



LCAP BRIEFING BOOK

Information and Resources to guide the
PUSD Local Control and Accountability Plan

LCAP Town Hall
May 2024



QR Code for Digital Edition

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01

LCFF State Priorities

The Local Control Funding Formula (LCFF) is hallmark legislation that fundamentally changed how all local educational agencies (LEAs) in the state are funded, how they are measured for results, and the services and supports they receive to allow all students to succeed to their greatest potential. LEAs are guided by state priorities as they develop their Local Control and Accountability Plans.

01 Basic Services & Conditions of Learning

02 Implementation of State Standards

03 Parental Engagement

04 Student Achievement

05 Student Engagement

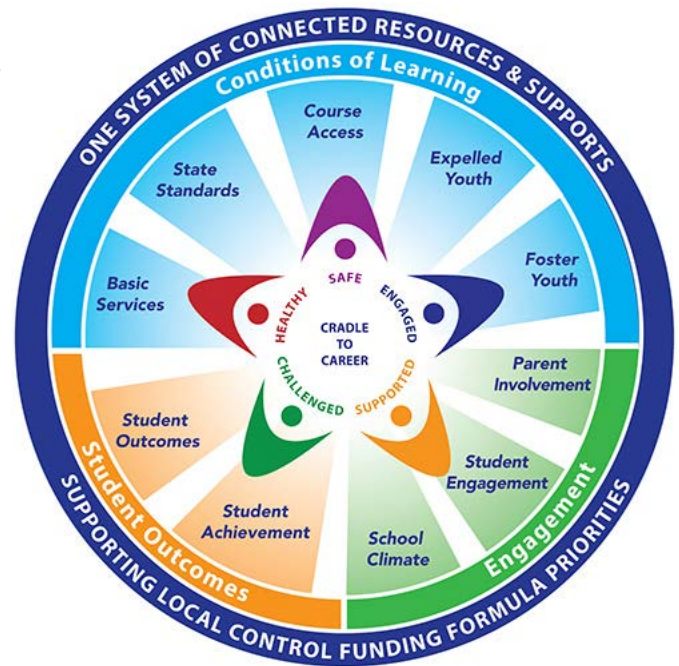
06 School Climate

07 Access to a Broad Course of Study

08 Outcomes in a Broad Course of Study

09 Coordination of Services for Expelled Students
(County Offices of Education)

10 Coordination of Services for Foster Youth
(County Offices of Education)



[Learn more](#)

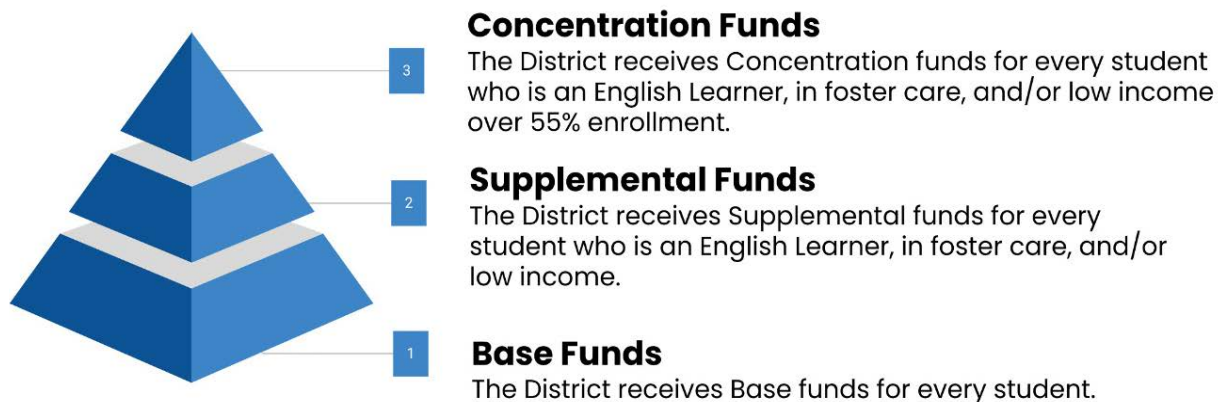


02

Understanding the LCAP

The Local Control and Accountability Plan (LCAP) is a three-year plan, which every district and charter school must create and update annually with input from the community. The LCAP is intended to explain how the district will use state funds to improve educational outcomes for all students based on the eight state priorities, with special attention to high-needs students for whom the district received additional money.

Local Control Funds are allocated in three categories:



LCAPs also describe and measure priorities which are funded from other resources, including federal and local funding, creating a more complete picture of the programming represented in the district budget.

Structure of the LCAP

We start with **Goals**.

Broad Goals define programs and services for the entire district.

Focus Goals address targeted student groups or schools, or areas of need that may benefit from a more data-intensive approach.

Outcomes and progress are measured by **metrics**.

The **baseline** is where we started, and the desired outcome after three years is the **target**. Three years of data are presented over the life of the plan.

Some metrics are required by the state accountability system, while others are chosen by the school district to measure local priorities.

The plan is broken down into **actions**.

Each action describes something that will be done to support achieving the goal and impacting the metrics.

The funds spent on the actions are reported alongside each one.

03

PUSD Strategic Pillars

The Pasadena Unified School District developed the five-year Strategic Plan 2023-2028 to define why we do what we do, where we want to go, and how we believe we will get there. The Strategic Plan is a foundational framework for district plans, including the LCAP, Educational and Facilities Master Plans, as well as for process development and accountability. It is centered around five Strategic Pillars which align with Goals 1 - 5 of the LCAP.

01

Learner-Focused Instruction

Instruction that meets the needs of our diverse learners and prepares them to be ready for college, career, and life as contributing members of their community.



02

Outstanding and Respected Employees

Employees are supported to be culturally competent, inclusive, and thrive within a culture of excellence.



03

Quality Learning Environment

Physical and cognitive environments that support and promote students' ability to thrive.



04

Effective, Responsive and Accountable Organization

Systems and processes of the district are effective, transparent, and efficient. The central office is responsive to the needs of the school sites.



05

Purposeful Collaboration with Families and Communities to Increase Trust

The District values and works with our partners on behalf of our students.



**Read the
Strategic Plan**



04

Special Education State Performance Plan Indicators

The Individuals with Disabilities Education Act (IDEA) requires that each state develop and submit a State Performance Plan (SPP). Within the SPP, the state must set rigorous and measurable annual targets for each of 17 indicators. States must report their progress in relation to these targets in an annual update referred to as the Annual Performance Report (APR). The California Department of Education (CDE) uses an aligned APR process to measure the outcomes and compliance of each individual LEA within the state using 14 of the SPP indicators. In addition to determining compliance status, the reports provide information that can be used by school leaders to examine programs and focus efforts in areas of needed improvement. Many of these indicators are also metrics in the LCAP and on the California Dashboard.

Indicator	Definition	LCFF Priority
01 Graduation Rate	Percent of students with IEPs graduating from high school with a regular diploma.	5. Student Engagement
02 Dropout Rate	Percent of students ages 14-21 who exited special education services by dropping out of high school.	5. Student Engagement
03 Statewide Assessment	3a. Participation rate for students with IEPs in CAASPP testing grades 4, 8, and 11	4. Student Achievement 7. Course Access 8. Student Outcomes
	3b. Proficiency rate for students with IEPs against grade-level academic standards	
	3c. Proficiency rate for students with IEPs against alternate academic achievement standards	
	3d. Gap in proficiency rates between students with IEPs and all students against grade-level academic standards	
04 Discipline Rate	4a. Number of students disciplined more than 10 cumulative days in a school year	6. School Climate
	4b. Compliance indicator - discipline rate of SWD by race/ethnicity	
05 Least Restrictive Education Environments	5a. Rate of SWD in regular classroom 80% or more of the day	1. Basic Services 7. Course Access
	5b. Rate of SWD in regular classroom less than 40% of the day	
	5c. Rate of SWD in a separate setting	
06 Preschool Least Restrictive Environment	6a. % of preschool SWD receiving majority of services in the regular setting	1. Basic Services 7. Course Access
	6b. % of preschool SWD in a separate setting	
	6c. % of preschool SWD receiving the majority of services at home	
07 Preschool Outcomes	7a. Positive Social-Emotional Skills	7. Course Access
	7b. Acquisition and Use of Knowledge and Skills	
	7c. Use of Appropriate Behaviors	
08 Parent Involvement	Performance indicator that measures the percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for SWD.	3. Parent Engagement
09 Disproportionate Representation: Overall	Compliance indicator that measures the percent of LEAs with disproportionate representation of racial and ethnic groups in special education.	1. Basic Services 2. State Standards 4. Student Achievement 7. Course Access
10 Disproportionate Representation: by Disability Category	Compliance indicator that measures the percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories as a result of inappropriate identification.	
11 Child Find	Compliance indicator that measures the percent of students whose eligibility for special education was determined within 60 days of receiving parental consent for initial evaluation.	1. Basic Services
12 Early Childhood Transition	Compliance indicator that measures the percent of children referred by the infant program who are found eligible for school-age special education services and who have an IEP developed and implemented by their third birthday.	1. Basic Services
13 Secondary Transition	Compliance indicator that measures the percent of SWD ages 16 and above with an IEP that includes appropriate measurable post-secondary goals.	8. Student Outcomes
14 Post-School Outcomes	14a. Higher Education	4. Student Achievement
	14b. Higher Education or Competitively Employed	
	14c. Higher Education or Competitively Employed or other training or employment program	

System Improvement Leads
Guide to State Performance Indicators



English Learner Roadmap

The CA English Learner Roadmap policy sets a vision for educating English learners in early childhood through 12th grade and beyond, with accompanying examples and tools to help make that vision a reality. Adopted in 2017, it makes clear that everyone involved in our schools has a responsibility to educate English learners well while respecting and valuing their identities, languages, and cultures.

01

Assets-Oriented and Needs-Responsive Schools

Schools respond to English learners' strengths, needs, and identities.

- 1A. Language and Culture as Assets
- 1B. English Learner Profiles
- 1C. School Climate
- 1D. Family and School Partnerships
- 1E. English Learners with Disabilities

[Complete
EL Roadmap](#)



02

Intellectual Quality of Instruction and Meaningful Access

English learners have meaningful access to the full curriculum and quality instruction in English and other languages.

- 2A. Integrated and Designated English Language Development
- 2B. Intellectually Rich, Standards-based Curriculum
- 2C. High Expectations
- 2D. Access to the Full Curriculum
- 2E. Use of Students' Home Languages
- 2F. Rigorous Instructional Material
- 2G. Programmatic Choice

[Tools for
advocacy](#)



03

System Conditions that Support Effectiveness

Each level of the school system supports programs and teachers to meet English learners' needs.

- 3A. Leadership
- 3B. Adequate Resources
- 3C. Assessments
- 3D. Capacity Building

04

Alignment and Articulation Within and Across Systems

Instruction and support from preschool through college are coordinated to prepare students for a multilingual, diverse, 21st century world.

- 4A. Alignment and Articulation
- 4B. Providing Extra Resources
- 4C. Coherency

LCAP GOALS

STRATEGIC PILLARS

01

Students will demonstrate grade-level knowledge in all core subjects and graduate in four years, in line with the PUSD Graduate Profile. All students, English Learners, Foster Youth, students eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection that meets their needs and will show academic achievement.

*Learner-Focused
Instruction*

02

There will be a well-trained and qualified teacher in every classroom, every day, supported by sufficient, well-trained support staff.

*Outstanding and
Respected
Employees*

03

Students will be in school every day in an physical and cognitive environments that is are safe, caring, clean, conducive to learning, and allow students to thrive. All facilities will be in good repair and equipped for 21stcentury learning.

*Quality Learning
Environment*

04

Systems and processes of the district are effective, transparent, and efficient. The central office is responsive to the needs of school sites.

*Effective,
Responsive and
Accountable
Organization*

05

Parents and guardians feel welcomed at their school, have sufficient two-way communication with their school and are provided with knowledge and skills to successfully support and advocate for their child.

*Purposeful
Collaboration with
Families and
Communities to
Increase Trust*

06

Foster Youth and homeless students will experience a safe, caring, and responsive learning environment where they can demonstrate academic proficiency and be part of a learning community.

07

PUSD will reclassify English learners by the end of elementary school, reduce the number of long-term English learners (LTE) students in secondary school, improve academic language proficiency and academic achievement in order to ensure English Learners graduate college & career ready.

08

Students at Equity Multiplier school sites will receive supplemental evidence-based services and supports that meet the needs of learners and lead to improved outcomes.

09

PUSD will utilize resources to increase academic achievement, postsecondary readiness, social emotional wellbeing, and inclusiveness for Black/African American students.

LCAP Goal 1

Students will demonstrate grade-level knowledge in all core subjects and graduate in four years, in line with the PUSD Graduate Profile. All students, English Learners, Foster Youth, students eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection that meets their needs and will show academic achievement.

Action		District Programs
1.1	Instructional Services and Support for Mathematics and Literacy (Site-based services)	School Site Instructional Coaches Library Coordinators
1.2	Instructional Services and Support for Mathematics and Literacy (Central- Office-based services)	Instructional technology Ed-tech coaching
1.3	College and Career Preparation and Services	Career Technical Education (CTE) College readiness software Fee waivers for AP Exams School Counselors PCC Dual Enrollment
1.4	Graduation Credit Recovery and Expanded Opportunities	Summer School for Credit Recovery Twilight School Alternative Settings (Rose City + CIS)
1.5	Targeted Intervention Staffing and Targeted Support (Superintendent Zone Schools)	Additional staff for intervention and class size reduction at target-ed schools: Madison, Washington STEAM, Eliot, Octavia E. Butler
1.6	Expanded Access of Programs and Extracurricular Activities (K-12)	International Baccalaureate Dual Language Programs LEARNS
1.7	Expanded Access of Arts/Music and Extracurricular Activities (K-12)	Arts and Music Classes (K-12) Arts and Music Extracurricular Athletic Programs (Secondary)
1.8	Site-based Supplemental Student Services and Resources	
1.9	Targeted Services for Students Eligible to Receive Special Education Services	Special Education Teachers & Staff IEP Services Special Education Transportation CARE Program PALS Program (18-22) Workability Targeted Professional Development
1.10	Targeted Academic Supports for GATE identification and services	
1.11	Centralized Services for Instructional Leadership and Implementation	
1.12	Additional Targeted Staffing for High Concentration Schools	Additional Extracurricular Options Tiered Academic Intervention
1.13	Early Childhood Education	Preschool Programs

Metrics		LCFF Priority
1	CAASPP ELA & CAASPP Math	4
2	California Science Test	4
3	A-G Completion	4
4	CTE Pathway Completion	4
5	Both A-G & CTE	4
6	Pass AP Exam (3 or higher)	4
7	Early Assessment Program - Students Prepared for College ELA & Math	4
8	Middle School Dropout Rate	5
9	Access to and enrollment in Broad Course of Study (Local Indicator Self Reflection)	7
10	High School Dropout	5
11	High School Graduation	5
12	Access to Standards–Aligned Instructional Materials	1
13	Middle School Dropout Rate	5
14	Other pupil outcomes	8
15	Implementation of State Standards (Local Indicator Self Reflection)	2

LCFF priorities for which there is no state level data collected are referred to as **local indicators**.

The [Local Indicator Self Reflection Tools](#) contain prompts for narrative reflections and sets of rubrics approved by the State Board of Education as a means to report progress on local indicators. These documents guide district planning and are shared with the public alongside the completed LCAP.

LCAP Goal 2

There will be a well-trained and qualified teacher in every classroom, every day, supported by sufficient, well-trained support staff.

Action		District Programs
2.1	BTSA Services and Professional Development	Support for new teachers Mentor teachers Support for student teachers Professional development
2.2	School site Instructional, Administrative, and Office Personnel	All the teachers! All the principals!
2.3	Human Resources Administrative Services	

Metrics		LCFF Priority
1	Fully Credentialed and Appropriately Assigned Teachers	1
2	Positive Work Environment	6
3	Total Number of Teacher Misassignments	1
4	Percentage of Teachers Out-of-Field	1

LCAP Goal 3

Students will be in school every day in an physical and cognitive environments that is are safe, caring, clean, conducive to learning, and allow students to thrive. All facilities will be in good repair and equipped for 21st century learning.

Action		District Programs
3.1	RTI Wellness and Behavior Support Staff	RTI Wellness teachers Wellness Rooms
3.2	Student Attendance Support	Truancy interventionists Attendance campaigns
3.3	Behavior Intervention Support	Restorative Justice Peer Mediation Positive Behavioral Interventions and Supports (PBIS) Alternative to Suspension (ATS)
3.4	Health and Mental Health Wellness Services	Physical health screenings and services Mental health services, counseling Crisis intervention
3.5	Campus Safety	District security officers at secondary sites
3.6	Facility Repair & Maintenance Services	

Metrics		LCFF Priority
1	Student Perception of School Safety and Connectedness	6
2	Suspension Rate	6
3	Expulsion Rate	6
4	Attendance Rates	5
5	Chronic Absenteeism Rate	5
6	Facilities in "Good" Repair as Measured by Facility Inspection Tool (FIT)	1

Chronic Absenteeism is defined as missing more than 10% of school days. Excused and unexcused absences count towards this indicator.

The rates of Chronic Absenteeism have dramatically increased nationwide in the aftermath of the COVID 19 pandemic.

LCAP Goal 4

Systems and processes of the district are effective, transparent, and efficient. The central office is responsive to the needs of school sites.

Action		District Programs
4.1	Department Plan/SPSA Monitoring and Evaluation	
4.2	Academic Return on Investment (ROI)	
4.3	Continuous Improvement School Cohorts	
4.4	Budget/Spending Reports	

Metrics		LCFF Priority
1	Department Plan Submissions, Monitoring, and Evaluation (Percentage of on-time submissions, quarterly monitoring, and evaluation of actions)	1
2	Budget Reports Posted Monthly	1
3	Program/ Initiative Evaluation (Academic ROI)	1

LCAP Goal 5

Parents and guardians feel welcomed at their school, have sufficient two-way communication with their school and are provided with knowledge and skills to successfully support and advocate for their child.

Action		District Programs
5.1	Family and Community Engagement	
5.2	Translation and Interpretation Services	
5.3	Communication Services	
5.4	Enrollment Services	

Metrics		LCFF Priority
1	Family Engagement (Local Indicator Self Reflection)	3
2	Aeries Student/Family Data (Accurate & Updated)	3
3	Family Engagement (Panorama Survey)	3

LCAP Goal 6

By 2027, Foster Youth and homeless students will increase at least one performance level within English Language Arts (ELA) and Mathematics as measured by the California Assessment of Student Performance and Progress (CAASPP).

By 2027, Foster Youth students' graduation rate will increase at least one performance level and attain a graduation rate of 68% or greater. Homeless students' graduation rate will maintain or increase one performance level and attain a graduation rate of 95% or higher.

Action		District Programs
6.1	YIFC Transportation	School of Origin Transportation
6.2	YIFC Support and Coordination Staff	
6.3	Families in Transition	
6.4	Academic and Graduation Supports for YIFC	Partnerships with LACOE & CYFC
6.5	Enrollment Services	Immediate enrollment, placement and records transfer

An explanation of why PUSD has developed this focus goal:

While this goal was initially developed as a required goal per CDE, input from educational partners and data indicated a need to focus on youth in foster care and students experiencing homelessness.

Dashboard indicator data from ELA/Math SBAC Achievement and Graduation Rate indicate a need for continued support for students identified as Foster Youth & Homeless.

Educational partner feedback identified the need for targeted staff such as liaisons, counseling, two-way communication, and continued application of restorative practices as focus areas.

Metrics		LCFF Priority
1	SBAC/CAASPP ELA Participation Rate	4
2	SBAC/CAASPP ELA Proficiency/ Avg Distance from Met	4
3	SBAC/CAASPP Math Participation Rate	4
4	SBAC/CAASPP Math Proficiency/ Avg Distance From Met	4
5	A-G Completion Rate (cohort)	4
6	College and Career Readiness	8
7	HS Graduation Rate (4 year cohort)	5
8	Average Student Attendance Rate (K-12)	5
9	Chronic Absenteeism Rate (K-12)	5
10	HS Dropout Rate (4-year)	5
11	HS Dropout Rate (5-year)	5
12	Suspension Rate	6

LCAP Goal 7

PUSD will reclassify English learners by the end of elementary school, reduce the number of long-term English learners (LTEL) students in secondary school, improve academic language proficiency and academic achievement in order to ensure English Learners graduate college & career ready.

Action		District Programs
7.1	Support and services for Newcomer Students (K-12)	
7.2	Support and services for English Learners (K-12)	
7.3	Support and Services for Long Term English Learners (LTEL)	
7.4	Administrative and Coordinating Services	
7.5	EL Instructional Support Personnel	

Metrics		LCFF Priority
1	Reclassification Rate	4
2	Percentage of English Learners who made progress toward English Proficiency measured by ELPAC	4
3	% of LTELs	
4	Graduation (EL)	5
5	College and Career Readiness (EL)	4
6	SBAC/CAASPP Math	4

An explanation of why PUSD has developed this focus goal:

While this goal was initially developed as a required goal per CDE, input from educational partners and data indicated a need to focus on students identified as English Learners (EL), including Long-term English Learners (LTEL).

Dashboard indicator data demonstrated a need to improve graduation rates and increase college and career readiness for English Learners. Educational partner feedback identified the need for ensuring targeted resources and instructional strategies to support English Learners as focus areas.

LCAP Goal 8

Students at Equity Multiplier school sites will receive supplemental evidence-based services and supports that meet the needs of learners and lead to improved outcomes.

Action		District Programs
8.1	Dropout Prevention	
8.2	Career and Technical (CTE) Opportunities	
8.3	Intensive and Postsecondary Counseling Services	
8.4	Instructional Services and Support for Mathematics and Literacy	

Metrics		LCFF Priority
1	Student Achievement- ELA	4
2	Student Achievement- Math	4
3	Outcomes in a Broad Course of Study- College/Career	8
4	Student Engagement- Graduation Rate (4-Year Cohort)	5
5	Student Achievement (ELA)- CIS Academy	4
6	Student Achievement (Math)- CIS Academy	4
7	Student Engagement (Chronic Absenteeism)- CIS Academy	5
8	Student Engagement (Graduation Rate)- CIS Academy	4
9	Student Engagement (Graduation Rate)- Rose City HS	4
10	School Climate (Suspension Rates)- Rose City HS	6
11	Outcomes in a Broad Course of Study (College/Career) - CIS	8
12	Outcomes in a Broad Course of Study (College/Career) - Rose City HS	8

An explanation of why PUSD has developed this focus goal:

Pursuant to California Education Code (EC) 42238.024, LEAs are required to document efforts to improve outcomes for school sites that receive Equity Multiplier funds that have a prior year nonstability rate greater than 25 percent and a prior year socioeconomically disadvantaged rate greater than 70 percent. PUSD has two sites that qualify for Equity Multiplier funds: Rose City High School and CIS.

Data from the California Dashboard indicators examining academic achievement on the CAASPP exams in Mathematics and ELA, graduation rate, college and career readiness, and English Learner progress were analyzed. Student groups All and Low Income were identified as performing at the lowest level (red) in ELA and Math at both CIS and Rose City High School. Additionally, CIS also saw Hispanic students performing at the lowest level for ELA and Math. Chronic absenteeism was a concern at CIS, and graduation rate was at the lowest levels for the following student groups at CIS: All, Hispanic, and Low Income; and for Rose City: All, English Learners, Hispanic, and Low Income.

Feedback from staff, parents, and students highlighted the need for support with chronic absenteeism, intensive tutorials, credit recovery options, and expanded course offerings aimed at increasing connectedness.

LCAP Goal 9

PUSD will utilize resources to increase academic achievement, postsecondary readiness, social emotional wellbeing, and inclusiveness for Black/African American students.

Action		District Programs
9.1	Pan African Immersive Storytelling Academy	
9.2	Math Power Hour	
9.3	Professional Development on Fostering Inclusive Environments	
9.4	Black College Expo and College Career Readiness Support	

An explanation of why PUSD has developed this focus goal:

This goal was developed based upon Black student achievement academic outcomes which demonstrated historical educational disparities as well as a desire to improve student engagement and increase representation and cultural relevance through access to enrichment opportunities.

Data used to inform this goal included Dashboard Indicator data on CAASPP performance in ELA and Math; suspension rates, chronic absenteeism, graduation rates, and college and career readiness rates. Additional data included surveys and focus groups among students and parents which identified a need for a supportive environment as well as engagement and involvement opportunities for families.

Input from educational partners emphasized the importance of an inclusive and supportive environment for Black students in PUSD. Additionally, there was a desire to create spaces for affinity groups for Black students to enhance social-emotional wellbeing. Feedback also included more representation in curriculum and support in targeted, grade specific programs.

Metrics		LCFF Priority
1	SBAC/CAASPP Math Proficiency/ Avg Distance From Met	4
2	A-G Completion Rate (cohort)	4
3	CTE Completion	4
4	A-G/CTE Completion (cohort)	4
5	AP Exam Pass Rate	4
6	College and Career Readiness	8
7	HS Graduation Rate (4 year cohort)	5
8	Chronic Absenteeism Rate	5
9	Suspension Rate	6
10	School Connectedness (Students)	6
11	School Connectedness (Families)	6
12	School Safety (Students)	6
13	School Safety (Families)	6

[Black Student and Family Task Force Board Presentation](#)



PUSD Data & Reports



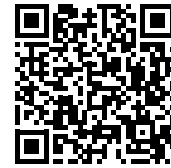
The majority of data utilized in accountability reporting is available through the California School Dashboard, which displays both district and school level data. School districts must address student groups with indicators in the lowest performance level, indicated in red, in the LCAP.

For more information about the dashboard:

[Getting to Know the California School Dashboard](#)

[Getting to Know the Dashboard State Measures](#)

[Dashboard:
PUSD 2023](#)



2023 Student Group Report

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career (Status Only)
All Students	N/A	Yellow	Green	Orange	Orange	Orange	Medium
English Learners	Green	Yellow	Orange	Red	Orange	Red	Very Low
Foster Youth	N/A	Orange	Yellow	Red	Red	Red	Low
Homeless	N/A	Yellow	Orange	Green	Red	Red	Medium
Socioeconomically Disadvantaged	N/A	Yellow	Green	Orange	Orange	Yellow	Medium
Students with Disabilities	N/A	Yellow	Yellow	Red	Orange	Orange	Low
African American	N/A	Yellow	Yellow	Orange	Orange	Red	Medium
American Indian or Alaska Native	N/A	--	Yellow	--	--	--	--
Asian	N/A	Green	Blue	Green	Blue	Blue	Very High
Filipino	N/A	Orange	Blue	--	Green	Yellow	--
Hispanic	N/A	Yellow	Yellow	Orange	Orange	Orange	Medium
Native Hawaiian or Pacific Islander	N/A	--	--	--	--	--	--
White	N/A	Yellow	Green	Orange	Blue	Green	High
Two or More Races	N/A	Yellow	Green	Green	Blue	Green	--

Some Additional PUSD Current-Year Reports

[2023-2024 Enrollment and Demographics by School Site \(3/14/24\)](#)

[2023-2024 Student Group Overlap \(4/29/24\)](#)

[Attendance and Suspension Data \(4/26/24\)](#)

[Multilingual Learner Progress Update \(4/26/24\)](#)

[Special Education Data: Annual Determination Letter \(4/26/24\)](#)

[Interim Goals for Math and Literacy \(5/23/24\)](#)

[Foster Youth Data \(Foster Youth Council, 3/12/24\)](#)

Additional Resources

Youth in Foster Care

[Best Practices Guide for Developing a District System to Improve Outcomes for Youth in Foster Care](#)

[Educator and Foster Youth Liaison Resource Guide for Understanding Youth in Foster Care](#)

[Sample LCAP 2023 for Youth in Foster Care: Goals, Outcomes, Actions and Additional Activities](#)

[Closing the Extracurricular Gap: Prioritizing Extracurricular Activities as a Key Intervention for Children and Youth in Foster Care and Juvenile Justice](#)

Teachers & Staff

[California Educator Diversity Roadmap: Community Informed Policy Strategies](#)

[Building a Strong and Diverse Teaching Profession](#)

[Educating Teachers in California: Learning Policy Institute Report](#)

Multilingual Learners

[The LCAP Toolkit: Using research-based tools to promote Equity for English Learners](#)

[In Search of Equity for English Learners: A review of the 2021-2024 LCAPs](#)

[Renewing our Promise: Research and Recommendations to Support California's Long-Term English Learners](#)

[English Learners Have Rights! An Advocacy Guide for Parents and other Community Stakeholders](#)

Students with Disabilities

[Utilizing High Leverage Practices as Change Ideas to Improve Outcomes for Students with Disabilities](#)

[Improving Performance of Students with Disabilities: A Handbook for Providing Technical Assistance to Local Education Agencies](#)

[Root Cause Analysis Inquiry Guide](#)

Black Student Success

[Lessons Learned: Resources for Championing Equity](#)
A briefing from the California Association of African-American Superintendents & Administrators and the California Collaborative for Educational Excellence on advancing education for Black students

[Equity Alert: Black Students Need More from California's Equity Multiplier](#)

[Black Minds Matter: 2022 Fact Sheet](#)

School Discipline

[Fix School Discipline: Toolkit for Community](#)

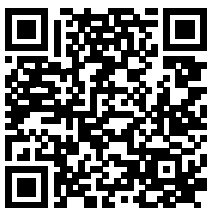
[Disabling Punishment: The Need for Remedies to the Disparate Loss of Instruction Experienced by Black Students with Disabilities](#)

Early Education

[Six Ways School Districts can Leverage the Local Control Funding Formula for Equity in the Early Years](#)

[Equitable and Accessible Early Learning and Care in California Starts with an Early Childhood Integrated Data System \(ECIDS\)](#)

Digital
Resource Link



QUICK REFERENCE GUIDE

PUSD LCAP Goals

- 01** Academics & Extracurricular Activities
- 02** Teachers and Staff
- 03** Learning Environment and Student Support
- 04** Efficient Organization
- 05** Family Engagement
- 06** Foster Youth and Homeless Students
- 07** English Learners
- 08** Equity Multiplier Schools
- 09** Black Student Success

LCFF State Priorities

- 01** Basic Services & Conditions of Learning
- 02** Implementation of State Standards
- 03** Parental Engagement
- 04** Student Achievement
- 05** Student Engagement
- 06** School Climate
- 07** Access to a Broad Course of Study
- 08** Outcomes in a Broad Course of Study
- 09** Coordination of Services for Expelled Students
(County Office of Education)
- 10** Coordination of Services for Foster Youth
(County Office of Education)

EDUCATION ACRONYMS

LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
S&C	Supplemental and Concentration Funds
SPSA	School Plan for Student Achievement
LEA	Local Education Agency, e.g. school district
BOE	Board of Education
CDE	California Department of Education
CTE	Career Technical Education
CAASPP	California Assessment of Student Performance and Progress
SBAC	Smarter Balanced Assessment
EL	English Learner
LTEL	Long Term English Learner
ELPAC	English Language Proficiency Assessments for California
RFEP	Reclassified Fluent English Proficient
DLIP	Dual Language Immersion Program
SWD	Students with Disabilities
SELPA	Special Education Local Plan Area
CAC	Community Advisory Committee for Special Education
IEP	Individualized Education Plan
NPS	Non-Public School
PALS	Pasadena Adult Learning Skills Program
YIFC	Youth in Foster Care
RTI	Response to Intervention
GATE	Gifted and Talented Education
IB	International Baccalaureate
CIS	Center for Independent Study