reclassification criteria, and designated support for CAASPP tests. The expenditure is for the cost of substitutes for teachers and English language development teachers to attend the Language Review Team day.</p>	\$1,200.00	Yes
3.7	Math Intervention Programs	<p>Elementary teachers will support students through leveled targeted intervention in the classroom using small group instruction as well as grade level flexible grouping.</p> <p>In the Middle School, students two or more grade levels behind will be enrolled in Math 180 courses beginning in grade six. There are two sections of math 180. The Middle School will offer three math support classes, one at each grade level, where identified students are concurrently enrolled in the grade level math class. The support class offers a differentiated approach focusing on conceptual learning of mathematics and its application.</p> <p>At the high school, two math support classes serve students in Integrated Math 1 and 2. Students will be concurrently enrolled in the support class and the grade-level math class. The support classes offer a differentiated approach focusing on conceptual learning of mathematics and its application. There will also be math tutoring for all classes taught by a certificated staff member. (Object code 1000)</p>	\$165,961.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.8	High School Productive Study Class	Based on a needs assessment, there will be a total of five sections for Math/ELA Independent Productive Study: Grades 9, 10, 11, and 12. This class will serve as an A-G credit recovery class for students who need to make up units, and students will also be to complete unfinished classwork, homework assignments/projects, and studying for upcoming tests/quizzes. (object code 1000) This action meets the district need to increase the college readiness indicator of our low income students which was 45.9 in 2023.	\$106,724.00	Yes
3.9	ELD Afterschool Homework Club	In response to feedback from the site and district English Learner Advisory Committees, an Afterschool Homework Club operates at Forest Grove. The club provides access to the support and technology necessary to complete classwork. The program also provides a positive social environment and a comfortable place for students to learn English.	\$7,000.00	Yes
3.10	Implement a Robust Peer-to-Peer Tutoring Program	PGUSD will implement a peer tutoring program where our older students work with our younger students under the supervision of our staff. Based on our campuses' close proximity to each other, the middle school and high school students will tutor elementary students. The district will look for additional ways to implement this model to build relationships between schools and allow our older students to serve as positive examples for our elementary population. This action is in response to input from multiple parent meetings including our District English Learner Advisory Committee and community input meetings.	\$0.00	No
3.11	District wide math articulation	Twice a year for the next three years, the district math teachers will meet to analyze student data and identify areas of focus to increase learning for our students. Elementary teachers will participate in meetings with the Middle School teachers to discuss areas of student need, and High School teachers will have similar meetings with our Middle School teachers.	\$2,500.00	No

Action #	Title	Description	Total Funds	Contributing
3.12	English Language Development	English Language Development teachers will work with students to provide designated support to students who are emerging, expanding, and bridging proficiency levels of English language acquisition focusing on how English works. Designated ELD teachers will work closely with the classroom teacher to support their professional learning, so they can better serve students with current curriculum in the classroom.(Object codes 1000, 2000)	\$272,922.00	Yes
3.13	Free BASRP for SED Youth	PGUSD will explore the feasibility of offering the Before and After School Recreation Program free of charge for our socioeconomically disadvantaged youth. The district must develop cost estimates, and project income from the Extended Learning Opportunity Program to determine if this program is possible.	\$0.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>African American: 41.7%</p> <p>American Indian: 91.7%</p> <p>Asian: 85.7%</p> <p>Asian Filipino: 75.7%</p> <p>Filipino: 62.5%</p> <p>Hispanic/Latino: 54.4%</p> <p>Pacific Islander: 85.7%</p> <p>Two or more: 59.5%</p> <p>White: 70.3%</p>			<p>All: 80%</p> <p>African American: 75%</p> <p>American Indian: 90%</p> <p>Asian: 90%</p> <p>Asian Filipino: 90%</p> <p>Filipino: 75%</p> <p>Hispanic/Latino: 75%</p> <p>Pacific Islander: 90%</p> <p>Two or more: 75%</p> <p>White: 85%</p>	
4.2	5: School climate Student LPAC Survey	<p>Answered "never" or "once or twice" to a question asking if the student had been bullied racially. 2023-2024</p> <p>All: 77%</p> <p>African American: 38%</p> <p>American Indian: 100%</p> <p>Asian Filipino: 97%</p> <p>Hispanic/Latino: 85%</p> <p>Pacific Islander: 100%</p> <p>Two or more: 77%</p> <p>White: 94%</p>			<p>Answered "never" or "once or twice" to a question asking if the student had been bullied racially. 2023-2024</p> <p>All: 90%</p> <p>African American: 90%</p> <p>American Indian: 100%</p> <p>Asian Filipino: 90%</p> <p>Hispanic/Latino: 90%</p> <p>Pacific Islander: 100%</p> <p>Two or more: 90%</p> <p>White: 90%</p>	
4.3	5. School Climate	Answered "Disagree" to the question that			Answer "Disagree" to the question that	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Family Engagement Survey	<p>the school encourages students to accept others who are different from them:</p> <p>All: 11%</p> <p>African American: 43%</p> <p>American Indian: 0%</p> <p>Asian Filipino: 3%</p> <p>Hispanic/Latino: 16%</p> <p>Pacific Islander: 33%</p> <p>Two or more: 14%</p> <p>White: 8%</p>			<p>the school encourages students to accept others who are different from them:</p> <p>All: 5%</p> <p>African American: 20%</p> <p>American Indian: 0%</p> <p>Asian Filipino: 3%</p> <p>Hispanic/Latino: 5%</p> <p>Pacific Islander: 20%</p> <p>Two or more: 10%</p> <p>White: 5%</p>	
4.4	5. School Climate Family Engagement Survey	<p>Answered "Disagree" to the question that the district consistently provides curriculum that represents diverse populations</p> <p>All: 15%</p> <p>African American: 57%</p> <p>American Indian: 0%</p> <p>Asian Filipino: 31%</p> <p>Hispanic/Latino: 26%</p> <p>Pacific Islander: 67%</p> <p>Two or more: 12%</p> <p>White: 10%</p>			<p>Answer "Disagree" to the question that the district consistently provides curriculum that represents diverse populations</p> <p>All: 5%</p> <p>African American: 20%</p> <p>American Indian: 0%</p> <p>Asian Filipino: 20%</p> <p>Hispanic/Latino: 10%</p> <p>Pacific Islander: 20%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Two or more: 5% White: 5%	
4.5	5. School Climate Family Engagement Survey	Answered "Disagree" to the question: At PGUSD my child feels they belong; they are welcomed, respected, and feel a strong sense of connection. All: 12% African American: 29% American Indian: 0% Asian Filipino: 5% Hispanic/Latino: 13% Pacific Islander: 67% Two or more: 12% White: 10%			Answer "Disagree" to the question: At PGUSD my child feels they belong; they are welcomed, respected, and feel a strong sense of connection. All: 5% African American: 15% American Indian: 0% Asian Filipino: 0% Hispanic/Latino: 5% Pacific Islander: 15% Two or more: 5% White: 5%	
4.6	5. School Climate Family Engagement Survey	Answered "Disagree" to the question: I Feel connected to my child's school. All: 18% African American: 29% American Indian: 0% Asian Filipino: 31% Hispanic/Latino: 15% Pacific Islander: 33% Two or more: 16% White: 18%			Answer "Disagree" to the question: I Feel connected to my child's school. All: 10% African American: 15% American Indian: 0% Asian Filipino: 15% Hispanic/Latino: 5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Pacific Islander: 15% Two or more: 5% White: 5%	
4.7	5. School Climate Student Engagement Survey	Answered "Disagree" to the question: There is at least one staff member at my school who makes me excited about my future . All: 14% African American: 13% American Indian: 17% Asian Filipino: 18% Hispanic/Latino: 15% Pacific Islander: 25% Two or more: 16% White: 14%			Answer "Disagree" to the question: There is at least one staff member at my school who makes me excited about my future . All: 5% African American: 5% American Indian: 5% Asian Filipino: 5% Hispanic/Latino: 5% Pacific Islander: 10% Two or more: 5% White: 5%	
4.8	5: School Climate Respect for cultural practices and beliefs Source: CHKS	Answered "Disagree" or "Strongly Disagree" to "This school communicates the importance of respecting different cultural beliefs and practices." All: 13%			Answered "Disagree" or "Strongly Disagree" to "This school communicates the importance of respecting different cultural beliefs and practices." All: 5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.9	5: School Climate Diversity of instructional materials Source: CHKS	Answered "Disagree" or "Strongly Disagree" to "This school provides instructional materials that reflect my child's culture, ethnicity, and identity." All: 19%			Answered "Disagree" or "Strongly Disagree" to "This school provides instructional materials that reflect my child's culture, ethnicity, and identity." All: 5%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Professional Development	All staff will receive professional development designed to provide specific strategies, skills, and tools needed to create and equitable and inclusive school culture of belonging for all of our students. During 2024-2025, the district's professional development will focus on bias incident response and restorative practices. Professional development related to cultural proficiency will occur monthly at staff meetings.	\$30,000.00	No
4.2	Diverse Curriculum	PGUSD will offer a diverse curriculum with the goal of having all students see themselves represented in our instructional materials. At the elementary schools, the diversification of curriculum will include expanding school and classroom library collections and requiring new adoptions to be culturally responsive. At the middle school and high school level, all curriculum adoptions will have diverse representations and perspectives. All sites will review their curriculum with a focus on ensuring that it meets the needs of all students.	\$15,000.00	No
4.3	Community Outreach	The district will hold two cultural proficiency community outreach meetings annually. School sites will establish meetings seeking family input regarding cultural proficiency at two meetings throughout the school year - one toward the beginning of the year and one in the middle. Schools are encouraged to hold at least one of these community outreach events in their school's neighborhood.	\$0.00	No
4.4	Equitable Grading Practices	The middle school and high school will continue their examination of grading practices and ensure that these practices are equitable. At the middle school, an emphasis will be placed on grading for mastery and using grading rubrics to provide a detailed description of mastery for students. The high school will continue its examination of grading practices using the instructional leadership team to facilitate this work.	\$0.00	No
4.5	Board Policy Review	District administration will provide updates to board policy to ensure that all protocols and policies are inclusive of all groups who attend PGUSD schools.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
4.6	Cultural Proficiency Communication	PGUSD will post information related to cultural proficiency on its website and frequently remind educational partners that it is available. Individual school sites will also share culturally proficient actions with the community, so educational partners are informed of the efforts made to build an inclusive environment for all students.	\$0.00	No
4.7	Community Consultation	PGUSD will consult with community organizations who will assist in guiding our professional development activities to ensure they bring the greatest possible benefit to our students, staff, and families. These contracts for services will help develop the focus of our professional development activities and create our messaging about cultural proficiency.	\$35,000.00	No
4.8	Community Classes	Pacific Grove Adult School will conduct classes designed to teach and share the cultural proficiency concepts that are being taught to our staff and students. These classes will take the format of book discussions and will include community experts.	\$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	All students, particularly low-income and students with disabilities at Robert Down Elementary will demonstrate a decrease in chronic absenteeism as measured by the CA Dashboard and local data.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p>

An explanation of why the LEA has developed this goal.

<p>The Pacific Grove District Office’s eligibility for Equity Multiplier Funding is due to socioeconomic and instability rates based on one student. The one student is now enrolled at Robert Down Elementary. Our analysis of the 2023 Dashboard data indicated a need to continue supporting efforts to reduce chronic absenteeism throughout the District, and particularly focusing on low-income and students with disabilities at Robert Down Elementary. To address this issue, we will allocate funding to enhance attendance initiatives.</p>

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	<p>Priority 5: Pupil Engagement</p> <p>Chronic absenteeism rates</p> <p>Source: CA Dashboard</p>	<p>The Chronic Absenteeism rate is 15.8% (Yellow) for All students based on the 2023 Dashboard.</p> <p>Low-Income: 25.8% SWD: 22.3%</p> <p>Robert Down Elementary All Students: 16.6% Low-Income: 27.8% SWD: 25.5%</p>			<p>PGUSD All Students: 10% Low-Income: 10% SWD: 10%</p> <p>Robert Down Elementary All Students: 10% Low-Income: 10% SWD: 10%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.2	Priority 5: Pupil Engagement School attendance rates Source: Local Student Information System	In 2023-24 PGUSD student attendance rate through P-2 is 90.95%. Robert Down Elementary All Students: 90.14% Low-Income: 89.97% SWD: 89.68%			2026-2027 PGUSD All Students through P-2 is 95%. Robert Down Elementary: 95% All Students: Low-Income: 95% SWD: 95%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Attendance Incentive Program	Pacific Grove Unified School District will explore attendance incentive programs that are age appropriate at Robert Down Elementary School, Forest Grove Elementary School, Pacific Grove Middle School, Pacific Grove High School, and Pacific Grove Community High School.	\$10,000.00	No
5.2	Restorative Practices Professional Development	Pacific Grove Unified School with partner with Restorative Justice Partnership to provide professional development which includes a one-day training and and a follow up implementation program at Robert Down Elementary School. These training sessions will support the Bias Incident Response framework and create an approach to student discipline that emphasizes the restoration of broken relationships. This training is intended to create an emotionally healthier environment in our school resulting in improved student attendance and connectivity to our schools.	\$30,000.00	No
5.3	Professional Learning Community Training	Pacific Grove Unified School District will implement professional development activities beginning in March 2025 that will result in PGUSD becoming a model professional learning community. All of our schools will participate in these training sessions designed to help sites master the four questions and three big ideas of PLCs (Four questions - What do we want our students to be able to do? How will we know if each student has learned it? How will we respond when some students do not learn it? How will we extend the learning for students who have reached proficiency? Three big ideas - Focus on learning, collaborative culture and collective responsibility for learning, and results orientation)	\$10,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$736,579	\$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
3.927%	0.000%	\$0.00	3.927%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>available due to the small number of students in these groups.).</p> <p>Scope: Schoolwide</p>	<p>graduation rate for all students including English learners, foster youth and low income.</p>	
<p>3.3</p>	<p>Action: AVID Classes at PGHS and PGMS</p> <p>Need: There is a need for unduplicated pupil population to reach a four-year university. According to the 2023 CA Dashboard, 37.2% of all students graduated A through G eligible, and 21.1% of socioeconomically disadvantaged students</p> <p>Scope: LEA-wide</p>	<p>AVID classes directly address the need for improved academic support and college preparedness by offering comprehensive scheduling assistance, tutoring, study skills, learning strategies, writing support, and college field trips. These resources collectively help bridge the gap, especially for socioeconomically disadvantaged students, ensuring they are better equipped for college success.</p>	<p>The percentage of SED students who complete A-G requirements upon graduation.</p>
<p>3.4</p>	<p>Action: English Language Arts Support Classes</p> <p>Need: There is a need to provide support for students who are more than two grade levels behind in English language arts. According to the 2023 CA Dashboard, All students are 45.1% below standard in ELA. English learners are 20 points below standard, socioeconomically disadvantaged 5.4 points below standard, and students with disabilities 45.3 points below standard.</p>	<p>This action provides intensive for students two or more grade levels behind in English language, and it helps students transition to a general education English class.</p> <p>In addition, we recognize that all students may benefit from these services. Therefore, they are being implemented LEA-wide to maximize the impact on ELA achievement for all students, including English learners, foster youth, and low-income students</p>	<p>CAASPP ELA scores</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: Schoolwide</p>		
<p>3.5</p>	<p>Action: Elementary Schools English Language Arts Intervention</p> <p>Need: There is a need to provide literacy support for our unduplicated students who are behind the grade level standard. According to the 2023 CA Dashboard, all students are 45.1 points below standard in ELA. Specifically, English learners are 20 points below standard, socioeconomically disadvantaged students are 5.4 points below standard, and students with disabilities are 45.3 points below standard.</p> <p>Scope: LEA-wide</p>	<p>This action addresses the needs by providing intensive intervention support for students who are behind the grade level standard, specifically targeting our English learners and socioeconomically disadvantaged students</p> <p>In addition, we recognize that all students may benefit from these services, so they are being implemented LEA-wide to maximize the impact on increasing overall ELA outcomes for all students including English learners, foster youth and low income</p>	<p>CAASPP ELA scores</p>
<p>3.6</p>	<p>Action: Language Review Teams</p> <p>Need: After analyzing English learner progress data from the 2023 CA Dashboard, 54.4% of English learners are making progress toward English language Proficiency.</p> <p>Scope:</p>	<p>The action will meet to needs by providing time for teachers to discuss the accommodations that will best meet the needs of their students and review data to identify their greatest needs.</p>	<p>The percentage of students identified as making progress toward English proficiency.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.7	<p>Action: Math Intervention Programs</p> <p>Need: According to the 2023 CA Dashboard Math scores, all students are 9.6 points below standard. Specifically, our Hispanic students are 35.1 points below standard, English learners are 37.8 points below standard, and socioeconomically disadvantaged students are 41.2 points below standard.</p> <p>Scope: LEA-wide</p>	<p>In response to the need of our unduplicated students, this action will use research based methods and credentialed staff to provide support.</p> <p>In addition, we recognize that all students may benefit from these services. Therefore, they are being implemented LEA-wide to maximize the impact on increasing overall Math outcomes for all students at the Middle and High School levels, including English learners, foster youth, and low-income students.</p>	MAP student growth reports.
3.8	<p>Action: High School Productive Study Class</p> <p>Need: There is a need for our unduplicated pupil population to complete coursework and stay on track for A-G completion rates. According to the 2023 CA Dashboard, 37.2% of all students graduated A through G eligible, and 21.1% of socioeconomically disadvantaged students.</p> <p>Scope: Schoolwide</p>	<p>This class will allow time during the school day for our unduplicated students to complete work for class and make up credits toward A-G completion.</p> <p>In addition, we recognize that all students may benefit from these services, so they are being implemented School-wide to maximize the impact on increasing A-G preparedness for all students including English learners, foster youth and low income.</p>	A-G completion rate
3.9	<p>Action: ELD Afterschool Homework Club</p>	<p>The action provides a dedicated room and a certified teacher to offer academic support to English learners after school. This ensures that</p>	EL progress

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Forest Grove has largest population of ELD students in the district. They need a place after school to complete homework and receive additional English language instruction.</p> <p>Scope: Schoolwide</p>	students receive both homework help and English language instruction, addressing their specific needs and facilitating their academic progress.	
3.12	<p>Action: English Language Development</p> <p>Need: Our English learner math CAASPP scores are -37.8 distance from standard and our ELA CAASPP scores for English Learners is -20 distance from standard.</p> <p>Scope: LEA-wide</p>	This action will ensure that our schools provide designated and integrated support to our English learners, as well as professional growth activities for our teachers of English learners. By prioritizing these initiatives, we can create an environment where English learners receive the targeted assistance they need while empowering teachers with the resources and skills necessary to effectively support their students' linguistic and academic development.	Distance from standard on CAASPP ELA and Math assessments.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

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

Additional Concentration Grant Funding

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

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$18,754,666	\$736,579	3.927%	0.000%	3.927%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$27,555,797.00	\$747,291.00	\$4,133,340.00	\$73,940.00	\$32,510,368.00	\$27,515,269.00	\$4,995,099.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Certificated Teachers, Classified Staff, and Administrators	All	No			All Schools		\$24,825,266.00	\$0.00	\$24,825,266.00				\$24,825,266.00	
1	1.2	Instructional Materials and Resources	All	No			All Schools		\$0.00	\$709,259.00	\$289,275.00	\$419,984.00			\$709,259.00	
1	1.3	High School Outreach Counselor	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Pacific Grove High School 9-12		\$140,000.00	\$0.00	\$140,000.00				\$140,000.00	
1	1.4	Career Technical Education	All	No			Specific Schools: Pacific Grove High School 9-12		\$1,700.00	\$0.00	\$1,700.00				\$1,700.00	
1	1.5	Broad Course of Study	All	No			Specific Schools: Pacific Grove High School 9-12		\$0.00	\$0.00	\$0.00				\$0.00	
1	1.6	Technology Infrastructure and Educational Support	All	No			All Schools		\$0.00	\$600,000.00			\$600,000.00		\$600,000.00	
1	1.7	A-G Completion	All	No			Specific Schools: Pacific Grove High School									

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	Subject Specific Professional Development	All	No			All Schools		\$0.00	\$5,000.00				\$5,000.00	\$5,000.00	
1	1.9	Professional Learning Communities	All	No			All Schools		\$0.00	\$11,000.00		\$11,000.00			\$11,000.00	
1	1.10	Facility Improvements	All	No			All Schools		\$0.00	\$3,500,000.00			\$3,500,000.00		\$3,500,000.00	
1	1.11	Visitor Access Management and Controls	All	No			All Schools		\$0.00	\$33,340.00			\$33,340.00		\$33,340.00	
1	1.12	Safety Training for Staff	All	No			All Schools		\$35,500.00	\$0.00	\$35,500.00				\$35,500.00	
1	1.13	Streamline Communications between PGUSD and Community	All	No			All Schools									
1	1.14	Secondary Review of Homework Practices	All	No			All Schools									
2	2.1	Counseling Services	All	No			All Schools		\$836,686.00	\$0.00	\$836,686.00				\$836,686.00	
2	2.2	Social Emotional Learning Resources	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
2	2.3	Increase Awareness of Available Assistance	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
2	2.4	Increase Student Connection to School - Caring Adults	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
2	2.5	Clear Consequences	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
2	2.6	High School Licensed Mental Health Therapist	All	No			Specific Schools: Pacific Grove High School 9-12		\$174,500.00	\$0.00	\$174,500.00				\$174,500.00	
2	2.7	Middle School Mental Health Therapist	All	No			Specific Schools: Pacific Grove Middle School 6-8		\$174,500.00	\$0.00	\$174,500.00				\$174,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.8	Elementary Licensed Mental Health Therapist	All	No			Specific Schools: Forest Grove and Robert Down Elementary TK-5		\$174,500.00	\$0.00	\$174,500.00				\$174,500.00	
2	2.9	Vector Training Student Safety & Wellness Courses grades 6-12	All	No			Specific Schools: Pacific Grove High School, Pacific Grove Middle School 6-12		\$0.00	\$6,500.00		\$6,500.00			\$6,500.00	
2	2.10	Preventing Chronic Absenteeism	All Students with Disabilities Multiple races/two or more	No					\$0.00	\$0.00	\$0.00				\$0.00	
3	3.1	Site Based Professional Learning Teams	All	No			Specific Schools: Pacific Grove High School, Pacific Grove Middle School		\$20,000.00	\$0.00		\$20,000.00			\$20,000.00	
3	3.2	Site Based Planning Time	All	No			All Schools		\$20,000.00	\$0.00	\$20,000.00				\$20,000.00	
3	3.3	AVID Classes at PGHS and PGMS	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Pacific Grove High School, Pacific Grove Middle School 7-12		\$191,921.00	\$0.00	\$191,921.00				\$191,921.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.4	English Language Arts Support Classes	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Pacific Grove Middle School 6-8		\$55,642.00	\$0.00	\$55,642.00				\$55,642.00	
3	3.5	Elementary Schools English Language Arts Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Forest Grove Elementary, Robert Down Elementary		\$308,747.00	\$0.00	\$80,000.00	\$159,807.00		\$68,940.00	\$308,747.00	
3	3.6	Language Review Teams	English Learners	Yes	LEA-wide	English Learners	All Schools		\$1,200.00	\$0.00	\$1,200.00				\$1,200.00	
3	3.7	Math Intervention Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$165,961.00	\$0.00	\$165,961.00				\$165,961.00	
3	3.8	High School Productive Study Class	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Pacific Grove High School 9-12		\$106,724.00	\$0.00	\$106,724.00				\$106,724.00	
3	3.9	ELD Afterschool Homework Club	English Learners	Yes	School wide	English Learners	Specific Schools: Forest Grove Elementary School		\$7,000.00	\$0.00	\$7,000.00				\$7,000.00	
3	3.10	Implement a Robust Peer-to-Peer Tutoring Program	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
3	3.11	District wide math articulation	All	No			All Schools TK-12		\$2,500.00	\$0.00	\$2,500.00				\$2,500.00	
3	3.12	English Language Development	English Learners	Yes	LEA-wide	English Learners	All Schools TK-12		\$272,922.00	\$0.00	\$272,922.00				\$272,922.00	
3	3.13	Free BASRP for SED Youth	All	No			Specific Schools: Forest		\$0.00	\$0.00		\$0.00			\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Grove Elementary School and Robert Down Elementary School									
4	4.1	Professional Development	All	No			All Schools	2024-2025	\$0.00	\$30,000.00		\$30,000.00			\$30,000.00	
4	4.2	Diverse Curriculum	All	No			All Schools		\$0.00	\$15,000.00		\$15,000.00			\$15,000.00	
4	4.3	Community Outreach	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
4	4.4	Equitable Grading Practices	All	No			All Schools Specific Schools: Pacific Grove High School, Pacific Grove Community High School, Pacific Grove Middle School 6-12		\$0.00	\$0.00	\$0.00				\$0.00	
4	4.5	Board Policy Review	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
4	4.6	Cultural Proficiency Communication	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
4	4.7	Community Consultation	All	No			All Schools	\$0.00	\$0.00	\$35,000.00		\$35,000.00			\$35,000.00	
4	4.8	Community Classes	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
5	5.1	Attendance Incentive Program	All	No			All Schools		\$0.00	\$10,000.00		\$10,000.00			\$10,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	5.2	Restorative Practices Professional Development	All	No			All Schools		\$0.00	\$30,000.00		\$30,000.00			\$30,000.00	
5	5.3	Professional Learning Community Training	All	No			All Schools		\$0.00	\$10,000.00		\$10,000.00			\$10,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$18,754,666	\$736,579	3.927%	0.000%	3.927%	\$1,021,370.00	0.000%	5.446 %	Total:	\$1,021,370.00
								LEA-wide Total:	\$712,004.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$309,366.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.3	High School Outreach Counselor	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pacific Grove High School 9-12	\$140,000.00	
3	3.3	AVID Classes at PGHS and PGMS	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Pacific Grove High School, Pacific Grove Middle School 7-12	\$191,921.00	
3	3.4	English Language Arts Support Classes	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pacific Grove Middle School 6-8	\$55,642.00	
3	3.5	Elementary Schools English Language Arts Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Forest Grove Elementary, Robert Down Elementary	\$80,000.00	
3	3.6	Language Review Teams	Yes	LEA-wide	English Learners	All Schools	\$1,200.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.7	Math Intervention Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$165,961.00	
3	3.8	High School Productive Study Class	Yes	Schoolwide	English Learners Foster Youth Low Income		\$106,724.00	
3	3.9	ELD Afterschool Homework Club	Yes	Schoolwide	English Learners	Specific Schools: Forest Grove Elementary School	\$7,000.00	
3	3.12	English Language Development	Yes	LEA-wide	English Learners	All Schools TK-12	\$272,922.00	
4	4.4	Equitable Grading Practices				Specific Schools: Pacific Grove High School, Pacific Grove Community High School, Pacific Grove Middle School 6-12	\$0.00	
4	4.5	Board Policy Review				All Schools	\$0.00	
4	4.6	Cultural Proficiency Communication				All Schools	\$0.00	
4	4.7	Community Consultation				All Schools		

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$30,758,533.18	\$31,052,261.79

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Certificated Teachers, Classified Staff and Administrators	No	\$26,018,753.23	\$26,864,362.71
1	1.2	Instructional Materials and Resources	No	\$1,563,295.33	\$1,048,987
1	1.3	High School Outreach Counselor	Yes	\$131,550.92	\$135,826.32
1	1.4	Career Technical Education	Yes	\$0.00	\$0.00
1	1.5	Broad Course of Study	No	\$0.00	\$0.00
1	1.6	Technology Infrastructure	No	\$600,000.00	\$375,000
1	1.7	High School Credit Recovery class	Yes	\$25,311.26	\$26,487.11
1	1.9	Increased professional learning community meeting time at Pacific Grove High School.	Yes	\$0.00	\$0.00
1	1.10	Adjust facilities projects to prioritize repairs at the campus most in need of repairs.	No	\$0.00	\$0.00
2	2.1	Counseling Services	No	\$800,686.08	\$910,856.96
2	2.2	Social Emotional Learning resources	No	\$0.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Parent Engagement & Student Success	No	\$0.00	\$0.00
2	2.5	Mental Health Professional Development - All Levels	No	\$0.00	\$0.00
2	2.6	Sustained Mental Health Training	No	\$0.00	\$0.00
2	2.7	Restorative Practices	No	\$0.00	\$0.00
2	2.8	Digital Citizenship and Literacy	No	\$4,000.00	\$4,000.00
2	2.9	Parent Ed Tech Nights	No	\$4,000.00	\$4,000.00
2	2.10	Middle School Student Advisory Period	No	\$0.00	\$0.00
2	2.11	Vector Training Student Safety & Wellness Courses Grades 6-12	No	\$6,045.00	\$6,045.00
2	2.12	High School Licensed Mental Health Therapist	No	\$176,869.46	\$172,850.58
2	2.13	Elementary Licensed Mental Health Therapist	No	\$155,411.54	\$169,860.46
2	2.14	Middle School Social Emotional Supports	No	\$3,000.00	\$3,000.00
2	2.15	Equity and Cultural Proficiency	No	\$9,000.00	\$10,261.50
3	3.1	Site Based Professional Learning Teams	No	\$28,000.00	\$28,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	AVID Classes at PGHS and PGMS	Yes	\$121,145.26	\$153,537.41
3	3.3	English Language Arts Support Classes	Yes	\$48,129.90	\$55,642.11
3	3.4	Elementary Schools English Language Arts Intervention	Yes	\$730,340.04	\$796,903.20
3	3.5	Language Review Teams	Yes	\$1,000.00	\$1200.00
3	3.6	Math Intervention Programs	Yes	\$163,082.52	\$112,479.88
3	3.7	High School Productive Study Class	Yes	\$161,912.64	\$165,961.55
3	3.8	ELD Afterschool Homework Club	No	\$7,000.00	\$7,000.00
3	3.9	Peer-to-Peer Tutoring and Mentoring	Yes	\$0.00	\$0.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$754,481	\$1,160,955.26	\$1,198,798.00	(\$37,842.74)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	High School Outreach Counselor	Yes	\$131,550.92	\$135,826.32		
1	1.4	Career Technical Education	Yes	\$0.00	\$0.00		
1	1.7	High School Credit Recovery class	Yes	\$25,311.26	\$26,133.88		
1	1.9	Increased professional learning community meeting time at Pacific Grove High School.	Yes	\$0.00	\$0.00		
3	3.2	AVID Classes at PGHS and PGMS	Yes	\$121,145.26	\$125,082.48		
3	3.3	English Language Arts Support Classes	Yes	\$48,129.90	\$49,694.12		
3	3.4	Elementary Schools English Language Arts Intervention	Yes	\$508,822.76	\$525,359.50		
3	3.5	Language Review Teams	Yes	\$1,000.00	\$1,144.20		
3	3.6	Math Intervention Programs	Yes	\$163,082.52	\$168,382.70		
3	3.7	High School Productive Study Class	Yes	\$161,912.64	\$167,174.80		
3	3.9	Peer-to-Peer Tutoring and Mentoring	Yes	\$0.00	\$0.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$19,310,337	\$754,481	0.00	3.907%	\$1,198,798.00	0.000%	6.208%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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

Contributing Actions Annual Update Table

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

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

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

- **7. Total Estimated Actual Expenditures for Contributing Actions**

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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