

PALO ALTO UNIFIED SCHOOL DISTRICT

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2021-22]

General Information

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

Palo Alto Unified School District serves a diverse group of students with the goal of " supporting all PAUSD students as they prepare themselves to thrive as global citizens in a rapidly changing world. We develop our students' knowledge, critical thinking, and problem-solving skills, and nurture their curiosity, creativity, and resilience, empowering every child to reach his or her fullest intellectual, social, and creative potential." Our student population is 10,754, English Learner student population is 828. There are 1119 students classified as Low Income, our LCFF Unduplicated count is 1119 and the majority of our English Learners speak Mandarin and Spanish, additional languages include Korean, Hebrew, Russian, Japanese, and French. Our student population is made up of many ethnicities with the majority of our students 41% identifying as white, 35% as Asian, 11% as Hispanic/Latino, 2% as African American. We serve approximately 10,754 students Pre-k through 12th grade at 18 sites: 2 comprehensive high schools, 3 middle schools, 12 elementary schools, 1 pre-school and 1 adult education center. Palo Alto Unified is also part of a state desegregation program, Tinsley. The Tinsley program encompasses eight districts in San Mateo and Santa Clara County that bus minority students from the Ravenswood School District in East Palo Alto and East Menlo Park to attend one of the eight districts. PAUSD has approximately 535 students from the Ravenswood School District. Services provided as part of the order include transportation and full residents' rights. The Tinsley students attend all PAUSD schools, the demographics include 66% on the free and reduced lunch program, 35% English Language Learners, less than 1% Foster Youth of McKinney Vento.

Reflections: Successes

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

Palo Alto Unified, similar to all other districts did not have 2019-20, or 2020-21 Dashboard data to review. The Dashboard reflected success with student groups. The All Student group was blue in ELA, Math, Suspensions, Graduation Rate, and College Readiness. English learners scored green and blue in all areas.

PAUSD did launch several literacy initiatives based on 2018 CAASP data.

Elementary Reading Initiative Success:

**Implemented Dyslexia screener for 1-3 and follow-up screener when warranted. The Barron Park Elementary Pilot focused on HUR students at one school, resulting in a significant increase in student achievement for identified groups, according to the 2019 California Dashboard. Special education developed clear processes for preschool to kindergarten transition IEPs and introduced processes and procedures around LRE and MRE and ESY eligibility.

Secondary Reading Initiative Success:

**High schools assessed all students for reading accommodation needs using uPar - used as a screener for further assessment for dyslexia. NGSS implementation underway at middle school and high schools. Collaborated with the EL department to develop ongoing training for identifying and supporting the needs of English Learners with disabilities.

Through CCEIS plan, partnership with the equity department to provide staff training in the area of restorative practices formalized.

Secondary staff supported diverse pathways by introducing six industry certification opportunities to students and introducing dual enrollment pathway courses.

Reflections: Identified Need

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

Attendance:

All students except English learners did not meet dashboard metrics in chronic absenteeism, and the Pacific Islander student group was in the red. Therefore the department of Student Services focused on attendance for all groups.

Aligned attendance procedures, paperwork, data, and established a PAUSD attendance team.

Social worker visits and supports have increased, added a SAFE to support SW efforts with Spanish speaking families

ELA:

Groups identified as red, orange, or two levels below: SED, Students with Disabilities, African-American, Hispanic/Latino, Pacific Islander

****Training for staff in working with struggling readers and students with Dyslexia. Scale-up focus and efforts to improve the achievement of HUR students in elementary district-wide. Continue OG training for education specialists Expand transition processes and procedures to all transition meetings (Elem to MS, MS to HS, etc)**

Mathematics:

Groups identified as red, orange, or two levels below: SED, Students with Disabilities, African-American, Hispanic/Latino, Pacific Islander

****Develop a complete system for identifying students with reading issues and provide Tier II and III supports. Full implementation of SBG and SBL at the secondary level with accompanying redesigned report card. To further improve collaboration with EL, a defined referral process through bilingual assessment and the implementation plan needs to be developed and executed. Leveraging the partnership with the equity department, professional development will focus and implement on identified gaps/needs in 1) implicit bias; 2) culturally responsive teaching, and 3) restorative practices to the leadership team and school staff. Improve outreach with a specific focus on SED, EL, Foster Youth and increase the number of students getting industry certification & increase civic engagement. Systemize dual enrollment offerings.**

College Readiness:

Groups identified as red, orange, or two levels below: Students with Disabilities

College readiness strategies are being addressed by summer school for 2021 and for 2022 through the Expanded Learning Opportunity Grant.

Graduation Rate:

Groups identified as red, orange, or two levels below: Students with Disabilities, Hispanic/Latino

Graduation rates strategies are being addressed by summer school for 2021 and for 2022 through the Expanded Learning Opportunity Grant.

Suspensions:

Groups identified as red, orange or two levels below: Homeless, SED, African-American

Profession learning will focus on equity and culturally responsive strategies

LCAP Highlights

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

Standards Implementation & High Quality Teaching

- Continue with implementing NGSS at the elementary, middle and high school levels. Elementary will pilot three curricula in 2021-22, with the intention of adopting one in spring 2022 and implementing it for the 2022-2023 school year. Middle school implemented new instructional materials in 2020-2021, and will continue with implementation in upcoming years. High school teachers will continue to redesign and implement units in alignment with NGSS.

- Every Student Reads Initiative: With the goal of every student reading on grade level by the end of third grade, in the summer and fall of 2021 TK-3 teachers will be trained in the Orton Gillingham approach. All teachers will implement this approach to teaching phonics in the fall of 2021. Progress will be monitored through the existing BAS assessment, SBAC reading outcomes and principal observation. In particular, outcomes for Hispanic students will be monitored.
- Expanded equity agenda: Continued focus on expanding and increasing equity related work in the areas of professional learning, policies and practices including professional learning for teachers and administrators, and ongoing work at the site level. While this work was in progress before the pandemic, events of the past year have served to further prioritize the district's commitment to equity, including implicit bias, anti-racism, and culturally responsive teaching.
- Ongoing commitment to coaching support, especially for new teachers in the Induction program. Teachers in credential programs had varied opportunities to do their student teaching in person. While they will enter the profession with increased student engagement skills and educational technology skills, many will need additional support in classroom management and campus life.

Equity and Access

- Additional supports for SED, EL, McKinney-Vento youth including tutoring, summer school, and primary language tutors. Tutoring was well utilized during the pandemic, and will continue to be available to struggling students in these groups. Summer school will be enhanced during summer 2021 and 2022 with ELO funds and targeting SED students for intervention and enrichment at the elementary and middle school levels and credit recovery for high school students. Summer school will continue beyond the ELO funding period at previous spending levels.
- Continued use of the MDTP and NWEA mathematics assessments for grades 2-8. Assessment will increasingly be utilized for monitoring mathematics and data-informed instruction at the site level. Outcomes for all students and disaggregated by student group will be analyzed at the district level to understand potential approaches to intervention, professional learning and other areas of focus.
- The SaFE Specialist staffing increase will allow for greater outreach to families to connect students and families with appropriate resources. Technology, including devices and hotspots will continue to be provided to families. Additional supports include continued access to Language Line for translation services and ongoing parent workshops.

Wellness and Safety

Wellness centers continued to provide key services to support student mental health and well being during the pandemic at the high schools. Staff will be provided professional learning opportunities in the areas of SEL and trauma-informed practices to support the transition back to in-person schooling.

PAUSD is also expanding Summer School to address students at risk of not graduating, and not reaching benchmarks in ELA and math. However, these funds are not included in the LCAP because they are funded by the Expanded Learning Opportunity Grant.

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Stakeholder Engagement

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

Palo Alto engaged all stakeholders in 2020-21 through Zoom meetings beginning in September. The following is a list of all the stakeholder meetings:

The DELAC comprises of parents and guardians of English language learners. The District Advisory Committee (DAC) is comprised of parents, students, and community members. These meetings are open to the public and many more stakeholders attend. At all of these meetings early drafts of goals and actions were presented and surveys at the end of each meeting were given to stake holders.

September 2, 2020-DELAC and DAC

November 4, 2020-Leadership Team

November 5, 2020-Palo Alto High School Parents

December 2, 2020-DELAC and DAC

March 31, 2021-DELAC and DAC

April 28, 2021-DELAC and DAC

May 6th-Teacher's Union and Classified Union

The process included presenting staff plans, state templates and helping parents understand the alignment among the PAUSD promise, Learning Continuity and Attendance Plan, and LCAP. Stakeholders were given a survey to prioritize areas of need and possible plans. Each zoom meeting also had a time for questions, answers, and comments. The Ed Services team attended to help address a variety of topics. After each meeting, the team reviewed feedback from the notes, and surveys, then discussed in which goal it fell under and check if it was being addressed or needed to be added. This feedback generated revisions to the early draft goals and helped the team shape the LCAP.

A summary of the feedback provided by specific stakeholder groups.

The feedback from the parent and student meetings include an emphasis on addressing these three themes: learning loss due to the pandemic, social emotional learning, and access to technology. Unions and staff themes centered on: staff safety, supplemental student support for students in literacy and diversifying curriculum. All stakeholders, specifically students advocated for equity and unconscious bias training for staff. Feedback through surveys also emphasized ensuring that special education work on reducing the disproportionate numbers of referrals from Latino and African American students into special education

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

The following actions are a result of this feedback from stakeholders, mentioned above:

Action 1.09

Equity professional learning will be strengthened and expanded. Elements will include 1) defining required workshops focused on bias, anti-racism and culturally responsive teaching for staff over time; 2) establishing expectations for administrators; 3) gathering ongoing information

from sites to understand successes and define professional learning needs; and 4) align new hire workshops to systemic equity work in the district each year.

Action 2.01

PK-12 INTERVENTION AND PROGRESS MONITORING (PK-5): Use data to identify and provide targeted Tier 2 interventions to struggling elementary students in reading, phonics and math, and set goals and monitor student progress within the interventions. Reading specialists at every elementary site provide Tier 2 interventions, set goals, and monitor student progress.

Action 2.07

SPECIAL EDUCATION: 1) Continue to restructure the special education department to transition from distinct elementary/secondary divisions of the department to integrating preschool-adult transition into existing roles. 2) Participate in the ongoing development of a cohesive district-wide system of support for responses to struggling students. 3) Collaborate with the EL department to develop ongoing training for identifying and supporting the needs of English Learners. 4) Continue to partner with the equity department to provide staff training in the area of restorative practices.

Action 3.02

Continue to provide Wellness Center services to support student mental health and well being at the high schools. Provide professional learning to support SEL implementation in elementary and middle schools.

Goals and Actions

Goal

Goal #	Description
1	High Quality Teaching and Learning: Ensure that all education stakeholders are responsible for every learner having full access to quality education, challenging curriculum, full opportunity to learn, and appropriate, sufficient support for learning so they can achieve at excellent levels in academic and other student outcomes. All students are challenged to reach high standards and are provided an experience capable of accelerating learning through pedagogical academic supports, unobstructed access to rigorous courses, and an unwavering belief that a quality education can positively impact the trajectory of each child.

An explanation of why the LEA has developed this goal.

Palo Alto Unified School District has set annual goals, measurable outcomes, and actions/services to support the achievement of goals and desired outcomes. From recent data and stakeholder feedback on learning loss in literacy and mathematics, the district created a high-quality teaching and learning goal. As staff reviewed students at the elementary level who scored below grade level in literacy to be eligible for summer intervention, data showed that 979 students were eligible. This data indicated a need to strengthen teacher professional learning. Stakeholder feedback centered on literacy assessments at all levels. All stakeholders and needs assessments demonstrated a need for updating science frameworks and curriculum across the district. Staff updates the board monthly. There is an equity update at each board meeting and a need arose for professional learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.P1.A) Teachers: Fully Credentialed & Appropriately Assigned	1.P1.A) In 2020-2021, 98% of teachers are highly qualified and appropriately assigned.				1.P1.A) 100% of teachers to be highly qualified and appropriately assigned.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.P1.B) Instructional Materials: Every student has standards-aligned materials	1.P1.B) 100% of students have access to standards-aligned materials.				1.P1.B) 100% of students have access to standards-aligned materials.
1.P2.A) Implementation of academic content and performance standards for all students	1.P2.A) In 2020-2021 PAUSD is currently at a level 3 on the instructional material and professional learning rubrics on the local indicators.				1.P2.A1) By 2024 PAUSD will be at full implementation for NGSS for the professional learning and instructional materials rubrics on the local indicators.
1.P2.B) ELs will access the CCSS and ELD standards	1.P2.B) 90% of EL1 & 2 are enrolled in the A-G path.				1.P2.B) Maintain 90% or greater of EL1 & 2 are enrolled in the A-G path.
1.P4.A) Statewide CAASPP assessments (ELA & Math **SBAC /CAA, Science-CST/CMA/CAPA)	1.P4.A) Standard Met or Exceeded (2018-19 SBAC Assessment) *All Students 81.2% ELA, 83.1% Math *African American 34.4% ELA, 41% Math *Pacific Islander 35% ELA, 34% *Socioeconomically Disadvantaged, 40% ELA, 41% Math *Hispanic 41% ELA, 28% Math				1.P3.A) SBAC scores will increase by 3% for each year for all identified groups in ELA and Mathematics.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*Student with Disabilities 16.7% ELA, 12.6% Math.				
1.P4.A) Local Metric: 11th grade CAASPP participation rate	2.P4.G) ELA CAASPP grade 11 participation rate was 51% for Paly in 2019 and 74% at Gunn. Math CAASPP grade 11 participation rate was 49% for Paly in 2019 and 69% at Gunn.				1.P4.A) CAASPP participation rate for 11th graders will increase by 5% per year until 95% is reached.
1.P4.G) Local Indicators Standard and Frameworks: PAUSD will show improvement in individual support for improvement in delivering instruction (rubric 4) and/or identifying and professional learning needs/providing support to individual teachers (rubric 5)	P1) Local Indicators Standard and Frameworks: PAUSD is currently at a level 3 (initial implementation) on the local indicator self-reflection in the areas of 1) identifying areas where teachers can improve in delivering instruction aligned to the recently adopted academic standards, and 2) providing support for teachers on standards they have not yet mastered.				1.P4.B) Local Indicators Standard and Frameworks: Reach level 5 on two rubrics in the local indicator self-reflection tool for the following initiatives: Every Student Reads Initiative, Reimagining Middle School Mathematics, and NGSS High School Implementation. The two rubrics are 1) identifying areas where teachers can improve in delivering instruction aligned to the recently adopted

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					academic standards, and 2) providing support for teachers on standards they have not yet mastered.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Action 1.01 Secondary Standards Implementation	SECONDARY (Grades 6-12): Implement CCSS and NGSS through continued focus on building coherence and alignment in the areas of common learning targets derived from standards, common assessments, and grading practices (including grading scales). Provide targeted professional learning in support of standards-based learning and grading. Secondary report card redesign in 2022-2023 with implementation in 2023-2024 Continue monitoring of district homework policy, focusing on homework loads.	\$15,140.00	No
2	Action 1.02 Elementary Standards Implementation	(Grades PK-5): Teachers will continue to provide high quality instruction across the curriculum and implement new curricula. Implementation focus includes: 1) Teachers' College Reading and Writing Units of Study; 2) mathematics instruction based on the 8 mathematical practices in the CCSS and Bridges curriculum; and 3) Social Studies Alive! history/social studies curriculum and 4) Train and implement the Orton-Gillingham approach in all TK/Y5s -3 classrooms. Provide targeted professional learning in support of standards and curriculum	\$100,000.00	No

Action #	Title	Description	Total Funds	Contributing
3	Action 1.03 Science Instructional Materials	<p>Elementary: An adoption committee composed of elementary staff and parents will continue its work to review and pilot NGAA-aligned science curricula in 2021-2022, leading to an adoption in the spring of 2022, and implementation in 2022-2023.</p> <p>Middle School: Science: Continue to work towards full implementation of science curricula adopted in 2020-2021. Support teachers with additional professional learning and release time. Mathematics: Continue to roll out the Reimagining Middle School Mathematics initiative in 6-8 grade. Instructional shifts will be implemented in 7th grade in 2021-2022 and 8th grade in 2022-2023</p> <p>High School: Continue to support high school science teachers with the shift to NGSS. Continue to provide professional learning, release time, and methods and metrics to support ongoing implementation and accountability.</p>	\$0.00	No
4	Action 1.04 Induction and Coaching	Provide options for coaching and professional learning across the teacher career trajectory, including the Induction Program for teachers new to the profession, TOSA support for curriculum implementation, and coaching options for interns and teachers in need of support.	\$97,200.00	No
5	Action 1.05 Diverse Pathway Options For Student Success	<p>Elementary: Introduce career pathway exploration through the Creativity Cart program</p> <p>Middle School: Introduce and increase student participation industry certification and civic engagement to diversify pathway options</p> <p>High School: Introduce and increase student participation industry certification and civic engagement to diversify pathway options.</p>	\$102,200.00	No

Action #	Title	Description	Total Funds	Contributing
6	Action 1.06 Expanded Equity Professional Learning	Expanded Equity professional learning will be strengthened and expanded. New Elements that will complement the current professional learning options will include 1) defining required workshops focused on bias, anti-racism and culturally responsive teaching for staff over time; 2) establishing expectations for administrators; 3) gathering ongoing information from sites to understand successes and define professional learning needs; and 4) align new hire workshops to systemic equity work in the district each year.	\$285,050.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Equity and Excellence: All students shall experience an environment characterized by high expectations, acceptance, respect, and support to become invested in the pursuit of learning and excellence without fear of threat, humiliation, danger or disregard. Excellence shall become the norm for all regardless of background or demographics. Our schools shall embrace uniqueness, strengths, and challenges with support, understanding, expectations, and encouragement to succeed.

An explanation of why the LEA has developed this goal.

When district staff reviewed the PAUSD need assessments data, staff found these data points. Historically Under-Represented (HUR), English learners and low-income students did not have the same outcomes as other student groups. Stakeholder feedback from families also reflected a need to bridge the gap in outcomes for HUR students and families. As a result, the district worked on actions that created intervention models and monitoring systems to track student performance and have strategies to disrupt patterns of inequity. A need to strengthen parent outreach resulting in the action to expand parent engagement. All these actions create a system that will enable students to be college-ready.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.P3.A) Efforts to seek parent input in decision-making.	2.P3.A) 60% of all PAUSD schools participate in ELAC and DELAC meetings.				2.P3.A) Participation in ELAC and DELAC meetings will increase by 10% in 21-22, and by another 10% in 22-23.
2.P3.B) Promote parental participation in programs for: <ul style="list-style-type: none"> unduplicated pupils 	2.P3.B1) In a question on whether a SaFE Specialist had connected the family to academic or attendance resources,				2.P3.B1) Maintain high levels of connection with SaFE Specialists, including encouragement to participate in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<ul style="list-style-type: none"> individuals with exceptional needs 	<p>85% of Spanish respondents said Yes, 41% of English respondents said Yes, and 88% of Mandarin respondents said Yes.</p> <p>2.P3.B2) In 2019-20 and 2020-21 (combined), 91% of parents indicated that they received a draft IEP prior to an IEP meeting. 76% reported “high” overall satisfaction with the quality of special education.</p>				<p>programs for families of unduplicated programs.</p> <p>2.P3.B2) Maintain 90% of parents reporting having received draft IEP before meeting. Increase percentage of parents reporting high levels of satisfaction to 85%.</p>
2.P4.A) Statewide CAASPP assessments	<p>2.P4.A) On the 2018-2019 SBAC third grade outcomes are as follows for students scoring at or above standard:</p> <ul style="list-style-type: none"> SED: 29% African American: 23% Hispanic: 39% EL: 40% SWD: 45% 				<p>2.P4.A) Beginning with the 2021-22 SBAC administration, PAUSD’s third-grade SED, African American, Hispanic, EL and SWD will show a 3% increase in the percentage of students scoring “At or Above Standard” in English Language Arts (ELA) at the end of 2021-22, a 4% at the end of 2022-23,</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					and a 5% at the end of 2023-24.
2.P4.B) Percentage of pupils that have successfully completed a-g requirements or CTE pathways.	<p>2.P4.B) 98% of graduating seniors in 2019-2020 successfully completed a-g requirements.</p> <p>8.8% of graduating seniors in 2019-2020 successfully completed a CTE pathway.</p> <p>The College/Career Indicator reported in 2020 indicates 24.5% of SWD prepared.</p>				<p>Maintain high levels (above 95%) graduate rate.</p> <p>Increase CTE pathway completion rate by 5%.</p> <p>Increase percent prepared in the student with disabilities group by 5% each year, beginning in 2021-2022.</p>
2.P4.C) Percentage of pupils that pass AP exams with a score of 3 or higher	2.P4.C) In 2020, 1782 AP exams were taken, and 96% of the scores were 3+.				2.P4.C) Maintain AP exam passage rate with a score of 3 or higher at 95% or better.
2.P4.D) High school graduation rates	2.P4.D) In 2019-2020, the high school graduation rate was 94.3% SWD had a rate of 81.8%. The hispanic student group had a rate of 83%.				2.P4.D) Increase graduation rate for all students to 95% or better. Increase rates for the SWD and hispanic student groups by 3%.
2.P4.E) Percentage of English learners who	2.P4.E) 63.7% making progress towards				2.P4.E) Increase percentage of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
progress in English proficiency (as measured by ELPAC)	English language proficiency.				students making progress toward English language proficiency by 5% per year.
2.P4.F) English learner reclassification rate	2.P4.F) In 2019-2020, the reclassification rate was 23.2%.				2.P4.F) Maintain reclassification rate of 23%.
2.P4.H) Pupils prepared for college by the EAP (as measured by SBAC results--at least a Level 3 "Standard Met" on the Smarter Balanced Summative Assessments for both ELA and Mathematics).	2.P4.H) 2018-19 SBAC results show 37.7% prepared (280 students).				2.P4.H) Pupils prepared for college by EAP (as measured by CAASPP) will increase by 5% per year.
2.P7.A) Access to/enrollment in: A broad course of study and programs/ services developed in provided to 1) unduplicated pupils; and 2) Individual with exceptional needs	<p>2.P7.A1) All students, including unduplicated pupils, currently have access to a broad course of study, as indicated by the local indicators reflection tool.</p> <p>2.P7.A2) SWD: Baseline data on completion of ITP (SPED Director obtaining data)</p>				<p>2.P7.A1) Maintain current status of all unduplicated pupils having access to a broad course of study, as indicated by the local indicators reflection tool.</p> <p>2.P7.A2) SWD: ITP completion rate will be 100%.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.P7.A) Other pupil outcomes available in the subject areas described in 51210 and 51220(a)(i) as applicable.	2.P8.A) 2020-2021 MDTP data shows the following percentages of students demonstrating readiness for sixth grade mathematics classes at the beginning of the year: <ul style="list-style-type: none"> • All students: 74.5% • African American: 50.4% • Asian: 85.7% • Hispanic: 56.9% • Pacific Islander: 54% • White: 76.2% • SED: 55.5% • SWD: 55.3% • EL: 49.3% 				2.P8.A) The cohort of students in sixth grade in 2020-2021 will show increases in readiness across all student groups. The African American, Hispanic, Pacific Islander, SED, SWD and EL student groups will make 3% gains each year.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Action 2.01 PK-12 Intervention and Progress Monitoring	Use data to identify and provide targeted Tier 2 interventions to struggling general education elementary students in reading, phonics and math, and set goals and monitor student progress within the interventions. reading specialists at every elementary site provide Tier 2 interventions, set goals, and monitor student progress.	\$274,310.00	No

Action #	Title	Description	Total Funds	Contributing
		Purchase a comprehensive data tool that will allow monitoring of student progress to replace our Google Doc method tied to our Student Achievement/Performance Data Analysis Software, 5 Labs.		
2	Action 2.02 Mathematics	Administer local assessments in mathematics. (The Northwest Education Association (NWEA) Measures of Academic Progress (MAP) (grades 2-5), and MDTP (grades 5-Algebra II) as formative assessments to use as one of multiple measures to identify students for Tier 2 intervention, inform instruction, and monitor student progress.		No
3	Action 2.03 College and Career Readiness:	School staff will collect and review data on A-G completion and students on-track for completing A-G. High school guidance and outreach counselors will meet with all students to advise on high school graduation requirements and create a four-year academic plan, including A-G completion, AP course-taking, and CTE and dual enrollment program options. Increase equity through targeted outreach support for: 1) career counseling including opportunities to connect with CTE industry professionals; and 2) college and career advancement for under-represented students through college level courses including dual enrollment and AP courses. High school administration teams will work to increase 11th grade CAASPP participation rates, including communicating about the Early Assessment Program (EAP) benefit of meeting or exceeding standards on CAASPP for exempting students from remedial coursework in college.	\$5,000.00	
4	Action 2.04 Targeted Academic Support and College and Career Preparation:	Provide a) middle school summer school to SED and struggling students; b) Extended School Day to prepare low-performing students for the CAASPP; c) Tutors for low performing		Yes

Action #	Title	Description	Total Funds	Contributing
		socioeconomically disadvantaged students; d) Dreamcatchers community organization partnership; e) AVID program at all secondary schools; f) targeted support to students to prepare for postsecondary success through AVID teachers and college outreach counselors; and g) high school summer enrichment programs for HUR, SED, VTP, McKinney Vento and foster youth students, and students whose parents are not college graduates: RISE UP Programs; h) Improve outreach for under-represented students to participate in industry certifications, civic engagements, and dual enrollment pathway offerings.		
5	Action 2.05 Parent Engagement:	PARENT ENGAGEMENT: a) Maintain an online compendium of language accessible educational resources to support families; b) Host parent workshops in partnership with district departments and community organizations to support families ; c) Increase engagement of Black, Brown, and low income families by personal invitation to forums created to get diverse parent feedback; d) Ensure diverse representation on all equity sub-committees; e) continue to implement and expand use of Language Line to support language accessibility for non-english speaking families.	\$756,830.00	Yes
6	Action 2.06 English Learners:	ENGLISH LEARNERS: Support training and implementation of the updated EL Master Plan throughout the district. This includes (a) criteria for EL identification, course access, placement, monitoring progress, exit, and continued monitoring for RFEP'd students; (b) coordinating the administration of mandated EL assessments; (c) coaching teachers to build capacity and provide direct supports to EL students; (d) professional learning opportunities focused on EL students; and (e) providing primary language tutors to PK-12 EL students to ensure access to curriculum.	\$1,456,100.00	Yes
7	Action 2.07 Special Education:	SPECIAL EDUCATION: 1) Continue to restructure the special education department to transition from distinct elementary/secondary		No

Action #	Title	Description	Total Funds	Contributing
		divisions of the department to integrating preschool-adult transition into existing roles. 2) Participate in the ongoing development of a cohesive district-wide system of support for responses to struggling students. 3) Collaborate with the EL department to develop ongoing training for identifying and supporting the needs of English Learners. 4) Continue to partner with the equity department to provide staff training in the area of restorative practices.		
8	Action 2.08 Equity and Access	<p>2.08 Equity and Access</p> <p>STUDENT ENGAGEMENT: Revisit phased approach to partner with Education Opportunity Schools (EOS) to identify, recruit, and support low-income students of color in advanced placement courses.</p> <p>STUDENT ENGAGEMENT: Increase Student Success Coaches (+2 FTE) to support limited English speakers, Pacific Island/Native Hawaiian and African-American Students</p> <p>STUDENT ASSISTANCE PROGRAMMING: Increase access to resources for socioeconomically disadvantaged students, including school supplies, targeted programs to increase engagement, individualized academic, behavioral and socioemotional supports, child safety and care.</p>	\$179,960.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Wellness and Safety: Provide for the social, emotional and physical health needs of students and cultivate positive, identity safe school environments that promote high levels of connection, engagement and overall well-being throughout the school community. Create a physical environment that promotes student and staff safety through established protocols and procedures, appropriate internal and external security systems, and routine emergency preparations.

An explanation of why the LEA has developed this goal.

When district staff reviewed the PAUSD data, staff found these data points. In 2018-19, chronic absentee rates for Pacific Islanders, African American, Hispanic and Homeless students were 25% (maintained), 10.6% (increase 2%), 10.2% (maintained), and 28.2% (declined 7.5%), respectively. This data indicated a need for wellness and safety to have attendance and school climate in upcoming years. Furthermore, stakeholder feedback indicated that due to the pandemic students were feeling isolated and lacked peer interaction. Therefore, we developed this goal to address student social-emotional learning, attendance patterns and protocols that address physical and emotional safety.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3.P1.C) School Facilities in “Good Repair”. Clean, safe, and functional as determined by Facility Inspection Tool (FIT) or other local instrument that meets same criteria	3.P1.C) The Williams Facilities Inspection Tool was completed and submitted November 2020. Overall PAUSD 's schools had an average score of 98.95 out of 100 possible points. All schools received a				3.P1.C) Facilities will continue to be in good repair and a score of 98 on the FIT tool will be maintained.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	“Good” or “Exemplary” FIT rating.				
3.P5.A) Attendance rates	3.P5.A) For 2019-2020, our Average Daily Attendance Rate was 96.4%.				3.P5.A) Average Daily Attendance will increase to 97%.
3.P5.B) Chronic absenteeism rates	3.P5.B) In 2018-19, chronic absentee rates were: <ul style="list-style-type: none"> • Pacific Islander- 25% • African American- 10.6% • Hispanic- 10.2% • Homeless- 28.2% 				3.P5.B) Reduce chronic absenteeism rate by 5% for all identified groups.
3.P5.D) High school dropout rates 3.P5.C) Middle school dropouts will maintain or decrease from 2018-19 rates.	3.P5.D) The high school dropout rate was 1.5% in 2019-2020. 3.P5.C) The middle school dropouts is zero in CALPADS in 2018-19.				3.P5.D) Maintain a low dropout rate, below 2%. 3.P5.C) Maintain a low dropout rate, below 2%.
3.P5.E) High school graduation rates	3.P5.E) In 2019-2020, the high school graduation rate was 94.3%. Among select				3.P5.E) Maintain high levels of graduation rate overall, increase graduation rate for the student with

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	student groups, the rates are as follows: <ul style="list-style-type: none"> • SWD 73.3% • Hispanic 88.8% 				disabilities by 5% and hispanic student groups by 3%.
3.P6.A) Suspension rates	3.P6.A) The district's overall suspension rate is low (0.9%). There are student group differences in suspension rates; African American students, 6.7%, Homeless 4.5%, and SED 3%.				3.P6.A) Decrease suspension rates for students who are African-American by 3%, Homeless by 2%, and Socio-economically disadvantaged by 1%
3.P6.B) Expulsion rates	3.P6.B) Zero expulsions are reported in 2019-2020.				3.P6.B) Maintain very low levels of expulsion rates, near or at zero.
3.P6.C) Other local measures including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	3.P6.C) On the fall 2019 CalSCHLS, 90% of 5th grade students reported "yes, most of the time" or "yes, all of the time" to the item: "Teachers and other grown-ups at the school care about you." The item was slightly different in the secondary CHKS, with				3.P6.C) Maintain high (90%+) levels of positive response from fifth grade students. Increase of 5% in positive responses from 7th, 9th and 11th grade students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	69% of 7th, 62% of 9th, and 64% of 11th grade students reporting “pretty much true” or “very true” to the item: “At my school, there is a teacher or some other adult who really cares about me.”				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Action 3.01 Monitoring chronic absenteeism	Send out district chronic absenteeism letters at each progress report period throughout the year in addition to truancy notifications for 3, 6, and 10 absences. Implement attendance interventions and monitor and track student progress, coordinating available resources (including counselors, Family Engagement Specialists, district social workers, district nurses, and site staff). Provide monthly reports to the Board of Education to monitor chronic absenteeism rates.		No
2	Action 3.02 Wellness Centers	Continue to provide Wellness Center services to support student mental health and well being at the high schools. Provide professional learning to support SEL implementation in elementary and middle schools.	\$200,000.00	No
3	Action 3.03 Help seeking and risk-taking behaviors	Support secondary sites in creating and implementing actions to address prevention, intervention, for help seeking behavior and risk taking behaviors.		No

Action #	Title	Description	Total Funds	Contributing
4	Action 3.04 Restorative Practices	Establish Restorative Practices Design Team to develop a strategy for RP implementation at each level. Create district guidance for all sites on alternatives to suspension.		

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
TBD%	\$2,677,940

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

Required Descriptions

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

After reviewing the needs, conditions, and conditions for low-income students' attendance is an area of concern. In order to address this concern, we will provide supplement and monitoring from Student and Family Engagement Specialists with PAUSD expanding that program to ensure low-income students receive personalized support. We believe that the SAFE specialists will support families in getting students to schools, help to provide families with resources that such as mental health supports that may be inhibiting students from attending sites, as well as providing district staff with insight on the barriers low-income students face in regards to attendance. PAUSD was able to raise EL student attendance by having EL teachers call home, make home visits and provide access to resources. We hope to replicate this effort with the SAFE specialists.

After reviewing the needs, conditions, and conditions for low-income students' suspensions is an area of concern. In order to address this concern, we will expand equity professional learning for staff will center on equitable practices with a focus on addressing restorative practices. As suspensions are initiated by staff, we aim to provide alternative practices when addressing behavior in students, and also recognizing how to support low-income students. We believe that targeted professional learning will change practice and result in fewer suspensions.

After reviewing the needs, conditions, and conditions for low-income students' academics in ELA and mathematics are areas of concern. In order to address this concern, we will provide targeted academic support through after-school tutoring, and community organization partnerships. This extra academic support will address academic concerns in ELA and math, which we believe will result in reaching benchmarks in ELA and math assessments.

After reviewing the needs, conditions, and conditions for English learner students, EL students were at the benchmark in all areas. To continue this pattern PAUSD will continue to hire specialized staff to work with EL students to ensure that they are given full access to all actions described in the LCAP. English learner instruction is given within the classroom, with English Learner specialists providing supplemental support and monitoring. English learners at this time are at a level in all areas, therefore, maintaining current progress is a top priority. Although EL student population did decrease the level of staffing will remain the same.

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

All programs and staff that support and monitor English learners and low-income students are being expanded by adding more support staff such as primary language tutors, family engagement specialists, and English learner staff. Many of these programs are being funded by the Expanded Learning Opportunity Grant. PAUSD is required to increase or improve services for EL, Foster Youth, and Low-Income students by XXX which is equal to \$3,470,000 as shown above. This increased percentage is met by actions and services included in the Local Control Accountability Plan. The following actions described below are increased or improved and meet and/or exceed the totality of the required percentage increase as compared to services for all students.

Actions In the Local Control Accountability Plan

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

Action 1.06 Expanded Equity Professional Learning

Action 2.04 Targeted Academic Support and College and Career Preparation

Action 2.05 Parent Engagement

Action 2.06 English Learner

Action 2.09 Equity and Access

Action 3.04 Restorative Practices

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$3,471,790.00				\$3,471,790.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$3,351,790.00	\$120,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Action 1.01 Secondary Standards Implementation	\$15,140.00				\$15,140.00
1	2	All	Action 1.02 Elementary Standards Implementation	\$100,000.00				\$100,000.00
1	3	All	Action 1.03 Science Instructional Materials					\$0.00
1	4	All	Action 1.04 Induction and Coaching	\$97,200.00				\$97,200.00
1	5	All	Action 1.05 Diverse Pathway Options For Student Success	\$102,200.00				\$102,200.00
1	6	English Learners Foster Youth Low Income	Action 1.06 Expanded Equity Professional Learning	\$285,050.00				\$285,050.00
2	1	All	Action 2.01 PK-12 Intervention and Progress Monitoring	\$274,310.00				\$274,310.00
2	2	All	Action 2.02 Mathematics					
2	3		Action 2.03 College and Career Readiness:	\$5,000.00				\$5,000.00
2	4	English Learners Foster Youth Low Income	Action 2.04 Targeted Academic Support and College and Career Preparation:					
2	5	English Learners Foster Youth Low Income	Action 2.05 Parent Engagement:	\$756,830.00				\$756,830.00
2	6	English Learners	Action 2.06 English Learners:	\$1,456,100.00				\$1,456,100.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	7	Students with Disabilities	Action 2.07 Special Education:					
2	8	English Learners Foster Youth Low Income	Action 2.08 Equity and Access	\$179,960.00				\$179,960.00
3	1	All	Action 3.01 Monitoring chronic absenteeism					
3	2	All	Action 3.02 Wellness Centers	\$200,000.00				\$200,000.00
3	3	All	Action 3.03 Help seeking and risk-taking behaviors					
3	4		Action 3.04 Restorative Practices					

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$2,677,940.00	\$2,677,940.00
LEA-wide Total:	\$2,497,980.00	\$2,497,980.00
Limited Total:	\$179,960.00	\$179,960.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	6	Action 1.06 Expanded Equity Professional Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$285,050.00	\$285,050.00
2	4	Action 2.04 Targeted Academic Support and College and Career Preparation:	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	5	Action 2.05 Parent Engagement:	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$756,830.00	\$756,830.00
2	6	Action 2.06 English Learners:	LEA-wide	English Learners	All Schools	\$1,456,100.00	\$1,456,100.00
2	8	Action 2.08 Equity and Access	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$179,960.00	\$179,960.00

Annual Update Table Year 1 [2021-22]

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

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

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

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

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

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

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

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

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

Required Descriptions:

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

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

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

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

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

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

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

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.