PGUSD LCAP 2024-2025
Belonging, Safety, Prosperity for all students

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LCAP Presentation Outline

01 **Requirements**
Description of required LCAP components

02 **Engagement**
How we engaged our education partners

03 **Building Goals**
Explains the parts of each goal

04 **The Three Goals**
Goals, key metrics, feedback, and actions
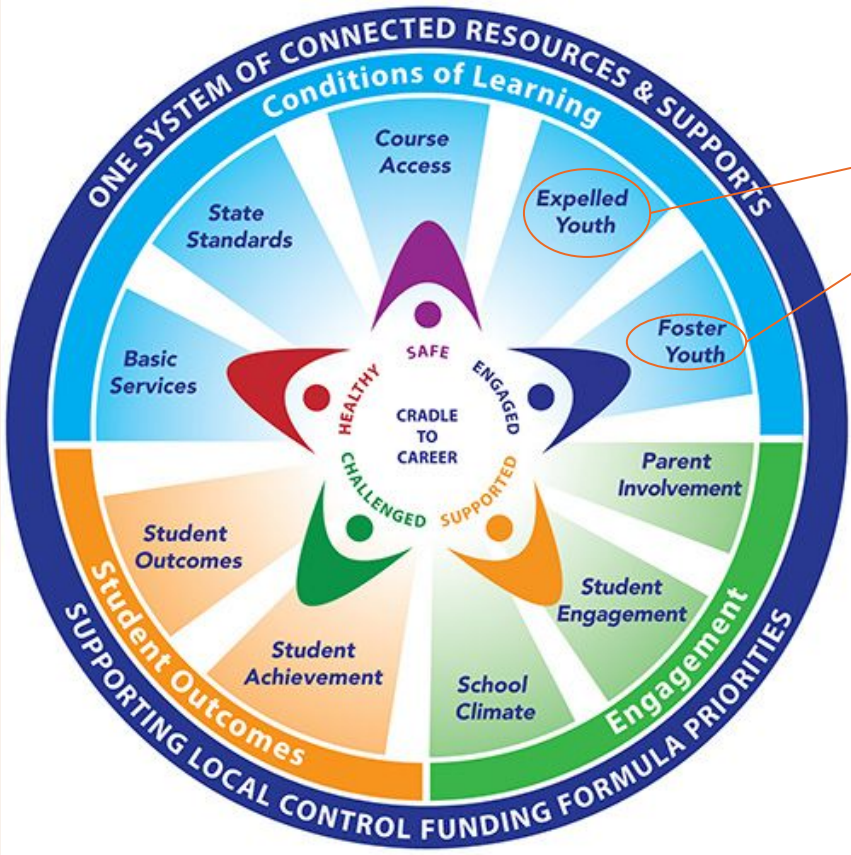
05 **Conclusion**
Our ongoing story

Local Control and Accountability Plan

"The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities." - California Department of Education

8 State Priorities

County Priorities

01

Requirements

Every LCAP must have . . .

Required components

These required LCAP components must appear in this order:

- LCFF budget overview for parents
- Plan summary
- Engaging educational partners
- Goals and actions
- Metrics
- Increased or improved services for Foster youth, low-income students, and English learners
- Action tables
- Instructions

02

Input

Engaging our educational partners

Educational Partners

- Students
- Families
- Certificated staff/bargaining unit
- Classified staff/bargaining unit
- Community
- Administrators

Advisory Committees

2021-2022
- Six parent members
- EL represented
- One meeting
- Remote meeting

2022-2023
- 19 parent members
- SWD represented
- EL represented
- Five meetings
- In person w/ remote option

2023-2024
- Retain parent numbers
- SWD represented
- EL represented
- Five meetings
- In person w/ remote option
- Added student advisory committees

Feedback Meetings

- Student Advisory - Four meetings (one at FG, RD, PGMS, and PGHS)
- Parent Advisory - Five meetings January-April
- Certificated staff/bargaining unit - Monthly meetings
- Classified staff/bargaining unit - Monthly meetings
- Community - Two community input meetings (February & March)
- Administrators - Twice monthly administrative team meetings

Other Input Opportunities

- Community meetings - cultural proficiency & safety
- Site based parent meetings - PTSA, school site council
- Site based staff meetings - staff meetings, leadership team meetings
- Student Leadership Classes and Student Councils
- LCAP survey - student, family, staff
- California Healthy Kids Survey - student, family, staff

03

Parts of a Goal

State requirements for LCAP goals

Building an LCAP goal

Goal
Full statement of the goal

Explanation
Explains why the goal was chosen

Metrics
Data used to measure progress toward goal

Actions
Specific steps taken to achieve the goal

Analysis
Analyzes how the goal was carried out

04

Goals

1 - Academic Program

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.

Explanation for goal 1

Culture of we

Educators and families work together as partners to build welcoming schools for **all** students

College ready

A broad course of study allows students to thrive in high school as they prepare for college.

Career ready

A rich career technical education list of pathways prepares students to enter the workplace.

Goal 1 **Key Metrics**

01
Graduation Rate

85.6% in 2022-2023

100%
Desired outcome
2026-2027

02
A-G/CTE

37.2% met A-G
13.5% completed CTE
In 2022-2023

75% meet A-G
25% complete CTE
Desired in 2026-2027

03
AP Pass Rate

76.6% in 2022-2023

80%
Desired outcome
2026-2027

Goal 1 Actions

Feedback

Improve A-G completion rate

Improve school safety

Provide PD directly related to subject area taught

PGUSD response

1.7 Monitor A-G completion, identify barrier classes, provide support

1.11 Visitor management system
1.12 Safety training for staff
1.13 Streamline communications in emergency situations

1.8 District administrators will work with site principals to seek out training time to focus specifically on instructional practice directly related to the teachers' assignments.

Goal 1 Actions

Feedback

PGUSD response

Bring test scores back to pre-pandemic levels

→ 1.9 Partner with Solution Tree to establish model professional learning communities at each school.

Improve facilities, especially bathrooms

→ 1.10 Needs assessment, ongoing upgrades, review condition of bathrooms and plan to improve

Look at homework load at the secondary level. Survey data indicated HW assigned on school breaks

→ 1.14 Review and recommit to the secondary schools' homework policy.

2 - **Social Emotional Learning**

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.

Explanation for goal 2
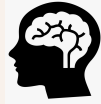
Mental health

Emphasize the importance of social emotional learning and mental health as the residual effects of the pandemic linger for our children
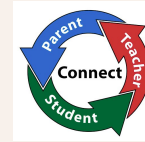
Connection

Build an environment where every student feels connected to at least one adult on campus

Goal 2 **Key Metrics**

01

Chronic Absenteeism

15.8% in 2022-2023

10%
Desired outcome
2026-2027

02

Caring Adult

Students : "Do the teachers and grown ups care about you?."
2023-2024
5th Grade = 83% (90)
7th Grade = 56% (70)
9th Grade = 52% (66)
11th Grade = 65% (80)

03

Active Partner

Parents : **82%** "School encourages me to be an active partner."
2022-2023

90% Desired Outcome
2026-2027

Goal 2 Actions

Feedback

Add a mental health therapist to the Middle School

Improve the chronic absenteeism rate

PGUSD response

2.7 Adds a mental health therapist to the Middle School.

2.4 Identify students who may not have strong connection to school, have specific staff reach out to those students
2.10 Implements procedures for monitoring chronic absenteeism, informing and supporting families.

Goal 2 Actions

Feedback

PGUSD response

Address bullying in our schools →

2.2 Restorative Justice Partnerships training for all staff.
2.4 Know my name, know my face, know my story theme
2.5 Clearly communicate the consequences for bullying in our schools

Survey data - students unaware of mental health services →

2.3 Schools will increase communication and signage informing students of available mental health resources

3 - Academic Support

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.

Explanation for goal 3

Focused effort

Focuses supports for student groups who do not traditionally achieve at the same level as our general population

Goal 3 **Key Metrics**

01

ELA CaASPP results

70.07% met/exceeded
45.1 distance above
standard 2022-2023

85% met/exceeded
60.0 distance above
Standard 2026-2027

02

Math CaASPP results

56.88% met/exceeded
9.6 distance above
standard 2022-2023

70% met/exceeded
9.6 distance above
standard 2026-2027

03

EL progress rate

54.5% made progress in
2022-2023

65% made progress
2026-2027

Goal 3 Actions

Feedback

DELAC call for peer-to-peer tutoring programs

DELAC support for AVID program

Improve math performance district wide

PGUSD response

3.10 District will implement tutoring with older students serving younger students as well as school peer tutoring

3.3 AVID classes will expand by one section at HS and current levels maintained at the MS

3.7 Math intervention sections at MS & HS
3.11 District wide math articulation to review student data and make strategic instructional adjustments

Goal 3 Actions

Feedback

Staff - Maintain Instructional Leadership Teams

Literacy support for students in elementary

PGUSD response

3.1 & 3.2 These two items support the teacher led instructional teams that guide practice at the MS and HS.

3.5 Reading support will continue at Forest Grove and Robert Down. Due to one-time funding cuts, the program will not be staffed at the current level

4 - Cultural Proficiency

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.

Explanation for goal 4

Partnership

Ensuring that students and families from all backgrounds and circumstances feel an authentic partnership with their schools and the district

Valuing diversity

Creating practices and policies backed by actions that show our district values the diverse cultures present in our schools

Goal 4 **Key Metrics**

01
Bullying

Answered "never" or "once or twice" - racial bullying
2023-2024
All: 77% (90)
African American: 38% (90)
American Indian: 100% (100)
Asian Filipino: 97% (90)
Hispanic/Latino: 85% (90)
Pacific Islander: 100%
Two or more: 77% (90)
White: 94% (90)

02
Diverse Curriculum

Answered "Disagree" - district provides curriculum that represents diverse populations
2023-2024
All: 15% (5)
African American: 57% (20)
American Indian: 0% (10)
Asian Filipino: 31% (20)
Hispanic/Latino: 26% (10)
Pacific Islander: 67% (20)
Two or more: 12% (5)
White: 10% (5)

03
Belonging

Agree or strongly agree - I belong at my school.
2023-2024
All: 65.8%
African American: 41.7%
American Indian: 91.7%
Asian: 85.7%
Asian Filipino: 75.7%
Filipino: 62.5%
Hispanic/Latino: 54.4%
Pacific Islander: 85.7%
Two or more: 59.5%
White: 70.3%

Goal 4 Actions

Feedback

Request for more professional learning about serving the needs of our diverse students

Request to provide curriculum that represents multiple cultures and perspectives

PGUSD response

4.1 Professional development on bias incident response and restorative practices.

4.2 Curriculum adoptions at all levels will require diverse representation. Funds will be provided so school can purchase books representing multiple perspectives

Goal 4 Actions

Feedback

PGUSD response

Community request for parents to be able to provide cultural proficiency feedback at the site level

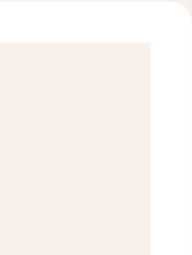→ 4.3 School sites will hold two meetings per year with the expressed purpose of receiving cultural proficiency feedback from educational partners

Request to further explore the benefits of equitable grading practices

→ 4.4 The MS will build on its practice of using rubrics to measure subject master. The HS will continue to evaluate the use of equitable grading practices and explore expanded use
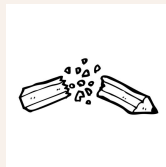
5 - Equity Multiplier

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.

Explanation for goal 5

Beneficial error

We have this goal because of an error. A student was incorrectly coded to the District Office. The student's school of attendance was changed to Robert Down.

Goal 5 **Key Metrics**

01

Chronic Absenteeism

Chronic Absenteeism rate
2022-2023
All = 15.8% (10)
Low-Income: 25.8% (10)
SWD: 22.3% (10)

Robert Down Elementary
All Students: 16.6% (10)
Low-Income: 27.8% (10)
SWD: 25.5% (10)

02

Attendance

P-2 attendance rate
All = 90.95% (95)

Robert Down Elementary
All = 90.14% (95)
Low-Income = 89.97% (95)
SWD: 89.68% (95)

Goal 5 Actions

PGUSD response

- 5.1 Attendance incentive program across all sites.
- 5.2 Restorative Justice Partners professional development
- 5.3 Professional Learning Communities partnership with Solution

Questions?

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