



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Portola Valley Elementary School District

CDS Code: 41 68981 6044275

School Year: 2022-23

LEA contact information:

Roberta Zarea

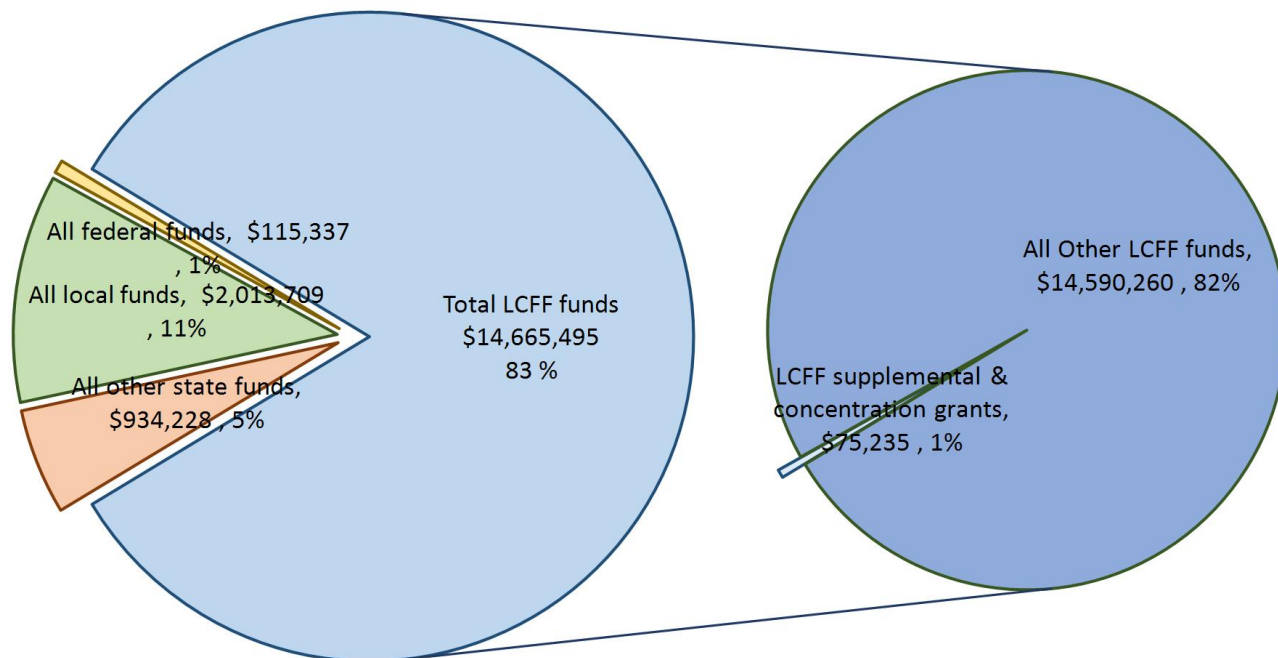
Superintendent

(650)851-1777

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

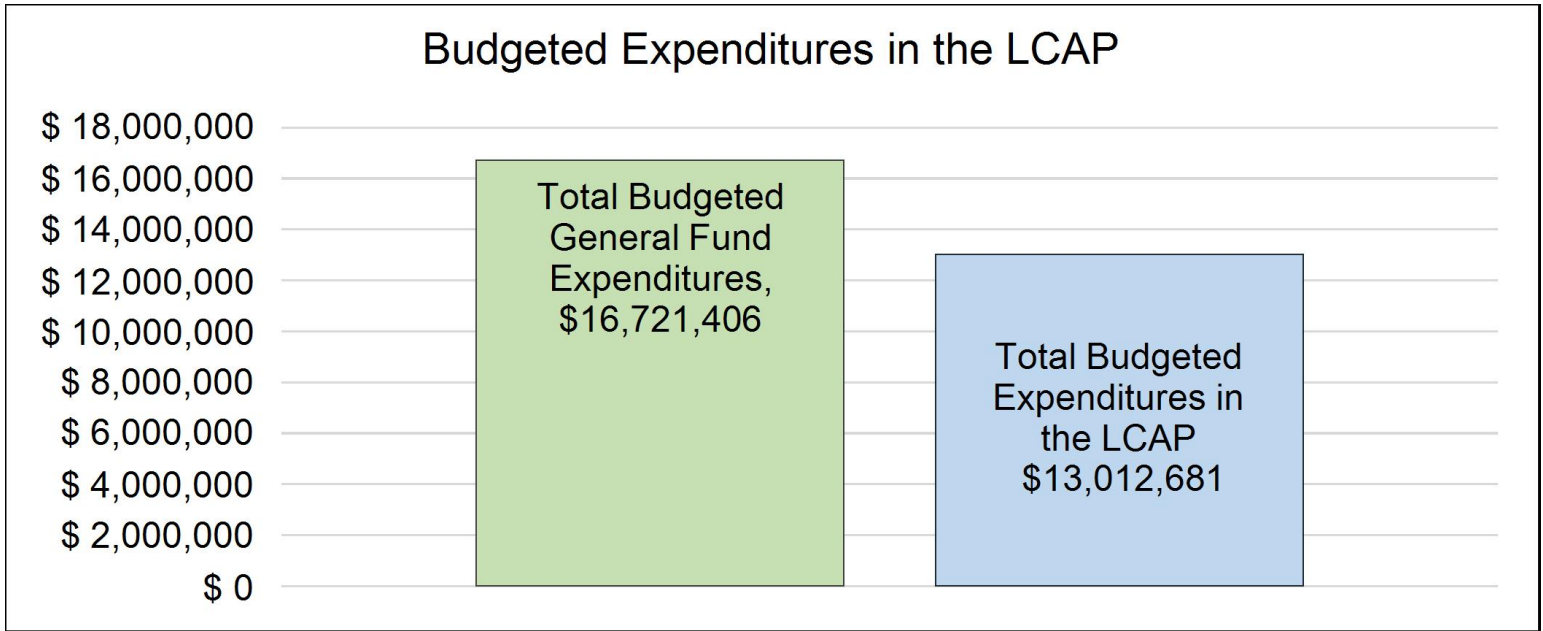


This chart shows the total general purpose revenue Portola Valley Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Portola Valley Elementary School District is \$17,728,768.75, of which \$14,665,494.63 is Local Control Funding Formula (LCFF), \$934,227.94 is other state funds, \$2,013,709.00 is local funds, and \$115,337.18 is federal funds. Of the \$14,665,494.63 in LCFF Funds, \$75,235.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Portola Valley Elementary School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Portola Valley Elementary School District plans to spend \$16,721,405.85 for the 2022-23 school year. Of that amount, \$13,012,681.00 is tied to actions/services in the LCAP and \$3,708,724.85 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenditures not included in the Portola Valley School District's LCAP consist of salaries and benefits for district office and school sites support staff, business services, human resources, as well as supplies, services and capital outlay associated with such support and district operation.

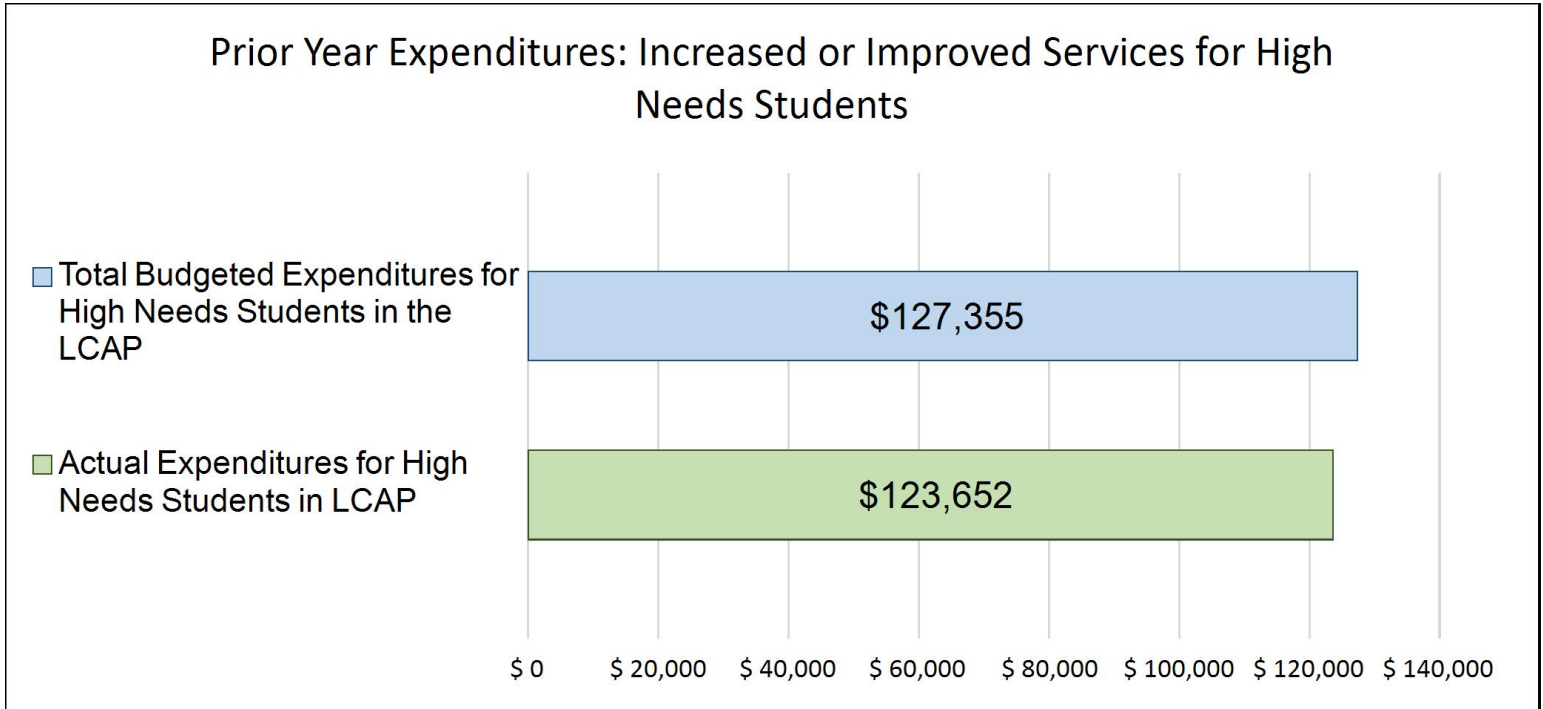
Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Portola Valley Elementary School District is projecting it will receive \$75,235.00 based on the enrollment of foster youth, English learner, and low-income students. Portola Valley Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Portola Valley Elementary School District plans to spend \$147,975.00 towards meeting this requirement, as described in the LCAP.

N/A.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Portola Valley Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Portola Valley Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Portola Valley Elementary School District's LCAP budgeted \$127,355.00 for planned actions to increase or improve services for high needs students. Portola Valley Elementary School District actually spent \$123,652.00 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$-3,703 had the following impact on Portola Valley Elementary School District's ability to increase or improve services for high needs students:

There were no impact to services provided. The costs came in lower than budgeted.



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Portola Valley Elementary School District	Roberta Zarea	rzarea@pvsd.net

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Approved Plans-

2021 Expanded Learning Opportunities Grant (ELOG) Plan (board approved May 27, 2021)

Portola Valley School District’s Educator Effectiveness Block Grant Program Plan (board approved December 9, 2021)

Each of the spending plans was communicated and/or approved by the board as required. The grants and plans were discussed at regularly held District Advisory Committee (DAC) meetings and parent input was solicited through the mid-year survey in Spring 2021. Voluntary Transfer Program (VTP) families of students in 3rd through 8th grade were personally contacted in October 2021 via phone calls to discuss options and preferences for Expanded Learning Opportunities. More recently, the ELOG plan was shared with VTP families in a virtual meeting with the Superintendent and Cabinet on January 18, 2022.

Plans In progress-

Expanded Learning Opportunities Program (ELOG) Plan: PVSD has been actively engaged in recruiting additional members to join our District Advisory Committee. District staff plans to utilize and leverage the District Advisory Committee (DAC) to engage educational partners for input

in developing a comprehensive plan. A plan will be brought to the board at a public hearing for input followed by a public board meeting for approval. Plan details will continue to be shared with parents and staff through Superintendent and Principal chats as well as surveys.

Universal Prekindergarten (UPK) Planning and Implementation Grant Program Plan: District staff has been gathering input from prospective Transitional Kindergarten parents and are currently meeting with local preschool administrators to engage educational partners for input in developing a plan to expand our current TK program. A TK Implementation plan was presented to the PVSD Board on November 18 and was approved by Board on December 9, 2021. The final UPK plan will be presented to the Board on May 26, 2022.

Each of the spending plans supports the following LCAP Goal #1: All PVSD students will experience high quality core instruction that results in equitable outcomes and expected yearly growth.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

PVSD does not receive the concentration grant or the concentration grant add-on.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

To understand the concerns of, and gather feedback from, our staff and families on the impact of distance learning on students, PVSD collected periodic online surveys and held multiple virtual meetings with the Superintendent and Principals. PVSD developed a dashboard on the District website where families can find the most up-to-date information on how to navigate school during a pandemic. PVSD also engaged staff and labor partners through ongoing COVID-19 meetings for input and recommendations in supporting recovery from the pandemic. Based on feedback, Federal grant monies were spent on ensuring facilities were equipped for the safe return of students to in-person learning.

Since March of 2020, PVSD formed a COVID-19 response team composed of classified and certificated staff, site and District administration, parents, community members, and School Board members. This team met to advise the Superintendent, provide direction to parents and staff, and offer its recommendations to the Board based on thorough consideration of the most updated public health and education information. The committee met weekly since the beginning of the pandemic. The Superintendent has formed a Post Pandemic Advisory

Group to advise and offer recommendations about our district's pathway to post-pandemic protocols, based on thorough consideration of the most updated public health and education.

District Advisory Committee (DAC): This team includes all educational partners as well as one board member.

Budget Committee: This committee serves as a board committee with district staff, members of the board, and parents, as well as members of the community.

PVSD also holds meetings specifically to address the needs and gather input from parents who participate in the Voluntary Transfer Program (Tinsley program).

PVSD will continue to gather input from our educational partners for the remainder of the 2021-22 academic year. To that effect, the Superintendent has instated the Post Pandemic Advisory Group, which consists of staff, labor partners, parents, board members, and community members.

The following are COVID funds PVSD received in the order they were allocated:

SB-117 COVID Response Funds: \$9,548

Federal CARES act: Coronavirus Relief Fund: \$135,522:

Governor's Emergency Education Relief (GEER): \$23,921

State Learning Loss Mitigation: \$39,272

Expanded Learning Opportunities Grant: \$291,059

In-person Instruction Grant: \$160,898

Expanded Learning Opportunities Program: maybe \$50,000 but not certain

In the beginning, COVID funds were used to buy PPE, hire additional teachers, paraprofessionals, increase nurse time, increase transportation costs. Other expenditures include different student learning apps, Zoom premium, Modern Teacher, lunches and snacks from Costco for students, HVAC, air purifiers, sanitizers, replace new windows. Note that the amounts PVSD received from the State/Fed did not cover all the COVID expenses.

Each of the spending plans supports the following LCAP goals:

LCAP Goal #1: All PVSD students will experience high quality core instruction that results in equitable outcomes and expected yearly growth.

LCAP Goal #2: PVSD will provide a safe, healthy and respectful learning environment to maintain involvement and satisfaction of students, staff, parents and community members.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

PVSD does not receive any ESSER III funding.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

PVSD does not receive any ESSER III funding.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students

at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: “A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



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
Portola Valley Elementary School District	Roberta Zarea Superintendent	rzarea@pvsd.net (650)851-1777

Plan Summary [2022-23]

General Information

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

The Portola Valley Elementary School District is a small, community funded district located in southern San Mateo County, serving 488 students in two schools: Ormondale (TK-3) and Corte Madera (4-8). The Town of Portola Valley is small, but the District service area is large and spread out, and includes specific areas of Woodside and La Honda Pescadero with its two schools at the heart of the community. Many families choose to move to Portola Valley because of the close knit community, rural surroundings and excellent school district.

Portola Valley parents, staff, and students are dedicated and passionate individuals who frequently collaborate to create powerful learning opportunities which challenge every student to:

- * Meet the District's standards of excellence
- * Become ethical leaders in their school and community
- * Understand how to make positive contributions to a diverse and changing world

Strong voter support from the local community enabled the District to pass a general obligation bond measure to fund much-needed renovations and upgrades at both school sites. Voters also passed a recent parcel tax renewal measure which will continue to fund small class sizes and specialized courses, and programs and initiatives at both schools.

The Portola Valley School District provides an excellent education. Students at every grade level benefit from an instructional program that incorporates high quality academic rigor and student engagement with a passion for learning. District teachers and staff take a holistic approach to education by emphasizing not only academics but also social emotional wellness.

Portola Valley schools have an excellent reputation in the Bay Area (and state-wide) as places where children learn, grow and thrive as students. Its exceptional teachers, small class sizes, inspiring instructional programs, and dedicated parent volunteers have prepared generations of local children to succeed in high school, college, and their chosen careers.

Over the course of the last two years the PVSD community of employees, parents and students demonstrated great adaptability and perseverance when faced with the many challenges of educating children during a global pandemic. Teachers and staff found creative ways to educate students while ensuring that high standards for teaching and learning remained in place, including increased use of outdoor spaces as classrooms. Portola Valley was among the first schools in San Mateo County to open to in-person instruction during the 2020-21 school year – a tribute to the resiliency and commitment of staff and parents to ensure that students receive the quality education they deserve.

For the purpose of this Plan, all goals are district-wide and include action items for both campuses.

Reflections: Successes

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

During the 2020-21 school year school districts were given the option to administer a local assessment or the CAASPP/SBAC test due to the pandemic. The Portola Valley School District chose the CAASPP/SBAC option, while continuing to administer local benchmark assessments.

CAASPP results for the Portola Valley School District are reported on the CDE Dashboard. Portola Valley School District is proud of the fact that 93% of its students in 3rd - 8th grades (including many who had opted for virtual learning) participated in CAASPP testing, compared to the 61% (average) participation rate in San Mateo County. These results show that 81% of 3rd - 8th grade students met or exceeded standards in English Language Arts (ELA), and 79% of students met or exceeded standards in Mathematics for 2020-21. Given the circumstances of the pandemic and distance and/or hybrid learning, the percentage of PVSD students meeting or exceeding standards on the CAASPP continued to be significantly higher than the State average (49.01% for ELA and 33.76% for Math). PVSD is proud that high standards of achievement were maintained. Moreover, PVSD students with IEPs showed an 11% increase in the number of students meeting or exceeding standards for ELA as well as Math. English Learners showed a 4% increase in the number of students meeting or exceeding standards for ELA and a 15% increase for Math.

Performance on benchmark assessments affirm these high proficiency levels. As part of the District's ongoing commitment to academic excellence, benchmark assessments from the Reading and Writing Workshop program have been utilized as formative assessments to

determine student progress and to inform instructional decisions in ELA. During the 2021-22 school year, the District adopted the NWEA MAP mathematics assessments for students in 2nd - 8th grades. An analysis of mid-year student performance data on the benchmark assessment for K through 8th grade demonstrates that an average of 81.3% of students performed at or above grade level in ELA, and an average of 76.6% of students performed at or above grade level in Mathematics. In fact, a comparison of mid-year benchmark data from January 2021 to January 2022 showed that 59% of students below grade level in reading made at least one year's growth.

The District also saw marked improvement in its suspension rates: from 1% in 2018-19 down to 0.4% in 2021-22. The suspension rate for socioeconomically disadvantaged students dropped from 5.5% in 2018-19 to 0% in 2021-22. Additionally, the District had a significant decrease in behavioral referrals: from 175 in 2018-19 to 30 in 2021-22.

Portola Valley continues to provide professional development (PD) opportunities for teachers in Reading and Writing Workshop to support the enhanced implementation of a balanced literacy program. To maintain Project Based Learning (PBL) and student engagement at every grade level, all teachers participated in a PBL workshop with the Buck Institute at the start of the 2021-22 school year. The District also continues to collaborate with the Stanford School of Education to implement effective and sustainable practices for its English Learners. In its effort to mitigate the social-emotional impacts of the pandemic on students and staff, the District broadened its PD focus in 2021-22 to include workshops on Wellness through collaboration with Clarity Seminars and Challenge Success. In addition, the District reignited its commitment to Diversity, Equity, and Inclusion (DEI) by providing gender equity training to all staff and celebrating Kindness (Kindness Week) and Inclusion (Ability Awareness Week).

Through a partnership with the Sequoia Healthcare District, we receive grant money that has afforded us the ability to invest in a Wellness team (counselors, psychologist, nurse). Continued work with Positive Behavior Intervention System (PBIS) strategies supported students, staff and our school community.

As noted below, PVSD has been able to gather input from a variety of Educational Partners through virtual and in-person meetings, chats, and surveys. Some highlights with regard to input from these various groups include:

Students: End of Year Student Survey - 98% of students responded in the affirmative to the prompts "My school provides a good education for students" and "My school provides books and learning materials that I need to learn"; 94% responded yes to the prompts "My teacher(s) teaches lessons in a way I can understand" and "I feel safe while at school".

Parents: End of Year Parent Survey - 84% agree or strongly agree that PVSD students "are being well prepared for high school and beyond"; 93% are satisfied or very satisfied with the academic achievement of the district overall; 90% are satisfied or very satisfied with the level of instruction provided to their child.

Parents: Voluntary Transfer Program (VTP/Tinsley): At our first in-person meeting in 2 years, our VTP parents provided extremely valuable input to administrators and staff. 100% of those who attended (17 families) responded in the affirmative to the prompts I am satisfied with the level of academic instruction provided to my child, My child has access to all the books and materials needed for classes, PVSD employs highly qualified teachers, and PVSD has a safe and positive learning environment.

Finally, the District Advisory Committee (DAC), which also serves as the Parent Advisory Committee (all members are parents), listed academic achievement, social-emotional learning, and hands-on learning as areas of success for PVSD

PVSD aims to maintain successes described above through the following:

1. Continued commitment to hiring and retaining highly qualified teachers and support staff, and providing them with high quality professional development as well as access to supplies and materials needed to implement rigorous curriculum and teaching strategies.
2. PVSD is proud of its core curriculum and intervention components as well as social-emotional supports and will continue to employ these in tandem to accelerate learning as part of its continued commitment to improving student achievement and well-being. To this effect PVSD will adopt a Science curriculum that is NGSS aligned and ensure that teachers receive appropriate professional development so as to implement with fidelity.
3. A renewed focus on PD for teachers that will emphasize academic and instructional strategies that are necessary for differentiation and will focus on helping teachers improve their content knowledge and teaching.
4. Providing time to teachers for collaboration work focused on analyzing SBAC and benchmark assessment; consistent implementation of the new NWEA benchmark assessment being piloted this year across grades 1-8. PVSD teachers and administrators will review all available data as they consider outcomes, strengths, and areas of focus when they set targets, guide instructional planning and prioritize key pedagogical strategies. Teachers will engage students and parents in this process through student goal setting and parent-teacher conferences.

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.

2021 CAASPP results show that 81% of 3rd - 8th grade students met or exceeded standards in English Language Arts (ELA), and 79% of students met or exceeded standards in Mathematics for 2020-21. While this indicates a slight drop in students meeting or exceeding expectations (6% drop for ELA and 4% drop for Math), it is consistent with the County-wide drop in scores, which is not surprising given the events of the past two years. Our youngest cohorts, i.e., 3rd and 4th grades showed the most significant drops in ELA scores and 3rd grade showed the most significant drop in Math: ELA: 3rd grade = -7%, 4th grade = -12%; Math: 3rd grade = -9%

Students did not have typical access to in-person learning during 2020-21 as in a non-pandemic year. While PVSD was one of earliest school districts to return to in-person learning in the County, our elementary students started in a hybrid situation while our middle schoolers did not return to campus until shortly before Winter break. The challenges that students and educators faced during the pandemic were multi-dimensional and disruptive to learning and mental health. Children are creatures of habit and very susceptible to educational disruption. This is especially true of our youngest learners, making it difficult for them to adjust to remote learning and focus, and making it difficult for teachers to engage them online. Also, both cohorts were engaging in the CAASPP experience for the first time.

A further look at the SBAC data indicates that one of our vulnerable populations - viz., socioeconomically disadvantaged students dropped almost 5 percentage points in Math on the CAASPP from 44% meeting/exceeding standards in 18-19 to 38.5 % meeting/exceeding standards in 20-21. Portola Valley School District English Learners and students with IEPs demonstrated a marked improvement in academic performance as indicated by their CAASPP scores (see successes section above). However, these two cohorts along with the Districts' economically disadvantaged students continue to lag behind the overall student population in their performance. The District is committed to narrowing the performance gaps between overall District performance and that of these student groups. This past year the District

implemented before- and after- school expanded learning programs for students performing below grade level in the areas of ELA and Math and students from these groups were prioritized. Going forward, students from these groups demonstrating an achievement lag will be prioritized for academic as well as social-emotional tiered interventions.

Curriculum leadership teams continue to refine curriculum scope and sequences and identify essential standards with vertical alignment at all grade levels, and to investigate instructional programs. The intention is to broaden the understanding of strategies and practices that will provide improved support and positive outcomes for students with the highest academic needs. The District restructured staffing to ensure a cohesive and consistent English Language Development (ELD) program across all grade levels. The ELD program will continue to be refined (including reviewing reclassification criteria and exploring additional instructional materials).

All PVSD teachers participate in professional development and ongoing support to bolster their pedagogical skills for teaching and supporting students with diverse needs. Due to the global pandemic, the District expanded its professional development focus during the 2021-22 school year to include staff and student wellness. This was essential for the mental health and social-emotional wellbeing of both staff and students. In the 2022-23 school year, PVSD hopes to provide relevant and differentiated professional development for all certificated and classified staff as noted in Goal 1 actions: 1.2.2.1 and 1.2.2.2. (i.e., more of subject-based teaching and learning content).

The administration is committed to providing consistent time for staff collaboration, data analysis and planning for differentiation in ELA and Mathematics. The District is also committed to implementing tiered supports on a consistent basis and returning specialists (who had been placed in self contained classrooms due to COVID-related staffing issues) to their specialist assignments providing tiered interventions through a Multi-Tiered System of Support (MTSS) framework. Staff has started to explore universal screeners to ensure early, high leverage tier 1 strategies and interventions to support student social emotional needs as well.

Staff and community feedback indicate that there is a need for the District to improve access to communication tools that inform parents regularly and consistently about classroom expectations. The District began this work with Playlists when circumstances called for a pivot to distance learning. The District will continue to refine all of its communication tools on an ongoing basis.

The CDPH and San Mateo County Health requirements for the isolation and quarantine of COVID positive cases and exposure significantly impacted students' ability to be physically present in school, particularly after the winter break (January 2022). PVSD will continue to monitor chronic absenteeism and suspension rates going forward as effects of the pandemic subside.

LCAP Highlights

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

Students in the Portola Valley School District are afforded a challenging academic program aligned to state standards, that will prepare them for a successful transition into high school and beyond. The District is committed to ensuring student achievement while nurturing a positive school climate that fosters wellness, safe and open communication, and encourages student interest and engagement in learning.

The 2021-24 LCAP is focused on building equity opportunities for all learners. Each goal area includes actions to meet the needs of all students and decrease the achievement gap for the District's unduplicated pupils (English Learner, socioeconomically disadvantaged students, and homeless and foster youth), as well as special education students.

PVSD's goals:

1. Academic Achievement/Instruction: All Portola Valley School District students will experience high quality core instruction that results in equitable outcomes and expected yearly growth. (Maintenance of Progress)
2. Wellness, Communication and Safety: The Portola Valley School District will provide a safe, healthy and respectful learning environment to maintain involvement and satisfaction of students, staff, parents and community members. (Maintenance of Progress/Focus)
3. Student Engagement: Students will collaborate, communicate and be given opportunities to develop their character, creativity and critical thinking skills by engaging in creative hands-on learning experiences that focus on technology, innovation, design and global citizenship. (Maintenance of Progress/Focus)

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.

This section is not applicable. Neither of our schools have been identified for CSI.

Support for Identified Schools

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

This section is not applicable.

Monitoring and Evaluating Effectiveness

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

This section is not applicable.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The Portola Valley School District continually seeks input and feedback through multiple forums from the following groups:

- * District Advisory Committee (DAC) which serves as the Parent Advisory Committee
- * Staff (including Portola Valley Teachers' Association (PVTA) and Classified School Employees Association (CSEA))
- * Parents (including those who participate in the Voluntary Transfer Program)
- * Students (grades 2 - 8)

The District also consulted with San Mateo County Special Education local plan area administrators (SELPA) on these dates: 3/15/22, 4/12/22. Parents/guardians of students with disabilities were also represented in the DAC which serves as the District's Parent Advisory Committee

Other opportunities for staff and community input include participation in:

- * Enrollment Study Group
- * Superintendent's Construction Progress Committee
- * Safety/Emergency Preparedness Committee
- * Parcel Tax Advisory Group
- * Construction Bond and Citizens Parcel Tax Oversight Committee(s)
- * Budget Oversight Committee

The District Advisory Committee consists of the Superintendent, the Chief Business Official, the Director of Educational Services, school principals, certificated staff members, and parents, including representatives from our Voluntary Transfer Program. One of the participants is a parent of a child with disabilities currently enrolled in the District while another is a parent of a child with disabilities who recently graduated from PVSD. The committee met virtually as a group while continuing to provide feedback and share thoughts through online platforms (such as Google Docs).

Input from certificated and classified staff, including PVTA and CSEA association leaders, was collected via staff workshops at both sites to discuss and gather feedback on LCAP goals, actions and services.

Parent feedback was collected on an ongoing basis through Superintendent and Principal chats and surveys, including an End of Year Parent Survey together with virtual and in-person meetings with Voluntary Transfer Program (VTP) families.

Student input was collected through Student Surveys as well as input from students participating in the Climate Committee at Corte Madera School.

The Superintendent and CBO formed an Enrollment Study Group (ESG) to study enrollment trends in Portola Valley and comparable local school districts, facilities capacity, student demographics, instructional programs, long term facilities modernization, and areas of enhancement to attract and retain students. The ESG is composed of District staff, parents, and community members and met seven times during the 2021 - 22 school year.

The Superintendent's Construction Progress Committee, composed of two board trustees, the CBO, Superintendent, Director of Facilities, and the Construction Management Team, reviews the needs and uses of District buildings and grounds, and studies the budgetary impact of improvements. The SCPC recommends, with input from administration, long and short term use(s) and facility improvement plans that are in the best interest of the community and the District.

Safety/Emergency Preparedness Committee, composed of certificated and classified staff and community emergency/safety partners reviews Comprehensive Safety Plans for the district and school sites, as well as reviews PVSD emergency policies, and ensures alignment of emergency goals/procedures with the district's Local Control Accountability Plan.

Citizens Parcel Tax Oversight Committee: To ensure the expenditures are allowable per the parcel tax measure S.

Citizens Bond Oversight Committee: To ensure the expenditures are allowable per the bond tax measure Z

Audit/Budget Committee: Serves as the district's financial advisory group

The Superintendent and school Principals hosted parent chats on a variety of topics throughout the 2021 - 22 school year. There have been multiple parent and staff surveys conducted during the 2021 - 22 school year. Students in grades 3-8 also complete an annual survey. District leadership reviews results of all surveys and the discussions with the various advisory groups in order to make program decisions. Many of the survey results have influenced the development of the goals written for the 2021-2024 LCAP.

Superintendent and Principal's Parent chat dates: 8/23/21, 9/2/21, 9/15/21, 10/13/21, 11/2/21, 1/6/22, 2/2/22, 2/15/22

Superintendent/Cabinet and Staff chat dates:, 8/24/21, 10/20/21, 1/19/22, 2/8/22, 3/2/22, 4/20/22, 5/3/22, 5/25/22

District Advisory Committee Meeting dates: 3/22/22, 4/20/22, 5/6/22

Leadership LCAP Review: 8/4/21, 12/7/21, 2/1/22, 3/22/22, 4/12/22, 5/3/22

Voluntary Transfer Program Family Engagement dates: 9/30/21, 01/18/22, 4/27/22

Safety & Emergency Preparedness Committee: 9/15/21, 10/20/21, 12/8/21, 1/10/22, 3/3/22, 3/27/22

Mid-Year LCAP Report, Board Presentation: 2/10/22

Surveys administered include:

* End of Year Parent Survey

* End of Year Student Surveys (grades 2-8)

* Staff Professional Development Interest Survey

- * Challenge Success Wellness Staff Survey
- * Superintendent's Staff Relations Evaluation
- * Superintendent Community Relations Evaluation
- * Family Exit Survey for families who have disenrolled from the district (data not available at time of this LCAP)

A summary of the feedback provided by specific educational partners.

Within the framework of the surveys listed above, data was analyzed to look for both clear and subtle trends to assist in planning for continued improvement in all areas. This analysis indicates that stakeholders in Portola Valley value and appreciate communication. As a result, the Governing Board adopted "communication" as one of its Board/District goals. This focus is reflected in Goal 2 of this LCAP.

Discussions with various educational partners provided insight into areas that are of common interest and concern to members of these groups, which were considered during the development of the goals, actions and services for the LCAP.

Governing Board of Trustees: Based on its strong support of identified LCAP goals and actions, the Board adopted goals in the following areas: teaching and learning; wellness; finance and resource allocation; community and communication; and governance.

DAC/Parents/VTP Families: The results of parent surveys and data collected during meetings with VTP families indicate high satisfaction with facilities, safety, academic instruction, and opportunities for parent involvement. Appreciation was expressed for the focus on social-emotional learning together with an interest in continuing and expanding on individualized and differentiated attention for all students. This group is also very appreciative of the high academic standards in the District, and of the opportunities for STEAM/Makery and PBL experiences. Participants would like the District to continue hands-on PBL-type experiences, as well as real life experiences that will help to develop student character and understanding of being a global citizen. Finally, the group is very supportive of the District providing expanded learning and extracurricular opportunities before and after school (e.g., expanded academic support for students performing below grade level in ELA and/or Math). The majority of parents feel comfortable communicating with the District and indicate that the volume of communication is good, but note that streamlining communication would be helpful.

Staff: Input from employees supported many of the observations made by parents and community members. This group also indicated a need to provide more collaboration and planning time for staff – i.e., time to engage in discussions with colleagues about scope and sequence, and essential standards as well as engage in data analysis to inform instruction. Feedback also reflected continued interest in providing direct instruction to facilitate Social Emotional Learning (SEL), executive functioning, digital citizenship, and the opportunity for hands-on learning at all grade levels. Another priority identified is ensuring that the needs of English Learners and other students at risk of below grade level performance are met through timely tiered interventions.

Students: The end of year Student Survey is currently being administered. Based on the 234 responses collected thus far, it appears that overall students' sense of safety and connectedness is positive. Responses also indicate that student voice and choice in projects, hands-on engaging activities, challenging math work, clean and fun play areas are important to PVSD students.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

All aspects of the LCAP have been influenced by feedback and input via surveys and discussions with the various educational partners. A great deal of input was received over the course of the year.

Overall, there is an apparent high degree of satisfaction with the majority of Portola Valley School District programs. There continues to be a need for more in-depth work on the goals and action items, and the obvious "next steps," which has reinforced District commitment to the existing goals. Work on many action items was interrupted by the impact of the pandemic over the past two years, but the positive feedback sessions infused renewed energy among the leadership team and staff to not only move forward on the actions identified but to dive deeper with a more refined, intentional and practical lens.

Specific Goals, Actions and Services influenced by stakeholder input:

School Staff: Goal 1: Actions 1.1.1.3, 1.2.2.1, 1.2.2.2, 1.3.3.2, 1.3.3.3, 1.3.3.4, 1.3.3.5, 1.3.3.6, 1.4.4.2, 1.4.4.3

Goal 2: Actions 2.1.1.1, 2.1.1.2, 2.1.1.4, 2.2.2.1, 2.2.2.3, 2.2.2.4, 2.2.2.5

Goal 3: Actions 3.2.2.2, 3.2.2.3, 3.2.2.4, 3.2.2.6, 3.2.2.11, 3.2.2.13,

DAC/Parents: Goal 1: 1.1.1.3, 1.1.1.4, 1.2.2.2, 1.3.3.5, 1.3.3.6, 1.4.4.1; 1.4.4.6, 1.4.4.7, 1.5.4.10

Goal 2: 2.1.1.4, 2.2.2.1, 2.2.2.4, 2.2.2.5, 2.3.3.1, 2.4.4.1

Goal 3: 3.1.1.1, 3.1.1.2, 3.2.2.3, 3.2.2.6, 3.2.2.11, 3.2.2.13

Students: Goal 2: 2.1.1.1, 2.1.1.4, 2.2.2.2

Goal 3: 3.1.1.1, 3.2.2.2, 3.2.2.3, 3.2.2.4, 3.2.2.5, 3.2.2.6, 3.2.2.11

Board of Trustees: Goal 1 - all actions; Goal 2 - all actions; Goal 3 - all actions

Goals and Actions

Goal

Goal #	Description
1	<p>Academic Achievement/Instruction:</p> <p>All Portola Valley School District students will experience high quality core instruction that results in equitable outcomes and expected yearly growth.</p> <p>State Priorities: 1, 2, 4, 7, 8</p>

An explanation of why the LEA has developed this goal.

Maintenance of Progress: The district developed this goal in order to continue to foster strong instructional practices, high rates of student achievement, tiered intervention supports for students, and to further the use of data to help drive decisions around curriculum and instruction.

For Increased and Improved Services (Action 4.1-4.5): Based on data review and discussions with teachers we have determined that the district focus should continue to be on strategic intervention for students not meeting grade level standards. In addition, through participation in a research project with Stanford University, we have looked critically at our English Learner Program and have determined a need to focus on providing daily support for those students who are identified as English Learners while also educating our classroom teachers on reclassification criteria so they can provide input into decisions made around reclassification.

Actions and services that have carried over from our previous LCAP are indicative of progress made and an acknowledgement that we would like to further these practices at all grade levels with a focus on our unduplicated students.

As the District dives further into MTSS, it is expected that by reviewing data more frequently our teachers will be able to focus targeted interventions for students as they need it so that intervention happens in class as well as through specialist support for those students who qualify for that support.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Proficiency on meeting or exceeding standard in ELA and Math on CAASPP:</p> <p>Overall (all groups) Percentage of students that meet or exceed standard in ELA & Math</p> <p>Percentage of Socioeconomically disadvantaged (SED) students that meet or exceed standard in ELA & Math</p> <p>Students with Disabilities (SWD): Number of points below standard in ELA and Math as reported on CA School Dashboard</p> <p>New MetricL Percentage of Students with Disabilities that meet or exceed standard in ELA & Math</p>	<p>2019 CAASPP Data:</p> <ul style="list-style-type: none"> 87% meet or exceed standard in ELA 83% meet or exceed standard Proficient in Math 47% of Socioeconomically Disadvantaged students meet or exceed standard in ELA 44% of Socioeconomically Disadvantaged students meet or exceed standard in Math Students with Disabilities scored 28.5 	<p>2021 CAASPP Data: 81% meet or exceed standard in ELA</p> <ul style="list-style-type: none"> 79% meet or exceed standard in Math 46.15% of Socioeconomically Disadvantaged students meet or exceed standard in ELA 38.5% of Socioeconomically Disadvantaged students meet or exceed standard in Math <p>SWD: Data not available; This metric is being discontinued. See new metrics below:</p>			<p>CAASPP Data: Overall. 87% meet or exceed standard in ELA</p> <p>Overall, 85% meet or exceed standard in Math</p> <p>52% SED students meet or exceed standard in ELA</p> <p>47% SED students meet or exceed standard in Math</p> <p>(Discontinue) For Students with Disabilities decrease number of points below standard in ELA and Math by 5% for ELA and 10% for Math</p> <p>NEW OUTCOME: 44% SPED meet or exceed standard in ELA</p> <p>47% SPED meet or exceed standard in Math</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>points below standard in ELA</p> <ul style="list-style-type: none"> Students with Disabilities scored 36.2 points below standard in Math <p>New Baseline-39% of Students with Disabilities meet or exceed standard in ELA</p> <p>New Baseline-42% of Students with Disabilities Meet or exceed standard in Math</p>	<p>50% of Students with Disabilities meet or exceed standard in ELA</p> <p>53.33% of Students with Disabilities Meet or exceed standard in Math</p>			
<p>English Learners measurement will be measured via state testing (CAASPP) and via data on Reclassification Rate</p> <p>New Metric: Percentage of EL students who meet or exceed standard in</p>	<p>2019 CAASPP Data as reported on CA School Dashboard : 66% of English Learners make annual progress in learning English</p> <p>35% of English Learners are reclassified as Fluent</p>	<p>2021 CAASPP Data as reported on dashboard: "Annual progress in learning English" data not available on Dashboard this year</p> <p>24% of English Learners are</p>			<p>CAASPP Data:as reported on CA School Dashboard: 66% EL make annual progress in learning English</p> <p>35% of EL students are reclassified as</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA and Math on the CAASPP	<p>English Proficient (FEP) CORRECTION - Reclassification rate was 21% in 2019</p> <p>New Baseline (2019 CAASPP Data): 17 % of EL students meet or exceed standard in ELA 14% of EL students meet or exceed standard in Math</p>	<p>reclassified as Fluent English Proficient</p> <p>2021 CAASPP Data: 21% of EL students meet or exceed standard in ELA 29% of EL students meet or exceed standard in Math</p>			<p>Fluent English Proficient</p> <p>CAASPP Data: 22% of EL students meet or exceed standard in ELA 19% of EL students meet or exceed standard in Math</p>
Benchmark Assessment Reading Scores: running record protocols for K-5 and Scholastic Reading Inventory (SRI) for grades 6-8	2020-2021 Local Benchmark Data: 50% of students below grade level in reading make at least one year's growth.	2021 - 2022 Local Benchmark Data: 59% of students below grade level in reading make at least one year's growth. (mid-year to mid-year comparison)			75% of students below benchmark will make at least one year's growth
California School Dashboard local reflection tool	2019 California School Dashboard: Baseline data established in 2019 at MET for all priorities:	2022 California School Dashboard: MET for all priorities:			Continue to Meet standards in all local priority areas

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Priority 1: Basics (Teachers, Instructional Materials, Facilities)</p> <p>Priority 2: Implementation of Academic Standards</p> <p>Priority 3: Parent Engagement</p> <p>Priority 6: School Climate</p>	<p>Priority 1: Basics (Teachers, Instructional Materials, Facilities)</p> <p>Priority 2: Implementation of Academic Standards</p> <p>Priority 3: Parent Engagement</p> <p>Priority 6: School Climate</p>			
<p>School Accountability Report Card (SARC)</p> <p>Williams Reports</p>	<p>2020-21 SARC:</p> <p>100% of pupils have access to standards-aligned instructional materials</p>	<p>2021-22 SARC:</p> <p>100% of pupils have access to standards-aligned instructional materials</p>			<p>SARC:</p> <p>100% of pupils have access to standards-aligned instructional materials</p>
<p>School Accountability Report Card</p> <p>Teacher assignments</p> <p>Master Schedule</p>	<p>2020-21 SARC:</p> <p>100% of teachers are appropriately assigned and fully credentialed</p>	<p>2021-22 SARC:</p> <p>100% of teachers are appropriately assigned and fully credentialed</p>			<p>SARC:</p> <p>100% of teachers are appropriately assigned and fully credentialed</p>
<p>Self Reflection Tool for New Action:</p>	<p>Being piloted this year; Rating of 2 on</p>	<p>Rating of 3 (Initial Implementation) on</p>			<p>Rating of 5 (Full Implementation &</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Science Instructional Materials K-5: Adopt new NGSS-aligned instructional materials. Provide related professional development and implement	Local Indicators Self Reflection Tool (Beginning Development) on Self Reflection Tool	Local Indicators Self Reflection Tool			Sustainability) on Local Indicators Self Reflection Tool

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Conditions for Learning	<p>1.1 All students will receive high quality instruction by highly qualified and credentialed teachers and support staff.</p> <p>1.2 All students will have access to standards aligned district-adopted instructional materials, resources and technology-based tools.</p> <p>1.3 Each PVSD student will be enrolled in a broad course of study.</p> <p>1.4 The district will encourage flexible use of learning modalities to achieve teaching and learning goals.</p>	\$7,524,366.00	No
1.2	Professional Development	<p>2.1 All teachers will participate in ongoing professional development/coaching/collaboration relative to their content area and district priorities.</p> <p>2.2. The district will provide opportunities for staff professional development focused on transformative learning and student engagement, differentiation, development of global</p>	\$66,833.00	No

Action #	Title	Description	Total Funds	Contributing
		citizens/sustainability, diversity awareness, student health and wellness.		
1.3	Instructional Practices	<p>3.1. The district will publish an annual assessment calendar for staff and parents.</p> <p>3.2 Teachers will administer benchmark assessments as per the district assessment calendar and review data with grade level or department teams to inform instruction and set goals. Individual student performance will be shared with parents.</p> <p>3.3 Curriculum leadership teams will be established and will meet throughout the year to review curriculum and data, refine scope and sequences and identify essential standards for learning at each grade level.</p> <p>3.4 Teachers will collaborate as grade level teams, department teams and vertical teams. Collaboration will include review of curriculum, assessment data and scope and sequence for each curricular area including placement of project based learning activities.</p> <p>3.5. Grade level teams will collaborate on the development of playlists for weekly planning in order to provide a consistent learning experience for all students at a given grade level.</p> <p>3.6. The district will review best practices in identifying strategies for differentiation of instruction in self-contained classrooms in order to ensure that student learning needs are met in all areas of the curriculum.</p> <p>3.7 (NEW ACTION ITEM) Science Instructional Materials TK-5: Adopt new NGSS-aligned instructional materials. Provide related professional development and implement.</p>	\$90,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Academic Support	<p>INCREASED or IMPROVED SERVICES for TARGET STUDENTS</p> <p>4.1 Identified students who meet district criteria will be afforded the opportunity to participate in expanded learning opportunities. The district will prioritize participation of unduplicated students in any expanded learning opportunities.</p> <p>4.2 Using state-approved assessments, English language learners will be identified and will receive integrated and designated English language development on a daily basis. (This action is a carryover action from the 2017-20 LCAP. Stakeholder groups, including teachers prioritized this action to be continued based on review of student achievement data.)</p> <p>4.3 All students identified as English language learners will be provided with materials, strategies and groupings that support their learning of grade level academic standards. (This action is a carryover action from the 2017-20 LCAP. Stakeholder groups, including teachers prioritized this action to be continued.)</p> <p>4.4 English learner support providers will work with classroom teachers to develop Individual Learning Profiles (ILPs) of English language learners in order to identify academic interests/concerns, home life experiences, and general interests to better serve each EL student. (This action is a carryover action from the 2017-20 LCAP. Input from staff indicated that this an area of continued need for our district.)</p> <p>4.5 Following state and district guidelines for reclassification, teachers and EL specialists will review state approved assessments, classroom performance and grades (grades 6-8) to monitor annual progress to determine eligibility for reclassification.</p>	\$551,733.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>4.6 All students reading below grade level will be identified and will receive strategic intervention at their level, using supplemental materials. While this action is for students district wide, priority for this intervention will be given to unduplicated pupils.</p> <p>4.7 All students performing below grade level in mathematics will be identified and receive strategic intervention at their level, using supplemental materials. While this action is for students district wide, priority for this intervention will be given to unduplicated pupils.</p> <p>4.8 All unduplicated students who require it, will be given access to technology tools and internet access for use at home.</p> <p>4.9 Identifying and supporting Foster and Homeless Youth: Upon notification and identification of a student or students experiencing homelessness or placement in foster care, the district will support them with a personalized plan that utilizes internal counseling and external community services.</p>		
1.5	Academic Support	<p>DIFFERENTIATED SERVICES FOR STUDENTS WITH DISABILITIES</p> <p>4.10 Special Education teachers will align academic goals and instruction with state common core standards and assign specific supports, accommodations and modifications during the Individualized Education Plan (IEP) process so as to support access to general education curriculum and demonstration of content learning.</p> <p>4.11 The district will provide instruction through other local districts and/or local non-public schools for Special Education students with unique needs that cannot be met by district services.</p>	\$1,292,654.00	No

Action #	Title	Description	Total Funds	Contributing

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.

No substantive differences.

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

Actual staffing costs were higher than planned because two teachers were reassigned to general academics. rather than reading support and science. Action 1.4 actuals is lower than budgeted by \$362,623 because a reading recovery teacher was reassigned to general academics, and the full amount of the Expanded Learning Opportunities Grant was included in the 21-22 budget, though the full amount is expected to be spent over the next two years.

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

Overall effectiveness of the actions/services was primarily measured via data on the California School Dashboard, (performance on the SBAC/CAASPP). Benchmark assessments and the Local Indicators Self Reflection tool are also other data points that we utilized to monitor progress on this goal.

2021 CAASPP results show that 81% of 3rd - 8th grade students met or exceeded standards in English Language Arts (ELA), and 79% of students met or exceeded standards in Mathematics for 2020-21. The percentage of PVSD students meeting or exceeding standards on the CAASPP continues to be significantly higher than the State average (which is 49.01% for ELA and 33.76% for Math). PVSD is proud that high standards of achievement were maintained. Performance on benchmark assessments affirm these high proficiency levels. In fact, a comparison of mid-year benchmark data from January 2021 to January 2022 showed that 59% of students below grade level in reading made at least one year's growth. As the metrics above indicate, PVSD saw improved performance on the CAASPP for some target populations. Students with IEPs showed an 11% increase in the number of students meeting or exceeding standards for ELA as well as Math (reflective of a nation-wide increase in performance for this group). English Learners showed a 4% increase in the number of students meeting or exceeding standards for ELA and a 15% increase for Math.

The overall results do indicate a 6% drop in students meeting or exceeding standards in ELA and a 4% drop in Math. However, a comparison of mid-year benchmark data from January 2021 to January 2022 showed that 59% of students below grade level in reading made at least one year's growth.

PVSD's CAASPP participation rate in 18-19 was 98% (371 of 378 students) for ELA and 99% (373 of 378 students) for Math. CAASPP participation rate in 20-21 was 93% (307 of 330 students) for ELA and 93% (308 of 330 students) for Math. In other words, 23 students did not participate in the ELA portion and 22 did not participate in Math testing.

Given the small size of our overall population, and in particular the drop in the number of students eligible to take the test (declining enrollment), a 5% drop in participation could have had a significant impact on our results; hence any comparison between scores in these two years needs to be made with caution. Additionally, given the different circumstances for testing in 20-21 (shorter test, virtual learning students returning to campus for the first time in over a year just to take the test, parents opting to excuse their students from testing etc.), it is difficult to compare scores to pre-pandemic numbers.

That said, the District embarked on a deeper dive and upon disaggregating data discovered that (1) it was the scores of our youngest cohorts, i.e., 3rd and 4th grades, which showed the most significant drops in ELA scores and 3rd grade that showed the most significant drop in Math: ELA: 3rd grade = -7%, 4th grade = -12%;

Math: 3rd grade = -9%

(2) that our socioeconomically disadvantaged students showed a 5% decline in Math scores,

(3) that our socioeconomically disadvantaged students as well as students with IEPs and students who are English Learners continue to lag behind our overall student group.

The challenges that students and educators faced during the pandemic were multi-dimensional and disruptive to learning and mental health. Children are creatures of habit and very susceptible to educational disruption. This is especially true of our youngest learners, making it difficult for them to adjust to remote learning and focus, and making it difficult for teachers to engage them online. Also, both cohorts were engaging in the CAASPP experience for the first time.

Even though PVSD was and is diligent in providing devices and internet access to all learners, youngest learners could only be successful if an adult could be there to help keep them focused and to address technical difficulties. This was particularly difficult for our socio-economically disadvantaged students and English Learners. Research also shows that math achievement is more responsive to differences in instruction.

Finally, in an effort to meet health and safety standards in the 20-21 school year, a number of our specialists (e.g., Reading Recovery teacher, literacy specialists, Spanish teacher etc) were reassigned to self contained classroom cohorts. This impacted the District's ability to follow through on Action Item 1.2.2.1 with fidelity.

Going forward:

Youngest learners learn best through hands-on engagement with teachers attentive to their needs. We anticipate that returning to the classroom, getting time to spend with peers, engage in in-person learning with high quality teachers, and have access to rigorous and meaningful curriculum will help these students get back on a growth path. (Action: 1.1)

PVSD is proud of its ability to change course this year with regard to professional development (PD). All teachers started the school year with a full day of PD in PBL at the start of the year to address engaging, differentiated teaching and learning. However, when it became apparent that the pandemic was still impacting education, the district pivoted to PD related to staff and student wellness during the remainder of the year. During the 2022-23 school year, the District hopes to return to Professional Development for teachers that will emphasize academic and instructional strategies that are necessary for differentiation and will focus on helping teachers improve their content knowledge and teaching. (Actions: 1.2 and 1.3.3.6)

During the 20-21 school year the District worked diligently to return some specialists to providing tiered interventions; For the 2022-23 year the District plans on returning all specialists back to the work of providing tiered support to its most vulnerable learners. (Action: 1.4.4.6)

PVSD has also made a concerted effort to return to consistent, robust ELD support for ELs by having one literacy/EL specialist do this work across all grade levels and also by exploring a variety of supplemental materials to strengthen this program. Since the ELPAC and CAASPP were not administered during the 2019-20 school year, no students were reclassified during the 2020-21 school year. Note: It is possible that this contributed toward the significant increase in scores for this group. However, this year progress was made in this area in that 5 students have been reclassified so far. Students in these subgroups have also been prioritized for expanded learning opportunities and academic interventions this year through before and after school programs. Additional transportation options were provided this school year to our Tinsley/VTP students to ensure access to these programs. PVSD intends to continue providing expanded learning opportunities for these student groups in the coming year (Action: 1.4).

The district Assessment calendar is now posted on the District's website. The addition of a new Math assessment tool this year (NWEA-MAP) will make our benchmark assessment system more reliable and will allow us to better identify students who may need additional support/intervention in math. This is a pilot year as the District is exploring schedule and implementation options (grade levels, number of times per year etc). The end of year NWEA assessment results, where available, will be shared with staff at the start of the 22-23 school year so they can engage in a data dive to drive instructional practice and so that school teams can assign interventions appropriately. Progress was also made in the area of Curriculum. The Science curriculum pilot plan which was interrupted in the 2019-2020 year due to the pandemic was resumed this year and a recommendation will be brought forth to the PVSD Governing Board for adoption. ELA and Math curriculum teams continued to meet regularly to provide coherence amongst sites and teachers. This allows for conversation and collaboration across grade levels and schools (Action 1.3).

Although our overall performance showed that we were able to maintain progress toward the goal - each student has access to a broad course of study taught in a beautiful environment by an exemplary team of highly qualified educators- there is still one subgroup that needs attention, the socioeconomically disadvantaged group. Improving high quality Tier 1 and Tier 2 instruction continues to be an area of focus. PVSD will continue to analyze the SBAC and benchmark assessments as a part of this work and invest in quality PD and teacher collaboration time so that it can better meet the needs of each of its learners (Action Items: 1.3 and 1.4) .

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.

New Action: Science Instructional Materials TK-5: Adopt new NGSS-aligned instructional materials. Provide related professional development and implement.

New Metrics: (a) Metrics for Students with Disabilities changed to match those for General Education population as well as Socioeconomically Disadvantaged students, on the CA Dashboard. (b) Metric for EL Reclassification baseline corrected - should be 21% for 2019 and not 35% (which is the 3 year objective).

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	<p>Wellness, Communication and Safety:</p> <p>The Portola Valley School District will provide a safe, healthy and respectful learning environment to maintain involvement and satisfaction of students, staff, parents and community members.</p> <p>State Priorities: 1, 3, 5, 6</p>

An explanation of why the LEA has developed this goal.

Broad Goal: The district elected to develop this goal as promoting student wellness (specifically after the pandemic school closures) and fostering stakeholder engagement (following the hiring of a new superintendent, beginning construction after the successful passing of a bond measure and extension of the current parcel tax) are two of the goals prioritized for the district by our Board of Trustees. In addition, state priority data on California Dashboard has improved from year to year but there continue to be specific student populations for which chronic absenteeism and suspension rates continue to be above the overall rate.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<ul style="list-style-type: none"> Number of Behavior Referrals 	2019 Actuals <ul style="list-style-type: none"> 175 behavior referrals across both sites 	2022 Actuals: 30 behavior referrals across both sites			150 behavior referrals across both sites
<ul style="list-style-type: none"> Midyear student 	2019 Corte Madera School Mid-year	2022 Midyear student climate survey (4-8 school only) :			75% of students have an adult on campus

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
climate survey (4-8 school only) Question: I have an adult at school whom I can talk and will listen	student climate survey: <ul style="list-style-type: none"> 65% of students report that they have an adult at school whom they can talk to and will listen. 	73% of students have an adult on campus that they can talk to and will listen to them.			that they can talk to and will listen to them
<ul style="list-style-type: none"> School site (local) annual surveys 	2020 End of Year Annual Parent Survey <ul style="list-style-type: none"> 80% of parents feel comfortable communicating with school district 	2022 End of Year Annual Parent Survey: <ul style="list-style-type: none"> ~89% of parents feel comfortable communicating with school district 			85% of parents feel comfortable communicating with school district
<ul style="list-style-type: none"> Attendance rates via local measures 	2020 End of Year CalPads Data <ul style="list-style-type: none"> 95% daily attendance rate 	2022 Daily attendance rate as of 4.21.22: <ul style="list-style-type: none"> 95.34% daily attendance rate 			95% daily attendance rate
<ul style="list-style-type: none"> Enrollment rates via 	2020 End of Year CalPads Data <ul style="list-style-type: none"> 0% of middle school 	2022 End of Year CalPads Data:			Maintain 0% dropout rate Maintain 0% expulsion rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
local measures	<p>students dropout rate</p> <ul style="list-style-type: none"> • 0% expulsion rate • 4% Chronic absenteeism • PVSD is a K-8 district so there are no HS dropout or graduation rates to report` 	<p>0% of middle school students dropout rate</p> <p>0% expulsion rate</p> <p>3.08 % Chronic absenteeism rate</p> <p>PVSD is a K-8 district so there are no HS dropout or graduation rates to report</p>			Maintain 4% Chronic absenteeism rate
<p>Suspension Rate</p> <p>Suspension Rate via California School Dashboard for Socioeconomically Disadvantaged students</p>	<p>2019 Dashboard Data:</p> <ul style="list-style-type: none"> • 1% Suspension rate • 5.5% Suspension rate for Socioeconomically Disadvantaged students 	<p>2022 Dashboard Data:</p> <p>0.4% Suspension rate</p> <p>0% Suspension rate for Socioeconomically Disadvantaged students</p>			<p>Maintain 1% suspension rate for all students</p> <p>Reduce to 3.5% suspension rate for SED students</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities Inspection Tool (FIT Report)	2020-21 FIT Report: Corte Madera School - 88.16% Ormondale - 88.65% are maintained and in good repair	2021-22 FIT Report: Corte Madera School- 88.4% Ormondale - 90.17% are maintained and in good repair			95% facilities are maintained and in good repair

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Conditions for Learning/Safety	<p>1.1 School facilities will be maintained, updated and kept in good repair.</p> <p>1.2 The district will follow the Facilities Master Plan to update learning environments.</p> <p>1.3 School sites and the district will annually update the Comprehensive School Safety Plan following county guidelines.</p> <p>1.4 The district will encourage flexible and innovative use of space (i.e. outdoor classrooms) to achieve teaching and learning goals.</p>	\$812,009.00	No
2.2	Social Emotional Learning/Wellness	<p>2.1 Provide direct instruction to facilitate Social Emotional Learning (SEL), Executive Functioning and Digital Citizenship at all grade levels.</p> <p>2.2 Continue to implement Positive Behavior Intervention System (PBIS) strategies at both school sites.</p>	\$326,963.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>2.3. The district will provide multiple tiered supports and systems (MTSS) that promote and sustain strong academics and positive social/emotional development for all students.</p> <p>2.4. The district will explore screeners and data tracking practices for academic and social-emotional progress.</p> <p>2.5. The district will provide mental health support at each school.</p> <p>2.6. The district will provide information to parents about community resources for student health and wellness.</p> <p>2.7 NEW ACTION: Continue development of DEI work, including professional development for staff, community engagement, student engagement, inclusion, and curriculum review to support student connectedness and inclusion in all aspects of PVSD.</p>		
2.3	Communication	<p>3.1 All teachers will regularly communicate with parents about instructional information and assignments utilizing the appropriate learning management system(s) for their grade level band.</p> <p>3.2 TK-3 teachers will collaborate with parents on the development of student learning goals at goal setting conferences held at the beginning of the school year.</p> <p>3.3 Teachers at all grade levels will meet with parents for Parent/Teacher Conferences 1-2 times per year.</p> <p>3.4 School site administrators will communicate with parents at least monthly.</p>	\$28,950.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>3.5 The superintendent will communicate with the staff and community utilizing multiple platforms at least monthly.</p> <p>3.6 The district will survey all stakeholders annually.</p>		
2.4	Student Support	<p>INCREASED or IMPROVED SERVICES for TARGETED STUDENTS</p> <p>4.1 The district will provide support specialists to build relationships with vulnerable learners.</p> <p>4.2 The district will host meetings for Voluntary Transfer Program families to advise parents on effective strategies to support their students with academics, health and wellness.</p>	\$2,900.00	Yes
2.5	Student Support	<p>DIFFERENTIATED SERVICES FOR STUDENTS WITH DISABILITIES</p> <p>4.3 Provide services in the Least Restrictive Environment (LRE) through the Resource Specialist Program (RSP), push-in services and para educator support, as appropriate for individual student needs based on IEP goals and services.</p> <p>4.4 Assign specific designated supports and accommodations during the Individualized Education Plan (IEP) process to decrease anxiety and increase engagement in school work and participation in testing, including support from engagement and mental health specialists.</p>	\$1,103,884.00	No

Action #	Title	Description	Total Funds	Contributing
		4.5 Continue to facilitate maximum parent/guardian involvement in the IEP process.		

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.

No substantive differences

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

N/A

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

Overall effectiveness of actions was measured through responses on the FIT report, as well as parent, staff, and student surveys and a review of staffing and implementation of services at sites.

The District's current FIT report reflects good conditions overall together with aging conditions of some campus buildings and the need to upgrade others. As noted earlier, strong voter support from the local community enabled the District to pass a general obligation bond measure to fund much-needed renovations and upgrades at both school sites. This work has already begun. Some of the structures noted in the report have been demolished or repaired, while others are scheduled to be demolished/repared during Summer 2022. The District is also in the process of building brand new building and classroom facilities. The Portola Valley community is excitedly awaiting the completion of these facilities (currently scheduled for Fall 2022)!

The Portola Valley School District continues to prioritize student wellness through a concerted effort to create safe, empathetic, welcoming, and well-balanced school environments. Excellent progress has been made with regard to office referrals for behavior (dropped from 175 to 30) and suspension rate (dropped from 1% to 0.4%) including the suspension rate for socio-economically disadvantaged students (dropped from 5.5% to 0%). However, COVID, in particular the Omicron surge in Winter together with CDPH and County guidelines for isolation continue to impact our ability to improve upon attendance.

Tiered interventions for students in need of social emotional and mental health support are provided by full time counselors at both schools, as well as a full time school psychologist and community partners. These mental health professionals work closely with our classroom teachers to ensure a positive environment for learning. Regular SEL whole group lessons with student input/feedback supporting the Casel SEL Competencies continue to be provided. Executive Functioning curriculum allows 6th grade students to self-reflect on existing study habits, time management, and self-control to cope with the transition to middle school. The District's health curriculum outlines the dangers and consequences of risky behaviors and drug use and provides a space for students to talk about peer pressure, stress, stress mitigation techniques, and healthy relationships.

The pandemic has also interfered with the rate of progress in the area of MTSS and consistency of instruction in Digital Citizenship. These are areas of focus for next year. This includes further exploration of universal screeners for social-emotional functioning (the ones reviewed this year were deemed not to be developmentally appropriate for the PVSD community). On the positive side, the pandemic has spurred staff to explore the use of outside spaces to provide instruction, especially for 1:1 or small group work. Flexible and innovative use of space is also a factor in the design of new facilities being constructed.

Taken together the measures indicate that we are making progress toward this goal. On the End of Year Parent Survey 91% agreed that PVSD has well maintained schools, 98% agreed or strongly agreed that PVSD schools have a safe and positive learning environment, and 89% agreed that they felt comfortable communicating with the school district and that PVSD provides adequate opportunities for parent involvement.

As mentioned earlier, the end of year Student Survey (grades 2-7) is currently being administered. Based on the 234 responses collected thus far, it appears that overall students' sense of safety and connectedness is positive. Responses also indicate that student voice and choice in projects, hands-on engaging activities, challenging work, clean and fun play areas are important to PVSD students. Preliminary results indicate that 93% of students feel safe while at school and 86% feel their school is safe and clean. 86% of students report they have an adult on campus that they can talk to and who will listen to them.

For the past few years PVSD has hosted evening events with dinner and childcare in East Palo Alto for Voluntary Transfer Program (VTP/Tinsley) families as it is difficult for these families to attend events in Portola Valley. Attendance at these meetings has fluctuated. In person meetings were suspended during the pandemic. Parent participation in virtual meetings was significantly reduced (4-6 families). The District was finally able to return to in-person meetings in April 2022 and the turnout was significantly higher (approximately 15 families or 53%). Parent feedback at the meeting indicated a high level of satisfaction (100%) with quality of education and teachers, 100% agreement that PVSD has a safe and positive environment, 93% (14 out of 15) agreement with positive student engagement and comfort communicating with the school/district. However, parents brought up concerns such as having adequate culturally relevant content in books, as well as their student's ability to engage in activities with friends after school due to bussing constraints.

All of this feedback was taken into account when adding a new Action Item to focus on developing PVSD's Diversity, Equity, and Inclusion efforts. We want to continue to make sure that all our support systems are in place so that all our students feel safe and a part of the community.

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.

Action 2.2.2.7 was added based on input from our Voluntary Transfer Program (VTP/Tinsley) families.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	<p>Student Engagement:</p> <p>Students will collaborate, communicate and be given opportunities to develop their character, creativity and critical thinking skills by engaging in creative hands-on learning experiences that focus on technology, innovation, design and global citizenship.</p> <p>State Priorities: 1, 2, 4, 7, 8</p>

An explanation of why the LEA has developed this goal.

Maintenance of Progress: The district developed this goal as a means of continuing the work we started in the previous LCAP around creative, hands-on learning. This goal ties into the third goal in our District Blueprint for Success. Using CAASPP data, California School Dashboard data and local participation data actions in this area were written to be reflective of current practice while stretching our reach for increased participation and increased focus on global citizenship.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<ul style="list-style-type: none"> CAASPP in ELA and Math 	<p>2019 CAASPP Data:</p> <ul style="list-style-type: none"> 87% meet or exceed standard in ELA on CAASPP 83% meet or exceed standard in Math on CAASPP 	<p>2021 CAASPP Data:</p> <p>81% meeting or exceeding standard in ELA on CAASPP</p> <p>79% meeting or exceeding standard in Math on CAASPP</p>			<p>87% Meet or Exceed standard in ELA</p> <p>85% Meet of Exceed standard in Math</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<ul style="list-style-type: none"> Participation in STEM/Science Fair and/or District Maker Faire 	50% participation in STEM/Science Fair and/or District Maker Faire	2021-2022 School Year 9% participation in 2022 CMS STEM Faire			70% participation in STEM/Science Fair and/or District Maker Faire
-Participation in District sponsored ROPES program for grades 3, 5 and 8	Baseline Spring 2019 participation: 12 3rd grade students, 6 6th grade students, 1 8th grade student - goal to increase by 5% each year	2021-2022 participation: Did not do ROPES this year, will resume next year			30 3rd grade students, 15 6th grade students, 5 8th grade students
<ul style="list-style-type: none"> -Student climate survey <p>Question: I have an opportunity to explore my interests at school during class time, at lunch/recess, during elective/specialist time, and/or after school activities (school-sponsored).</p>	<p>2018-19 End of Year Student Survey</p> <ul style="list-style-type: none"> 81% Agree or Disagree they have an opportunity to explore my interests at school during class time, at lunch/recess, during elective/specialist time, 	<p>2021-22 End of Year Student Survey</p> <p>~80% Agree they have an opportunity to explore their interests at school during class time, at lunch/recess, during elective/specialist time, and/or after school activities</p>			85% Agree they have an opportunity to explore their interests at school during class time, at lunch/recess, during elective/specialist time, and/or after school activities.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	and/or after school activities				
New Metric - Performance of 5th and 8th graders on the CAST (California Science Test)	CAST 20-21: 74% of 5th and 8th graders meet or exceed standard for Science	CAST 21-22 Data not available at this time			79% of 5th and 8th graders meet or exceed standard for Science

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Instructional Practice	<p>1.1 The district will support teachers in their design of relevant learning experiences for all students.</p> <p>1.2. Activities will be created that foster perseverance, risk taking and resiliency.</p>	\$59,530.00	No
3.2	Student Engagement	<p>2.2 The district will support the inclusion of project-based approaches toward student voice and choice through a multi-disciplinary approach.</p> <p>2.3 Students will receive specialized lessons in STREAM and MakerSpace design.</p>	\$1,151,359.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>2.4. Students will have access to opportunities for creative expression and global learning through elective activities at the upper elementary grades and middle school.</p> <p>2.5 Students will have access to opportunities for creative expression and global learning through enrichment activities at the primary school.</p> <p>2.6 The district will provide extracurricular opportunities based on student interest.</p> <p>2.7. Students will be provided opportunities to develop leadership skills through participation in student government.</p> <p>2.8. The district will provide opportunities for student exhibitions, student showcases, performances etc.</p> <p>2.9. The district will provide an optional exploratory passion project program. (Rite of Passage Experiences -ROPES; Personal Learning Project - PLP)</p> <p>2.10 Students will continue to expand digital portfolios following district-developed criterion.</p> <p>2.11 The district will continue to offer opportunities for physical engagement through after school sports.</p> <p>2.12. Students will have opportunities to contribute toward a shared purpose within the classroom, school, larger community.</p> <p>2.13. Students will develop as global citizens and thinkers while learning to respect other cultures and points of view.</p> <p>2.14 The district will encourage teachers to pursue endowment grants from the Portola Valley Schools Foundation to fund engaging and innovative projects for classrooms, grade levels and school-wide.</p>		

Action #	Title	Description	Total Funds	Contributing
3.3	Student Support	<p>INCREASED or IMPROVED SERVICES for TARGET STUDENTS</p> <p>3.1 Provide relevant accommodations for students to be able to partake in all activities successfully.</p>	\$1,500.00	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.

No substantive differences

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

N/A

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

Overall effectiveness of the actions/services was primarily measured via data on the California School Dashboard, (performance on the SBAC/CAASPP) and participation rates in Science/STEM fairs and Ropes.

Overall CAASPP results do indicate a 6% drop in students meeting or exceeding standards in ELA and a 4% drop in Math. PVSD's CAASPP participation rate in 18-19 was 98% (371 of 378 students) for ELA and 99% (373 of 378 students) for Math. CAASPP participation rate in 20-21 was 93% (307 of 330 students) for ELA and 93% (308 of 330 students) for Math. In other words, 23 students did not participate in the ELA portion and 22 did not participate in Math testing. Given the small size of our overall population, and in particular the drop in the

number of students eligible to take the test (declining enrollment), a 5% drop in participation could have had a significant impact on our results; hence any comparison between scores in these two years needs to be made with caution. Additionally, given the different circumstances for testing in 20-21 (shorter test, virtual learning students returning to campus for the first time in over a year just to take the test, parents opting to excuse their students from testing etc.), it is difficult to compare scores to pre-pandemic numbers. That said, the District embarked on a deeper dive and upon disaggregating data discovered that

(1) it was the scores of our youngest cohorts, i.e., 3rd and 4th grades, which showed the most significant drops in ELA scores and 3rd grade that showed the most significant drop in Math: ELA: 3rd grade = -7%, 4th grade = -12%; Math: 3rd grade = -9%

(2) that our socioeconomically disadvantaged students showed a 5% decline in Math scores,

(3) that our socioeconomically disadvantaged students as well as students with IEPs and students who are English Learners continue to lag behind our overall student group.

Engaging Students;

PVSD remains committed to delivering a challenging and engaging instructional program that goes beyond the 'basics' by providing creative hands-on learning experiences that focus on technology, innovation, design and global citizenship. The year was kicked off with an all staff PD on Project-Based Learning. The district maintained Maker Space and STEAM experiences which lead to inquiry-based, authentic Project Based Learning for students, giving students the opportunity to dive deeper into complex challenges.

Prioritizing Vulnerable Learners:

Students in these subgroups have also been prioritized for expanded learning opportunities and academic interventions this year through before and after school programs. Additional transportation options were provided this school year to our Tinsley/VTP students to ensure access to these programs. PVSD intends to continue providing expanded learning opportunities for these student groups in the coming year

The end-of-year Parent Survey indicates that 98% of district parents are satisfied or very satisfied with their child's engagement in school. Feedback from VTP parents indicates that 93% (14 of 15) are satisfied with their child's engagement in school. Student feedback on the end of year survey indicates that 89% of students feel their school provides them with opportunities to be challenged.

Due to the pandemic there were some limitations, especially during the first semester on extra-curricular and recess/lunch opportunities, which is reflected in the student responses to the question "My school provides me opportunities to explore my interests during class time, at lunch/recess, during elective/specialist time, and/or after school activities" (80% of students agree). Being mindful of the continued pressures on students and staff, 6th grade students were given an option to participate in Science and Maker Fairs where in the past it has been mandatory for this grade. This significantly impacted participation in the Science/STEM Fair as did the fact that the Fairs have been virtual these past two years and students have been dealing with Zoom fatigue.

The ROPES initiative was also not implemented this year. Participation was disappointing in years 1 and 2 of the project. Upon discussion, District determined that in order to gain more interest in this project the requirements, timeline and grade level participation and training for judges would need to be revamped. District is in the process of improving all aspects of the project for launch in the 2022-23 school year.

However, the District has reinstated many more extracurricular activities since February 2022, including field trips, school plays, sports, PTO led activities such as pizza lunches, assemblies etc. The district is hopeful that it will be able to return to all pre-pandemic extracurricular activities in the 2022-23 school year, including Science/STEAM fairs as well as Ropes!

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.

Added: New Metric: Performance of 5th and 8th graders on the CAST (California Science Test)

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$75,235.00	\$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
1.70%	0.00%	\$0.00	1.70%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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 assessing the needs, conditions, and circumstances of our English learners and low-income students based on CAASPP ELA and Math data and educational partners' input, we learned that the academic performance data of these students is lower than that of the students who are not in these two groups. At this time the District does not have any homeless and/or foster youth students.

In order to address this condition, we will continue to implement the following actions for these two groups as well as for any homeless and/or foster youth as needed if we receive any in the future:

Goal 1: 1.4.4.1 Identified students who meet district criteria will be afforded the opportunity to participate in expanded learning opportunities. The district will prioritize participation of unduplicated students in any expanded learning opportunities. This will help address unfinished learning for these students and also afford them enrichment opportunities that they may not otherwise have access to. During the 21-22 school year the programs have focused on before or after school intervention groups to address academic skill deficits. In the 22-23 school year the District hopes to add on fun extra-curricular opportunities to increase school engagement. This action was a unanimous ask by our Tinsley parents.

Goal 1: 1.4.4.2 Using state-approved assessments, particularly the ELPAC, English language learners will be identified and will receive integrated and designated English language development on a daily basis. (This action is a carryover action from 2017-20 LCAP). 2020-21 CAASPP results indicate an increase in the percentage of ELs meeting or exceeding standard for EL (+4%) and Math (+15%) indicating this action is producing desirable results. However, there is still an achievement gap to be address and educational partners, particularly our Tinsley parents, strongly support continuing this action.

Goal 1: 1.4.4.3 All students identified as English language learners will be provided with materials, strategies and groupings that support their learning of grade level academic standards. (This action is a carryover action from 2017-20 LCAP). While CAASPP results indicate that current materials, strategies and groupings are having a positive effect (i.e., improved performance), input from educational partners (teachers, parents) indicates a need to strengthen curriculum to focus as much on language development as on literacy (reading and writing). To this effect the District has been exploring a number of supplemental materials this year to help strengthen ELD instruction.

Goal 1: 1.4.4.4 English learner support providers will work with classroom teachers to develop Individual Learning Profiles (ILPs) of English language learners in order to identify academic interests/concerns, home life experiences, and general interests to better serve each EL student. (This action is a carryover action from 2017-20 LCAP). Input from parents indicates a need to continue this effort to build relationships between staff and students/families. Feedback from parents of EL students in the Tinsley program indicates that 93% are satisfied with their child's engagement in school. Qualitative data indicates some concerns about their children being included in the PVSD community, and cultural diversity in curricular materials. PVSD feels this work allows for some level of empathy work for teachers to understand their students better.

Goal 1: 1.4.4.5 Following state and district guidelines for reclassification, teachers and EL specialists will review state approved assessments, classroom performance and grades (grades 6-8) to monitor annual progress to determine eligibility for reclassification. PVSD is working with neighboring feeder districts as well as Sequoia Union High School District to achieve consistency across all districts in this area.

Goal 1: 1.4.4.6 All students reading below grade level will be identified and will receive strategic intervention at their level, using supplemental materials. While this action is written for students district-wide, priority for this intervention will be given to unduplicated pupils, since these groups of students continue to perform much lower than other students who are not in these groups.

Goal 1: 1.4.4.7 All students performing below grade level in mathematics will be identified and receive strategic intervention at their level, using supplemental materials. While this action is written for students district-wide, priority for this intervention will be given to unduplicated

pupils since the 2020-21 CAASPP data indicate that the number of low-income students who met or exceeded standard in Math dropped by almost 5% compared to 2018-19.

Goal 1: 1.4.4.8 All unduplicated students who require it, will be given access to technology tools and internet access for use at home. Being tech-savvy stood the District in good stead when the pandemic hit and teachers and students had to pivot to distance learning. However the increased focus on on-line learning highlighted the difference in access for unduplicated students. The District is committed to ensuring that these students have equitable access to these tools so as to ensure access to curriculum content and learning portals.

Goal 1: 1.4.4.9 Identifying and supporting Foster and Homeless Youth: Upon notification and identification of a student or students experiencing homelessness or placement in foster care, the district will support them with a personalized plan that utilizes internal counseling and external community services. These students will be given priority for participation in any intervention services they require.

Goal 2: 2.4 District will provide support specialists to build relationships with vulnerable learners. Over the past few years, particularly during distance learning, the district has used mentors and coaches to help support vulnerable learners including targeted students and students with disabilities. Qualitative input on parent surveys also indicates a concern with engagement for our VTP families. District will continue to access this resource over the next year as and when needed to help students stay engaged and connected to school. The district will also continue to host meetings to provide training on topics of their choice as well as gain their input on relevant school plans and policies (i.e. LCAP). In addition, the new Director of Communication will create a communication plan and pilot communications and engagement strategies, including introducing more multilingual and multicultural opportunities so that the students and families have an increased comfort level at the schools and access information. These actions are being provided on an LEA-wide basis, and we expect/hope that all families will benefit. However, because of the higher barriers to engagement for multilingual families, we expect that the engagement data for multilingual learners will increase.

Goal 3: 3.3.3.1 District will provide relevant accommodations for students to be able to partake in all activities successfully so as to increase a feeling of belonging in the PVSD community. Therefore, increase engagement in school.

These actions are being provided on an LEA-wide basis and were identified based on assessment of student needs and engagement of educational partners via parent meetings and surveys. While we expect that all students who are performing below grade level will benefit, increased attention and support for the families of English learners students in 2022-2023 is the most effective use of the funds to meet these goals for unduplicated pupils. Thus priority for support through these actions will go to unduplicated pupils. These actions support the district learning goals for these students by ensuring a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the educational system.

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

The Portola Valley School District calculates targeted funds to be \$75,235 for fiscal year 2022-23. Our projected percentage to increase is 1.7% while the planned percentage is 3.35%. These funds address LCAP goals to be directed to unduplicated pupils to increase/improve access to services intended for all students and subgroups. By prioritizing participation and increasing access to programs and improving individual support, the actions and services support the needs of English Learners and Low Income Students (unduplicated pupils) by addressing learning loss, school engagement and achievement gaps in ELA and Math.

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

N/A - PVSD does not receive concentration grant funding.

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

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$10,362,165.00	\$528,709.00	\$2,006,470.00	\$115,337.00	\$13,012,681.00	\$10,948,387.00	\$2,064,294.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Conditions for Learning	All	\$6,543,253.00	\$164,555.00	\$809,129.00	\$7,429.00	\$7,524,366.00
1	1.2	Professional Development	All	\$58,800.00	\$1,301.00		\$6,732.00	\$66,833.00
1	1.3	Instructional Practices	All		\$90,000.00			\$90,000.00
1	1.4	Academic Support	English Learners Foster Youth Low Income	\$143,575.00	\$225,000.00	\$183,158.00		\$551,733.00
1	1.5	Academic Support	Students with Disabilities	\$1,216,321.00	\$47,853.00		\$28,480.00	\$1,292,654.00
2	2.1	Conditions for Learning/Safety	All	\$812,009.00				\$812,009.00
2	2.2	Social Emotional Learning/Wellness	All			\$326,963.00		\$326,963.00
2	2.3	Communication	All	\$28,950.00				\$28,950.00
2	2.4	Student Support	English Learners Low Income	\$2,900.00				\$2,900.00
2	2.5	Student Support	Students with Disabilities	\$975,570.00		\$55,618.00	\$72,696.00	\$1,103,884.00
3	3.1	Instructional Practice	All	\$59,530.00				\$59,530.00
3	3.2	Student Engagement	All	\$519,757.00		\$631,602.00		\$1,151,359.00
3	3.3	Student Support	English Learners Low Income	\$1,500.00				\$1,500.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$4,420,798	\$75,235.00	1.70%	0.00%	1.70%	\$147,975.00	0.00%	3.35 %	Total:	\$147,975.00
								LEA-wide Total:	\$147,975.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Academic Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$143,575.00	
2	2.4	Student Support	Yes	LEA-wide	English Learners Low Income	All Schools	\$2,900.00	
3	3.3	Student Support	Yes	LEA-wide	English Learners Low Income	All Schools	\$1,500.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$11,408,180.00	\$11,463,816.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Conditions for Learning	No	\$6,603,095.00	\$6,769,202.00
1	1.2	Professional Development	No	\$32,076.00	\$45,832.00
1	1.3	Instructional Practices	No	\$0.00	\$0.00
1	1.4	Academic Support	Yes	\$644,244.00	\$281,621.00
1	1.5	Academic Support	No	\$848,197.00	\$1,089,409.00
2	2.1	Conditions for Learning/Safety	No	\$764,446.00	\$739,892.00
2	2.2	Social Emotional Learning/Wellness	No	\$342,636.00	\$359,302.00
2	2.3	Communication	No	\$9,500.00	\$11,250.00
2	2.4	Student Support	Yes	\$0.00	\$0.00
2	2.5	Student Support	No	\$1,034,249.00	\$1,077,853.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Instructional Practice	No	\$38,970.00	\$37,372.00
3	3.2	Student Engagement	No	\$1,090,767.00	\$1,052,083.00
3	3.3	Student Support	Yes	\$0.00	\$0.00

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$73,914.00	\$169,242.00	\$123,652.00	\$45,590.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Academic Support	Yes	\$169,242.00	\$123,652.00		
2	2.4	Student Support	Yes				
3	3.3	Student Support	Yes				

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$4,316,957.00	\$73,914.00	0.00%	1.71%	\$123,652.00	0.00%	2.86%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because 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 Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 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 educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 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 educational partners and the public.

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

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

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

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

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner 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 educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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 or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

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

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

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

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

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

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

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

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

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; 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 transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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