



Local Control Accountability Plan

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

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

General Information

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

The Portola Valley School District is a small community funded school district located in San Mateo County, serving 482 students in two schools; Ormondale Elementary (TK-3) and Corte Madera School (4-8). As our community is small but widespread in area our schools are considered the heart of the community and for many the reason that families choose to move here. Our close knit school community of parents, staff and students can be described as dedicated, passionate stakeholders who seek solutions to solve problems together. As such we have been able to recently pass a general obligation bond to make much needed renovations and upgrades to both of our school sites. In addition, we have also renewed an existing parcel tax that helps us to ensure that we are able to offer smaller class sizes as well as specialized course offerings at both schools. It is due in large part to the support of our community that we were able to do this.

The Portola Valley School District provides an excellent education for all students. Capitalizing upon our unique partnership among teachers, support staff, parents, and community, we create powerful learning opportunities that challenge all students to meet the District's standards of excellence, become ethical leaders in school and community, and make positive contributions to a diverse and changing world. All of our students benefit from a program that incorporates high quality academic instruction and rigor that fosters student engagement and a passion for learning. We place students first in ensuring that our schools take a holistic approach to education by emphasizing not only academics but also social emotional wellness.

During the course of the last year and a half our district community of staff, parents and students have demonstrated adaptability, perseverance and drive to get through the difficulties encountered with educating children during a global pandemic. We are proud of the way our staff has found creative ways to educate our children while ensuring that our high standards for teaching and learning remain in place. We are very proud that we were among the first schools in our county to open to in person instruction in September. This is a tribute to the resiliency and commitment of staff and parents to ensure our students receive the quality education they deserve.

In June, 2018, the Portola Valley School District Board of Trustees adopted the Blueprint for Excellence as our strategic plan and guiding principles. This document describes our vision and mission:

Our vision: The PVSD is a diverse community of learners motivated to share their insights, creativity and positive contributions to the world.

Our mission: The PVSD nurtures each child's academic, physical, social and emotional growth by providing a comprehensive curriculum, high quality instruction, and personalized support in a collaborative environment that values diverse perspectives and promotes equity.

The PVSD "Way" - Collaboration, Integrity and Respect are principles that all staff members foster in our students by demonstrating them in their daily dealings with each other, the students, parents and community.

For the purpose of this plan all goals are district-wide and include support 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.

Reflections: Successes

Due to the COVID-19 pandemic and suspension of CAASPP, our recent data on student achievement in Language Arts and Mathematics stems from local curriculum-based benchmark assessments. An analysis of our mid-year student performance data for grades K through 8 demonstrates that an average of 71% of our students were performing at or above grade level in Language Arts and an average of 81% of our students were performing at or above grade level in Mathematics for the 2020/21 school year. PVSD is proud of our core curriculum and intervention components and will continue to use them in tandem to accelerate learning as part of our continued commitment to student achievement.

The District saw improvement on our California School Dashboard data from 2017-2018 to 2018-2019 with all areas being "blue". Most notable was a marked improvement in Chronic Absenteeism and Suspension Rates. In addition, the 2018-2019 Dashboard showed 66.7% of our ELL students were making progress towards English language proficiency.

Other areas of success include:

- Maintenance of the district-adopted Readers and Writers Workshop program. As part of the district's ongoing commitment to academic excellence, benchmarks from this workshop program have been utilized as formative assessments to determine student progress and to inform instructional decisions and keep parents informed of student progress.
- The district has continued to provide professional development opportunities for teachers in Reading and Writing at the New York Teachers College at Columbia University to support deeper implementation of a balanced literacy program.
- The district has a unique compensation system for teachers that emphasizes continual professional development. We find that our students benefit from having teachers who are committed to continual professional growth.
- For the last several years, the district has collaborated with the Stanford School of Education to implement sustainable practices for our English Learners.
- The district has continued progress on our Voluntary Transfer Program (VTP) and the Learning Bus. We intend to continue the successful use of engaging educational strategies for students while riding the bus.
- Through a partnership with the Sequoia Healthcare District, we receive grant money that has afforded staff training in diversity, empathy and team building. Continued work with Positive Behavior Intervention System (PBIS) strategies supported students, staff and our school community. A team of staff from one of our schools was trained in MTSS and began implementing some of the strategies they learned prior to the COVID-19 shelter in place.

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.

Reflections: Identified Needs

- The onset of COVID-19 and distance learning precipitated a halt to the Science adoption process in grades K-5. As an interim measure the district has been using Mystery Science at K-5. During the 2021-2022 school year, the Science Curriculum Committee will resume their strategic search for a state adopted Science curriculum.
- The suspension of the 2019-2020 CAASPP left the district looking more closely at local benchmark assessments. We need to continue to review our benchmark assessments in reading, writing and math to ensure that it is a balanced system, where each assessment administered is purposeful, scoring is calibrated and results are used to create equitable learning for all students. We believe that appropriate and timely formative assessments help teachers identify what students can do in real time, which allows them to build on student strengths as well as address specific needs. Teachers are then able to more quickly identify students who are at greater risk and then tailor instruction to meet those specific needs.

- We have determined a need to refine scope and sequences and identify essential standards with vertical alignment at all grade levels. This will allow teachers to calibrate growth of students toward grade level proficiency, and identify trends of mastery on essential standards.
- Teacher leaders have expressed a commitment to investigating instructional programs to deepen the understanding of strategies and practices that will provide improved outcomes for our students with the highest academic needs. We will continue our curriculum leadership teams who will work on scope and sequences and investigate programs that will support targeted students and students with disabilities.
- The district will continue to refine our ELD program to support students, including interventions that may require some supplemental instructional and curricular reinforcements.
- While the district has decreased the overall Chronic Absenteeism and Suspension rates, based on 2019 California School Dashboard Data the LEA will continue to monitor Chronic Absenteeism and Suspension Rates. Our data indicates the following:
Chronic Absenteeism: For all students was 3.6% (Blue), however, the rate for SED students was 11.5% (Yellow)
Suspension Rates: For all students was 0.5% (Blue) this was a decrease of 2.7%; however, the rate for students with two or more races was 1.5% (Yellow) this was an increase of 1.5%; SED students was 5.8% (Yellow) this was a decrease of 5.7% and Students with Disabilities 3.8% (Yellow) a decrease of 7.9%.

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 that utilizes the latest research-based programs and practices aligned to state standards. Our district is committed to supporting student achievement, nurturing a positive school climate and culture, and building on students' creativity. The 2021-2024 LCAP is focused on building equity opportunities for all learners. Looking at the "6 C's" that make up the portrait of a learner: Collaboration, Communication, Character, Creativity, Critical Thinking and Citizenship priorities were developed around student achievement and instruction, student wellness and safety, communication and increasing student engagement. Each goal area includes actions to meet the needs of all students and decrease the achievement gap for the districts unduplicated pupils (English Learner, Socioeconomically Disadvantaged, and Special Education students).

Our 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.

Stakeholder Engagement

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

The district has engaged in continual stakeholder input over the course of the last year and a half. Prior to the 2019-2020 school year the district met two times each year with the "District Leadership Team". The leadership team included leaders from both employee associations, the Superintendent's Cabinet, Parent Teacher Organization presidents and leaders of the local education foundation. A critical look at the work of this group indicated to the administration that this group was not a true representation of all stakeholders and that the meetings were often just repeats of information that was being exchanged between district administrators and each of the represented groups in our regularly scheduled monthly or quarterly meetings. Instead, a District Advisory Committee was established with parents and staff invited to join the group. The DAC currently consists of the Superintendent, the CBO, the Director of Student Services, 2 school principals, three certificated staff members, one classified staff member and 12 parents. Staff members who participate on the DAC represent themselves as bargaining unit members for both Classified and Certificated staff. The DAC met during the initial stage of completing the 2019-2020 LCAP annual update (Spring of 2020) and the fall of 2020 during the development of the Learning Continuity and Attendance Plan and most recently during the development of the 2021-2024 LCAP. In addition, due to the COVID-19 pandemic the Superintendent has hosted many parent chats and the school principals have also hosted parent chats specific to their school programs. Principals held a joint staff meeting with teachers in their capacity as bargaining unit members to discuss and gather feedback on proposed goals, actions and services. The Superintendent has also convened an Advisory Team of parents. There have been multiple parent and staff surveys completed throughout the spring of 2020 and the 2020-2021 school year. Students in grades 3-8 have also completed 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: 8/11/20, 8/19/20, 10/21/20, 12/15/20, 5/12/21, 5/27/21, 5/28/21

Superintendent and Cabinet Staff chat dates: 1/6/21, 1/20/21, 4/14/21, 6/4/21

District Advisory Committee Meeting dates: 3/10/20, 9/16/20, 4/22/21, 5/25/21

Superintendent's Advisory Committee Meeting dates: 3/9/21, 5/20/21

District Consultation with San Mateo County SELPA dates: 3/10/21 and 6/4/21

Surveys administered include:

California Healthy Kids Survey for students in grades 5 and 8

End of Year Staff Survey

End of Year Parent Survey

End of Year Student Survey (grades 3-8)

Mid-Year Parent Survey

Mid-Year Staff Survey

Reopening of School Survey

Family Exit Survey for families who have left the district

21-22 Virtual Learning Interest Survey
Fall 2020 Staff Survey
Fall 2020 Distance Learning Parent Survey
TK/K Reopening Parent Survey

A summary of the feedback provided by specific stakeholder groups.

Each survey administered over the course of the school year had a specific purpose. For example the Fall Surveys for Staff and Parents (Distance Learning) and Reopening of School Survey were specific to the reopening of school and understanding stakeholder comfort with returning to campus and gauging the need for continuing a distance learning option once school was reopened.

Mid-year surveys were used in order to evaluate how the school year was going and to gain knowledge of concerns of staff and parents about student's social/emotional well being as well as academic performance concerns.

End of year surveys are used in order to evaluate the school year as a whole.

Within the context of all of these surveys as we analyze the data we look for trends in order to plan for continued improvement in all areas of the district. Our analysis indicates that stakeholders in this community value and appreciate communication. As a result, our Board of Trustees adopted communication as one of their Board/District goals. This focus is reflected in Goal 2 of this LCAP.

Discussions with various stakeholder groups gave us insight into areas that are of interest and concern for those specific groups of people. Overall a summary of input from discussions and review of survey data with these groups gave us this information to reflect upon as we developed goals, actions and services for the LCAP.

DAC: more emphasis needs to be placed on differentiation and opportunities for students to have hands-on experiences such as Project Based Learning as well as real life experiences that will help to develop their character and understanding of the meaning of being a global citizen. This group also emphasized the importance of "getting back to normal" as soon as possible and resuming some of the rich academic and social traditions that our district has at each site.

School Staffs: celebration of what we do well, look further into how we can do what we do well better - deeper dive into some areas - maintenance of progress.

Superintendent's Advisory Team: create a clear plan for communication

Board of Trustees: strong support of identified goals and actions based on the areas of focus they chose as their Board goals.

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

All of the aspects of the LCAP have been influenced by stakeholder input from surveys to discussions with stakeholder groups. There was a great deal of input received. Overall, through surveys and discussion with stakeholder groups we believe that there is a high degree of satisfaction for most of our programs. From the review of the previous LCAP with these groups we determined a need to take our previous goals deeper and work on the obvious "next steps" in our actions. We were not able to include every comment of suggestion into our LCAP because some of it was too broad but it has given us pause to think about how to best communicate our goals and actions to our stakeholders. Our Board Study Session revealed to our administrative staff that there are some actions that have been written into the plan that do not take into account that all stakeholders will know or understand what they mean.

Specific Goals, Actions and Services influenced by stakeholder input:

School Staffs: Goal 1 - all actions; Goal 2 actions 3.1-3.6, action 4.1; Goal 3 actions 1.1-1.2, actions 2.7-2.8, and action 2.11

District Advisory Committee: Goal 1 action 1.4, action 2.2, actions 3.1-3.2, 3.6; Goal 2 actions 1.4, 2.6, 3.1, 3.6; Goal 3 actions 1.1-1.2, actions 2.2, 2.8-2.9, action 2.13-2.14

Superintendent's Advisory Team: Goal 1 action 3.1; Goal 2 action 2.6, action 3.1, 3.3-3.6;

Board of Trustees: Goal 1 actions 1.1-1.4, actions 2.1-2.2, 3.1, action 4.1; Goal 2 actions 1.1-1.4, actions 2.3, 2.5, 2.6, actions 3.1, 3.5, 3.6, 4.2, Goal 3 actions 2.1-2.5, 2.9, 2.12-2.14

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
Proficiency on meeting or exceeding standard in ELA and Math on CAASPP	2019 CAASPP Data: <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 28.5% of Students with Disabilities scored below 				87% meet or exceed standard in ELA 85% meet or exceed standard in Math 52% SED meet or exceed standard in ELA 47% SED meet or exceed standard in Math Decrease number of Students with Disabilities who score below standard in ELA and Math by 5% for ELA and 10% for Math

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>standard in ELA</p> <ul style="list-style-type: none"> 36.2% of Students with Disabilities scored below standard in Math 				
English Learners measurement will be measured via state testing via the ELPAC (note: the performance is not reported in the California School Dashboard as the number of students is less than 30 in this subgroup)	<p>2019 CAASPP Data: 66% of English Learners make annual progress in learning English</p> <p>35% of English Learners are reclassified as fluent English proficient</p>				<p>66% EL make progress in Learning English</p> <p>35% of EL students are reclassified as Fluent English Proficient</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.				75% of students below benchmark will make at least one year's growth
California School Dashboard local reflection tool	2019 California School Dashboard:				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>Baseline data established in 2019 at MET for all priorities:</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</p> <p>Williams Reports</p>	<p>2020-21 SARC:</p> <p>100% of pupils have access to standards-aligned instructional materials</p>				100% compliance
<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>				100% compliance

Actions

Action #	Title	Description	Total Funds	Contributing
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>	\$6,603,095.00	No
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 citizens/sustainability, diversity awareness, student health and wellness.</p>	\$32,076.00	No
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>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<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>		
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</p>	\$644,244.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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> <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>		

Action #	Title	Description	Total Funds	Contributing
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>	\$848,197.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	<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 				150 behavior referrals across both sites
	2019 Corte Madera School Mid-year				75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<ul style="list-style-type: none"> Midyear student 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 any adult at school whom they can talk to and will listen. 				
<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 				85%
<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 				95%
<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 				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` 				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>Maintain 1% suspension rate for all students</p> <p>Reduce to 3.5% suspension rate for SED students</p>
Facilities Inspection Tool (FIT Report)	2020-21 FIT Report:				95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Corte Madera School - 88.16% Ormondale - 88.65% are maintained and in good repair				

Actions

Action #	Title	Description	Total Funds	Contributing
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>	\$764,446.00	No
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>	\$342,636.00	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>		
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> <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>	\$9,500.00	No

Action #	Title	Description	Total Funds	Contributing
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>	\$0.00	Yes
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> <p>4.5 Continue to facilitate maximum parent/guardian involvement in the IEP process.</p>	\$1,034,249.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	<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% meeting or exceeding standard in ELA on CAASPP 83% meeting or exceeding standard in Math on CAASPP 				<p>87% Meet or Exceed standard in ELA</p> <p>85% Meet or 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				70% participation
-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				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>	2020-21 Student Climate Survey <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, and/or after school 				85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	activities (2017-18 baseline via End of the Year Survey)				

Actions

Action #	Title	Description	Total Funds	Contributing
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>	\$38,970.00	No
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> <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>	\$1,090,767.00	No

Action #	Title	Description	Total Funds	Contributing
		<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	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>	\$0.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
1.86%	\$80,344

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

Required Descriptions

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

After assessing the needs, conditions, and circumstances of our English learners and low-income students (and homeless and foster youth students, of whom there are none at this time), we learned that the academic performance data of these students is lower than that of the students who are not in these two groups.

In order to address this condition, we will implement the following actions:

Goal 2: 2.3 Provide multiple tiered supports and systems (MTSS) that promote and sustain strong academics and positive social/emotional development.

Goal 1: 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.

Goal 1: 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.)

Goal 1: 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.)

Goal 1: 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 is an area of continued need in our district.)

Goal 1: 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.

Goal 1: 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.

Goal 1: 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.

Goal 1: 4.8 All unduplicated students who require it, will be given access to technology tools and internet access for use at home.

Goal 1: 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.

These actions are being provided on an LEA-wide basis and were identified based on assessment of student needs and engagement of stakeholders. We expect that all students, including unduplicated students, who are performing below grade level will benefit. Priority for support through these actions will go to unduplicated pupils first. 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 \$80,344 for fiscal year 2021-22. 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 learning recovery needs of English Learners and Low Income Students (unduplicated pupils) and will help them achieve higher levels thus closing the achievement gap between these subgroups and the overall student population.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$8,947,614.00	\$360,239.00	\$1,981,243.00	\$119,084.00	\$11,408,180.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$10,030,156.00	\$1,378,024.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Conditions for Learning	\$5,830,059.00	\$7,429.00	\$759,207.00	\$6,400.00	\$6,603,095.00
1	2	All	Professional Development	\$21,534.00	\$3,810.00		\$6,732.00	\$32,076.00
1	3	All	Instructional Practices					\$0.00
1	4	English Learners Foster Youth Low Income	Academic Support	\$169,242.00	\$308,000.00	\$167,002.00		\$644,244.00
1	5	Students with Disabilities	Academic Support	\$814,277.00			\$33,920.00	\$848,197.00
2	1	All	Conditions for Learning/Safety	\$764,446.00				\$764,446.00
2	2	All	Social Emotional Learning/Wellness	\$164,617.00		\$178,019.00		\$342,636.00
2	3	All	Communication	\$9,500.00				\$9,500.00
2	4	English Learners Foster Youth Low Income	Student Support					\$0.00
2	5	Students with Disabilities	Student Support	\$884,185.00	\$41,000.00	\$37,032.00	\$72,032.00	\$1,034,249.00
3	1	All	Instructional Practice	\$38,970.00				\$38,970.00
3	2	All	Student Engagement	\$250,784.00		\$839,983.00		\$1,090,767.00
3	3	English Learners Foster Youth Low Income	Student Support					\$0.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$169,242.00	\$644,244.00
LEA-wide Total:	\$169,242.00	\$644,244.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	4	Academic Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$169,242.00	\$644,244.00
2	4	Student Support	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00
3	3	Student Support	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00

Annual Update Table Year 1 [2021-22]

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

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

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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