

Local Control Accountability Plan

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

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Plan Summary [2021-22]

General Information

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

Located along the coast of California, just south of San Francisco and within the County of San Mateo, Pacifica School District (PSD) is a TK-8 district with a special education preschool that has made great progress by leveraging its resources to provide quality education to the families served. Undergoing a reduction in student enrollment from approximately 10,000 students in 1969 with 15 schools to a current student population of approximately 3,110 students with 6 schools, in a time of unprecedented rise of property values as well as economic downturn, not to mention being one of the lowest funded revenue limit districts within San Mateo County (SMC), PSD has managed to maintain a district that has: 1) between 2000 and 2005, modernized all functioning schools (Two TK-5; Three K-8; One 6-8 Middle School) and partially modernized an education center that houses the Special Education Preschool and other various special education programs and the Home School Program; 2) passed a parcel tax in 2008, as well as a renewal in 2011 with an increase in per parcel from \$96 to \$118, and won an additional renewal in 2016, keeping the same level per parcel of \$118 but extending the period of the parcel to ten years; 3) passed a facilities bond (Measure O) in 2018 which will address infrastructure needs and make upgrades to classrooms and school facilities to ensure that our schools can continue to provide challenging and enriching education to all students; 4) supported the revitalization of Pacifica School Volunteers (PSV) that provide student and adult volunteers for each of schools; and 5) supported the development of a foundation, Pacifica Education Foundation (PEF), to compliment, from a district-wide perspective, the great work of the Parent Teacher Organizations that every school has as a school support to protect and advance high quality programs.

PSD continues to focus their efforts to consistently reduce the achievement and opportunity gap of the significant student groups (Referenced - CA School Dashboard, Fall 2020):

1. Ethnic Student Groups – Black or African American (28), American Indian (7), Asian (249), Filipino (267), Hispanic or Latino (812), Native Hawaiian or Pacific Islander (15), Two or more races (474), White (1258).
2. Socioeconomically Disadvantaged Students (601, 19.3%),
3. English Learners (ELs) (278, 8.9%),
4. Students with Disabilities (288, 9.3%)
5. Foster Youth (4, 0.1%)
6. Homeless (15, 0.5%)

Reflections: Successes

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

On March 16th, 2020, Pacifica School District closed its campus and in-person learning due to Covid-19. Pacifica School District students, staff and families shifted into Distance Learning. It was not until April 19, 2021 that students in a hybrid model return to campus for in-person school. Although this period was filled with a great number of unprecedented challenges, there were a number of successes and progressions experienced and accomplished along the way. It began with the efforts made toward ensuring all students had access to the resources necessary to engage in distance learning, which included that all students who did not already have access to a device (preferred: Chromebook, laptop, tablet w/ keyboard) at home or internet connection would be issued a Chromebook. Within three weeks of the closure of school campuses over 1,000 Chromebooks were issued to families and by the beginning of the 2020-2021 school year, Pacifica School District had purchased enough Chromebooks to have available one Chromebook for every student in the district. Also, any family with limited or no access to the internet from home were offered Hotspots for students to use so they could connect. At the same time staff from each of the schools made a collaborative effort to monitor student participation and engagement in distance learning. Teachers, school office staff and district office staff reached out to the families of students who were not attending or engaging in distance learning to identify and address the barriers of engagement. Attendance percentage since the beginning of the 2020-2021 school year has remained on or above 98%. As the 2020-2021 school year progressed the social emotional and mental health well being was addressed based on the increase need. Through the partnerships with YSB and Star Vista, the services provided by Care Solace and the implementation of a new SEL Curriculum, Pacifica School District has had and hope to continue to have success with addressing the social/emotional needs of our students, families and staff. Our Pacifica Social Emotional Wellness (SEW) Team has offered over 700 counseling sessions and provided over 600 of those sessions. In addition, the PSD SEW Team has provided support to over 80 students who were in need of targeted social emotional and mental health support. Staff also has had the opportunities throughout 2020-2021 to participate in twice a month Virtual Wellness check ins and have been provided self care resources and confidential counseling. The social emotional/mental health monitoring, outreach and service will continue into the 2021-2022 school year through the maintenance of SEW team and the reestablishment of our School Site Climate and "Screen" teams.

State testing was not administered in Spring 2020 so the following reflection is based on the 2019 SBAC testing results.

Mathematics: Pacifica School District maintained its green performance level in Mathematics with an average of 6.1 points above standard met in 2019, which was similar to the 7.7 points above standard met in 2018. Student groups made significant progress in Math, specifically, Student with Disabilities (+16.2 points) to a 91.2 below standard points (2019 status) and Two or More Races (+9.2 points) to a 23.6 above standard points (2019 status). We continue to monitor and reflect on the mathematics progress of our students. Through the use of Bridges Number Corners and end of unit assessments for K-5, and the use of Math Diagnostic Placement Test for 6-8, we have been able to monitor student progress and inform instruction. With the use of Datazone and Synergy as tools to assist with gaining a strong student/classroom profile, teachers and administrators are able to make instructional decisions and provide differentiated supports. We will continue to support the implementation of Mathematics through differentiated support. In review of the current data, we are focusing on certain grade levels and subgroups and will support schools based on their needs.

English Language Arts(ELA): Pacifica School District maintained a green performance level in ELA with an average of 18.4 points above standards in 2019 which was similar to the 18.5 points above standard met in 2018. Student groups that made significant progress in ELA specifically, Student with Disabilities (+12.4) to 74.4 points below standard (2019 status); Filipino (+9.5) to 10.9 points above standard (2019

status); and Socioeconomically Disadvantaged (+5.9) to 22.5 points below standard (2019 status). Continued efforts to supply teachers with Math Interventions materials and provide teaching strategies that both support our student with disabilities and allow for growth within our Readers and Writers workshop model of teaching.

English Learner Reclassification: 12 out of 301 English Learners (4%) were reclassified Fluent English Proficient in 2018-2019, 85 out of 335 English learners(25.4%) were reclassified in 2019-2020. Much of this had to do with being able to have timely and current both language proficiency levels and ELA state and local data and closely monitoring English Learner Progress.

Suspensions: In review of the 2019-2020 suspension rates compared to the 2018-2019 suspension rates, we were pleased by the continued over reduction of Suspensions from 1.4% in 2018-2019 to 1% in 2019-2020. We are particularly proud of the student groups who had reduced rates in 2019-2020 which include English Learners (1.7%), Homeless (0%), Filipino (0%), Hispanic (1.6%) and 2 or more races (0%). Actions that have been in place over the last couple of years and will continue to be maintained, include increasing the classrooms that utilize a restorative approach to discipline and focus on school climate as a way to decrease the need to suspend. Restorative Practices, Soul Shop, alternative to suspension and circle up have been used at our schools by our teachers, staff and mental health providers to affect positive climate and in turn lessen the need to suspend.

Student, Parent, Staff Perceptions surveys: PSD has used Panorama Education to develop robust surveys for students, parents and staff. Due to distance learning, Pacifica School District utilized a different survey to capture perception data around the experience and effects of distance learning both after the first third of the year and after the second third of the year (which was right before Students returned to in-person learning. These student, staff and family surveys reveal and increase comfort with school Public Health safety measures from positive responses from staff increase of 31% when comparing October to March surveys. Also, families had an increase in favorable responses to questions relating to Family School communication from 62% in October to 66% in March with 80% satisfied with the frequency of communication from school to home. Our 2019-2020 student survey revealed that in 3rd-5th 68% and 6th-8th 70% responded favorable to questions around school safety; and 3rd-5th grades 80% and 6th-8th grades 68% responded favorable to questions around connectedness to school. In particular, 85% of our 3rd-5th grade students and 73% of our 6th-8th grade students responded favorably to the question, "Do you feel safe at school?" Also, 87% of our 3rd-5th grade students and 68% of our 6th-8th grade students responded favorably to the question, " Are you happy to be at this school?". Our staff survey revealed the percentage of teachers that respond at either a Full Implementation(4) or Full Implementation and Sustainability (5) that PSD is making available instructional materials and PD that is aligned with the State standards adopted curriculum in the core content areas. English language Arts (84% at 4 or 5) 9% increase in teachers reporting at full or full and sustainable implementation since 2018-2019. English Language Development (38% at 4 or 5) 2% increase in teachers reporting at full or full and sustainable implementation since 2018-2019. Mathematics (93% at 4 or 5) 5% increase in teachers reporting at full or full and sustainable implementation since 2016-17. History/Social Science (30% at 4 or 5) 4% increase in teachers reporting at full or full and sustainable implementation since 2018-2019.

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.

When reviewing the local data that has been available within the last year, our areas that need significant improvement are the number of chronically absent students; the number of our English learners who are not making progress towards English language proficiency; a comprehensive assessment system that identifies student, school-wide, and district-wide academic areas of need; and student support for social emotional/mental health.

Chronic Absenteeism is a high area of need across the district. Parents, teachers, staff, administrators, parent council and the District English Language Advisor committee identified Chronic Absenteeism as a high priority issue that needs addressing. Steps that will need to be taken will include early identification of chronically absent students, a closer look at root causes for students absences and a stronger family engagement process with the families of chronically absent students. Screen Teams comprised of administration, teachers and support staff will identify root causes and create a plan of action for students chronically absent or at risk of chronic absenteeism. Engaging Student Attendance Teams at each school will be developed in concert with the District Student Attendance Team to connect support and accountability measures with the County Office of Education resources.

Parents, teachers, staff, administrators, Parent Advisor Council and the District English Language Advisor Committee also identified English learners as a high area of need not only in the area of Chronic Absenteeism, but also English Language Arts, Mathematics and English Language Development. Responses specifically pointed to the low percentage of English learners making English language proficiency progress (35%) and the high number of Long term (6+ years) or at risk (4-5 years) English language learners (46 out of 278). Steps that will be taken to support English learners growth within academic areas, English Language Development and Social Emotional support will follow the guiding principles of the California English Learner Roadmap.

Because CAASPP SBAC testing was not administered in Spring 2020, the onus for assessing student progress academically was on the individual teachers, with the added challenge of having to do this from a distance. A comprehensive assessment system in at least ELA and Math is essential in determining where students are in relation to grade level standards and what affect the year of distance learning has had on the individual student and the various student groups.

In review of our surveys from families, students and staff results revealed that concern for the social emotional well being of students was significant. 68% of families reported in March of 2021 concern for the social emotional well being of their child, while 87% of teachers expressed the same concern for their students. This prompted first the adoption of a social emotional learning curriculum and a focus on social emotional/mental health services and outreach/referrals of students for counseling. Over 600 counseling sessions occurred within the last year. In addition, Caring School Community curriculum was provided and staff has begun training that will continue with full implementation next year.

Due to limited data available on the 2020 CA Dashboard, the following reflection is based on the 2019 Dashboard, overall Pacifica School District does not reflect a performance level of Orange or Red in any state indicator except for Chronic Absenteeism which received an Orange. Student groups that had an Orange performance level for Chronic Absenteeism include Socioeconomically Disadvantaged, Students with Disabilities, African American, Filipino, Hispanic and White. English Learners had a performance level of Orange in both ELA and Math which was two performance levels below "all student" performance. English Learners had a performance level of Red for Chronic Absenteeism which was the only red for any student group in any State indicator. Pacifica School District did not receive a "not Met" or "Not Met for Two or More Years" in the local indicators. When looking at individual schools in the Pacifica School District, Cabrillo, Ingrid B. Lacy

and Sunset Ridge received a performance level of Orange in Chronic Absenteeism; Sunset Ridge received a performance level of Orange in English Language Arts and both Cabrillo and Ingrid B. Lacy received a performance level of Orange in Suspension Rate. Any state indicator for which performance for any student group was two or more performance levels below the "all student" performance include Suspension Rate which had an "all student" color of Green, while Socioeconomically Disadvantaged and African American student groups had a color of Orange. English Language Arts had an "all student" color of Green, and English Learners and Students with Disabilities had a performance level of Orange.

LCAP Highlights

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

After over a year of closed campuses and until recently (April 2021) opening schools in a hybrid model, we realize as a school community that the hope of returning to "normal" is not realistic. What this LCAP encompasses is the over arching goal to return to a "new normal". COVID-19 has had a profound impact on students, families, educators and communities which has caused disruptions in supporting and serving our school community. But these disruptions have also led to opportunities of experimentation, innovation and restarts. The state and federal governments are making significant investments that will help in recovering, reimagining and rebuilding our schools. The key features of the LCAP have the convergence of need, opportunity and funding to provide the best possible outcomes for all three of the goals in the LCAP.

The LCAP has three goals. Goal One addresses the conditions of learning which includes having a quality staff, instructional materials and safe school sites. Goal Two addresses student academic outcomes which includes impactful instruction and support that are informed by student assessment data. Goal Three addressing both social emotional health of our students and staff, and meaningful participation of our families which includes assessment and engagement with social emotional learning; supports for students, families and staff; promoting supportive school climate and providing for meaningful family input and participation. Within all three of these goals, the actions follow within a three step plan. First, knowing our students and the impact the pandemic has had on them and their families. Second, expand instructional and social emotional support for our students. Third understanding the our impact on student success for all students.

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Stakeholder Engagement

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

The stakeholder engagement process began in the Summer of 2020 when Return to School work groups met weekly in the months of June and July. Through the work of developing the recommendations to the School Board for the 2020-2021 school year, these work groups (consisting of certificated and classified staff, site and district administrators, and parents from each of the schools) looked beyond the 2020-2021 school year in developing goals and action plans for both in-person and distance learning. In October of 2020, a Return to School task force was formed, which also consisted of certificated and classified staff, site and district administrators, and parents from each school site. They met every two weeks throughout the school year and were tasked with making recommendations on how to safely re-enter from distance learning to in-person learning that is geared toward health and safety of everyone based on data. Because of the work done by both the Return to school work groups and the Return to School task force, these stakeholder engagements, as well as the student, staff and family perception surveys informed and support the development of the LCAP.

Within the focused LCAP stakeholder group meetings, the overall process involved each stakeholder group being introduced to the requirements and criteria of the LCFF and LCAP, as well as the recent history of the LCAP as it pertains to how the normal process was disrupted by COVID-19. Presentations and information were shared for stakeholders to refer to when providing input or as a way to start conversation. The input gathering meetings included the sharing of recent and historical data and providing context through the use of drafted goals to gather comments, suggestions and possible actions that connect to the premises of the drafted goals. The second round of LCAP meetings focused on possible changes, edits or additions to a draft of the LCAP. In May, the Board of Education in a Work Study, review the draft of the LCAP and provide feedback, input and direction.

The following leadership groups are key anchors for sharing LCAP progress with specific stakeholder groups and used to gain input to ensure the plan is an effective tool to guide the work in meeting the academic and social emotional needs of all our students: Leadership Council- Principals, Assistant Principals, District Management; English Learner Parent Advisory Committee (ELPAC): Representing English Learners; Parent Advisory Council (PAC): Representing Socio-economically disadvantaged populations; Special Education Parent Advisory Committee (SEPAC): representing parents of Special Education students; Labor partners: CSEA and LSEA.

Stakeholder groups consultation occurred:

Parents, students (grades 3-8) and staff (teaching and non teaching) were surveyed 3 times within the 2020-2021 school year which informed our development of the 2021-2022 LCAP.

District English Learner Parent Advisory Committee met on August 13th, September 16th, March 15th and May 4th to address the Learning Continuity Plan, English Learner Road Map and the development of the 2021-2022 LCAP.

Parent Advisory Committee met on March 17th and May 3rd to address the development of the 2021-2022 LCAP.

Special Education Parent Advisory Committee met on March 25th and April 22nd to address the development of the 2021-2022 LCAP

Special Education Local Plan Area met for LCAP consultation on April 30th and May 25th.

Leadership Council (site and district office administrators), LSEA and CSEA - Meet weekly and have throughout the school year informed in the development of the 2021-2022 LCAP. Review of the draft of the LCAP occurred in April and May for each of these Stakeholder groups before finalized for approval from the school board.

School Board met in a Board Work study on May 12th to review the draft of the LCAP and provide feedback, input and direction. The LCAP Public Hearing is on May 19th and Board Approval of the LCAP and budget on June 9th.

A summary of the feedback provided by specific stakeholder groups.

Families, students (grades 3-8) and staff (teaching and non-teaching) were surveyed in October and again in February, topics included learning model, Student and Staff needs, Safety measures, Student and family engagement, student and staff relationships, and Family and school communication. We heard from approximately 1,500 students (78%), 1,300 families (32%), and 270 staff (80%) in each of these surveys. The stakeholder feedback from the responses to these surveys included feedback on academic and social emotional needs; and input regarding student and family engagement and communication. In summarizing, the survey responses from these stakeholder surveys showed:

- a majority of staff and families had concern for student academic and social emotion well being
- staff and families feel the students need more opportunities to socialize with their peers and attention given to Social Emotion Learning
- staff see a need for a way to identify where students are at academically and supports to address students who have been negatively effected by lack of in-person learning
- close to 3/4th of the students in 3rd through 8th grade would prefer to learn in person versus at home
- close to 90% of families are satisfied with the School to family communication

Input from the District English Learner Advisory Committee (DELAC) LCAP Meetings was collected after they were able to review the family, staff and student survey data along with data from the recent English Language Proficiency Assessments for California (ELPAC). The ideas that were pervasive in the DELAC input were around providing more in-person time for English learners along with specific dedicated time for English language development for these students. Also support for families of English Learners by building up relationships by regular

communication and engagement practices.

Input from the Special Education Parent Advisory Committee (SEPAC) Meeting was collected after they were able to review the family, staff and student survey data.

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

The concern for students academic and social emotional well being, due to the effects of shifting to distance learning was shared by all the various stakeholders. This input had a major influence on all of the goals and many actions within the LCAP. Each goal addressed the recovery from students learning from a distance when they returned to school. Goal One addresses out safety protocols needing to be updated to ensure safety of school communities in our new reality. Goal Two addresses identification of the academic effects on students and planning how to address those identified effects. Goal Three addresses the social emotional effects on students, staff and families by identifying the effects and plans to address those effects. Many of the actions that help achieve these goals came from the input received from various stakeholders. Teachers and classified staff expressed a need to first identify academically and evaluate social emotionally where the students are at. The actions to acquire comprehensive district wide assessments and to continue the surveying of students, staff and families were developed due to this input. With school staff and families wanting more attention on social emotional learning, an action to implement a district wide SEL program was developed. Part of the DELAC input was a the need for explicit English Language Development (ELD) support for English learners. Two actions were created to address this input. One providing professional development for teacher on ELD standards and strategies, and one designating time within the school day for designated ELD.

Goals and Actions

Goal

Goal #	Description
1	Recruit and retain highly qualified diverse teachers and educational support staff; provide instructional materials that align to the state standards in the core content areas of ELA/ELD, mathematics, science, history-social science, physical education, and health education; maintain safe facilities that are conducive for learning and follow up to date safety protocols. (Conditions of Learning: Basic, Implementation of State Standards and Course Access)

An explanation of why the LEA has developed this goal.

This goal was developed to address the changing conditions of learning especially as schools move out of a pandemic that pushed school communities into distance learning and move back into in-person learning. Taking into account what we learned from distance learning and letting it inform what safety protocols need to be in place; what materials, technology and furniture are needed for an up-to-date successful school experience; and ensuring we have a well equipped diverse teacher and support staff at all of our schools. The actions and metrics help assure and monitor that we are maintaining the best conditions for learning at our schools while making the adjustments and improvements from learned lessons arising out of distance learning experiences.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Decrease the number of teachers without full credentials; teacher misassignments and vacant positions	2020-2021: 2 teachers without full credentials 0 teacher misassignments 1 vacant position				0 teachers without full credentials 0 teacher misassignments 0 vacant positions
Increase the percentage of Special Education teachers that are employees of Pacifica School District	2020-2021: 12 of 19 (63%) Special Education teachers are employees of Pacifica School District				80% Special Education teachers are employees of Pacifica School District

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the number of school sites that have an overall rating of Good or Exemplary as determined by the FIT	2020-2021: 6 School Sites have a Good rating 1 school site has a Fair rating				All 7 School Sites have a Good or Exemplary rating
Increase the percentage of teachers surveyed indicating that instructional materials aligned with state standards adopted curriculum in the core content areas are made available at a full implementation level.	2019: 75% English Language Arts 36% English Language Development 88% Mathematics 11% NGSS 26% History Social Science				90% English Language Arts 80% English Language Development 90% Mathematics 80% NGSS 80% History Social Science
Reduce the percentage of families reporting lack of access at home access to a tablet, laptop or computer available for school work when they need it.	2021: 12% families report their child does not have access at home to a device when they need it.				0% families report their child does not have access at home to a device when they need it.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Recruiting and Retention of Staff	Monitor recruitment/retention efforts, especially for hard to fill positions including: <ul style="list-style-type: none"> participation in job fairs including in-person, pop-up and virtual events 	\$1,500.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> gather data on attrition of staff through exit interviews and surveys seek out opportunities for posting job notices including sending flyers to colleges, community centers, libraries, contractor agencies look into extra compensation for hard to fill positions seek a diverse candidate pool will filling all open positions 		
2	Highly Qualified Teachers	Monitor credential status of certificated staff in order to support teachers in meeting subject matter requirements and ensuring all hold a CLAD, BCLAD or equivalent certification.	\$0.00	No
3	New Certificated Staff Professional Support	Provide professional support and development to new certificated staff through supporting new teachers through the San Mateo County Office of Education Teacher Induction Program, New Teacher Orientation and Mentor Teacher Program.	\$95,000.00	No
4	Instructional District Adopted Curriculum, Support Programs and Resources	Provide curriculum and support resource materials including on-line adopted and supported programs and platforms for all the core content areas that support district adoptions and are aligned to state standards.	\$100,000.00	No
5	Adoption of Science Curriculum	Complete the adoption process for K-5 Science curriculum aligned with the Next Generation Science Standards (NGSS) and present the Board with a recommendation. Evaluate the effectiveness of the currently adopted 6-8 Science curriculum (Houghton Mifflin Harcourt) and determine renewal status by the Spring of 2022.	\$1,200.00	No
6	Science Safety Training	Provide science safety training for all teachers involved in hands-on science education. Ensure that the proper safety equipment is present, tested, and maintained for the types of science activities performed in each classroom.	\$11,000.00	No

Action #	Title	Description	Total Funds	Contributing
7	Technology Equipment in Classroom	Ensure all classrooms have designated technology equipment available for staff and students.	\$85,000.00	No
8	One-to-One Computing Program	Provide a device for every student to use for learning in school or at home.	\$0.00	No
9	Data Systems and Platform Monitoring	Evaluate yearly the current PSD data systems and platforms to ensure compatibility with identified goals and needs of PSD staff and families.	\$40,000.00	No
10	Internet Connectivity for All Students	Provide all students the opportunity to have internet access inside and outside of school.	\$1,000.00	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	With emphasis in Math, English Language Arts and English Language development (ELD), address academic needs of all students by making informed data driven instructional decisions through the use of assessments, powerful instruction and the development of supports and intervention plans. (Student Outcomes: Pupil Achievement, Other Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Due a lack of valid districtwide student data during the pandemic, this goal was developed to first administer a comprehensive diagnostic assessment to identify academic areas of need at the student, grade, school and district wide levels. The purpose of this goal is to provide school staff with student data that can help guide lesson planning and identify academic support systems and interventions that specifically address students needs. The metrics and actions will help achieve this goal by measuring the existence of and use of a comprehensive assessment system and the progress students make academically as a result of the adaption of teaching practices, effectiveness of the interventions and additional supports as evidenced by progress shown on the follow-up benchmark assessments and state-wide assessments.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC ELA: Average distance from level 3	2019: All: 19.2, +0.6 ELs: -35.1, -0.6 SED: -28.1, +6.6 SWD: -73.9,+12.9 Filipino: 11.5, +10.1 Hispanic: -13.6, +4.1 Asian: 40.8, +3.5 Two or More Races: 33.2, +5.5 White: 35.7, -3.4				All: 20 ELs: -17 SED: -14 SWD: -36 Filipino: 20 Hispanic: -6 Asian: 45 Two or More Races: 35 White: 40
SBAC Math: Average distance from level 3	2019: All: 6.6, -1.1 ELs: -37.8, +2.2				All: 10.0 ELs: -18 SED: -20

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SED: -41.1, +4.9 SWD: -91.2,+16.2 Filipino: 3.4, +5.1 Hispanic: -30.2, +3.9 Two or More Races: 23.6, +9.2 White: 21.4, -7.5 Asian: 42.4, +4.9				SWD: -45 Filipino: 6 Hispanic: -15 Two or More Races: 25 White: 25 Asian: 50
Reduce the percentage of students identified as at-risk of not meeting ELA grade level standard as indicated on the Progress Monitoring Assessment	0% (Baseline will be established in August 2021)				15%
Reduce the percentage of students identified as at-risk of not meeting Math grade level standard as indicated on the Progress Monitoring Assessment	0% (Baseline will be established in August 2021)				15%
Increase the percentage of English Learners who moved up one performance level on the Summative ELPAC or maintained a	2019: 35.3% (low progress level)				60% (high progress level)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Performance level of 4.					
Decrease the the number of Long Term English Learners and "At Risk"	2019-2020: LTEL - 16 At Risk - 30				LTEL - 5 At Risk - 10
EL Reclassification Rate	2018-2019: 4% (12 Students) 2019-2020: 25.4% (85 Students)				17%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Comprehensive District-Wide Assessments	Provide and utilize a district-wide comprehensive assessment for ELA and Math to diagnose students current knowledge and skills; and monitor student progress toward standards in the core academic areas throughout the school year and beyond.	\$100,000.00	No
2	Data Systems Professional Development	Provide professional development for teachers and administrators around collecting, accessing and analyzing data from assessment systems and data warehouses.	\$111,000.00	No
3	Targeted ELA and Math Intervention	Create and provide, based on student data and school site collaboration, targeted interventions/supports/programs for students performing below grade level in Mathematics and/or ELA through small group and/or individualized instruction.	\$38,000.00	No

Action #	Title	Description	Total Funds	Contributing
4	Teacher Collaboration Time	Utilize ongoing time for teachers to collaborate in analyzing student data, create student learning plans and engage in beneficial professional learning in order to provide the most impactful teaching and learning practices for students. Including building in time for general education and SPED teachers to collaborate, plan and develop instructional strategies in order to meet the needs of diverse learners, including students with IEPs, within the least restrictive environment.	\$50,000.00	No
5	Designated English Language Development Instruction	Provide designated time to all English learners for focused instruction on the state-adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English.	\$30,000.00	Yes
6	English Language Development and Support Professional Development for Teachers	Provide focused ELD professional development to teachers with the focus outcome of knowing our EL students through examination and analysis of ADEPT and ELPAC data; learning and implementing instructional strategies of designated and integrated ELD; and solidifying systems of EL success that are inline with the four principles of the English Learner Road Map.	\$45,000.00	Yes
7	Instructional Technology Use Professional Development	Provide opportunities for staff to participate in professional development and training in the uses of technology and online programs within instruction and student learning.	\$10,000.00	No
8	Science Benchmark Assessments	Develop benchmark assessments to be used district-wide in grades 3-8 to determine student proficiency in the Next Generation Science Standards and plan for targeted interventions in Science skills and content.	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
9	Creation of a Technology Plan	Create a PSD Technology Plan that aligns and supports the goals set forth by the district and is inclusive of supporting up-to-date technology needs within the district.	\$20,000.00	No
10	Science, Technology, Engineering and Arts and Math (STEAM) Goals	Identify and establish Science, Technology, Engineering, Arts, Math (STEAM) goals across all sites during the school day for equitable student learning experiences and to further support student learning in core subjects.	\$60,000.00	No
11	STEAM Education/Professional Learning	Provide professional development to teachers in creating purpose-driven STEAM instruction based on identified goals.	\$0.00	No
12	School Site Screen Teams	Assemble "Screen Teams" at each school site made up of administrators, teacher and service providers that review school wide attendance, academic and social emotional/behavioral data to help identify needed areas of support and help in the development of school wide interventions. These Screen Teams will also help in identifying students who need more targeted support including referral for an SST.	\$18,000.00	Yes
13	Goals and Services for Students with Disabilities	Provide an opportunity to improve educational results for students with disabilities by: <ul style="list-style-type: none"> • Conducting a Special Education Student Service Audit • Ensure students with IEPs have academic goals aligned with state standards • Students' IEPs will be reviewed no less than annually, with goals and services updated as reflected by revised IEPs • Gen Ed and SPED staff will collaborate to plan and develop instructional strategies in order to meet the needs of diverse learners, including students with IEPs, within the Least Restrictive Environment (LRE) • Students with disabilities will be educated with their non-disabled peers to the maximum extent appropriate 	\$36,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Integrate the use of district-wide formative and benchmark assessments as a key instructional practice for students with IEPs Utilize IEP process to have meaningful dialogue about Student participation on CAASPP for ELA, Math and Science to address Special Education Plan (SEP) targets 		
14	Accelerated Learning Professional Development	Continue to provide professional development and support to teachers and staff around planning and executing accelerated learning experiences that are rigorous grade-level work on high-priority standards and are consistent, high-quality, and accessible to all students.	\$50,000.00	No
15	Universal Design for Learning Professional Development	Provide professional development on UDL (Universal Design for Learning) for all staff who work with students, to promote that all learners can access and participate in meaningful, challenging learning opportunities	\$50,000.00	No
16	Sunset Ridge Student Support	Provide a full-time teacher on special assignment at Sunset Ridge whose emphasis will be on supporting the needs of English Learners (ELs), Foster Youth and Socio-Economically Disadvantaged (SED) students and families through attendance monitoring, academic and social emotional support and outreach.	\$80,000.00	Yes
17	Early Learning Program	Contract with an early learning coordinator to plan supports for low income Pre-Kindergarten and Kindergarten students including providing a Pre-Kindergarten summer program for entering Kindergarten students who have limited to no preschool experience.	\$49,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
18	Math Paraprofessional support for combination class	Provide a paraprofessional for each K-5 combination class during Math instructional time to support students while teacher is providing Math instruction.	\$40,000.00	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	Increase awareness of, and work to ameliorate, the social and mental health of students (due in part to the effects of the pandemic) by promoting healthy self-care, providing opportunities for open discussions around identified issues; promoting a positive, safe, and supportive school climate; and creating opportunities for meaningful parent input and participation. (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed as a way to address the the social emotional and mental health effects of the pandemic on students families and staff along with the the need to rebuild school community through community engagement and connections. To achieve the goal, it starts with actions that help identify the social emotional and mental health needs, and processes, and system to connect supports, interventions and strategies with these identified needs. It includes actions that allow members of the school community access to supports and informs them effectiveness of the supports at every step of the way. The metrics address if these processes are in place and are being used along with progress made on addressing the needs successfully. Results from the surveys and student data should show improvement if actions are executed successfully.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of teachers implementing the Caring School Community SEL Program as indicated by student assessment tool use.	0% (Teachers will begin implementation if Fall 2021)				100% of Teachers implementing Caring School community SEL Program
Reduce the Suspension Rate	2019-2020: All - 1% ELs: 1.7% SED: 2.6% SWD: 3.0% Homeless Youth: 0%				All: less than 1% ELs: less than 1% SED: less than 1% SWD: less than 1% Homeless Youth: 0% Foster Youth: *

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Foster Youth: * Asian: 0% African American: 6.7% Filipino: 0% Hispanic: 1.6% Pac Isl: 6.3% Two/+: 0 White: 1.0% American Indian/Alaska Native: *				Asian: less than 1% African American: less than 1% Filipino: less than 1% Hispanic: less than 1% Pac Isl: less than 1% Two/+: less than 1% White: less than 1% American Indian/Alaska Native: *
Middle School Dropout Rate	0%				0%
Chronic Absenteeism %	2019-2020: All: 3.4% EL: 6.4% SED: 7.9% Sp Ed: 6.5% Af Am: 3.4 % Asian: 2.6% Filipino: 4.1% Hispanic/Latino: 4.1% Pacific Islander: 0% White: 3.3% Two or More Races: 3.5% American Indian/Alaska Native: * Foster Youth: * Homeless Youth: *				All: 3.0% EL: 4% SED: 5% Sp Ed: 4% Af Am: 3% Asian: 3% Filipino: 3% Hispanic/Latino: 3% Pacific Islander: 0% White: 3% Two or More Races: 3% American Indian/Alaska Native: 0% Foster Youth: 0% Homeless Youth: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain High level Attendance Rate	2019-2020: All: 97.0% EL: 96.4% Special Ed: 96.3% SES : 95.7% Foster Youth; 97.0%				All: 98% EL: 98% Special Ed: 98% SES : 98% Foster Youth; 98%
Favorable Responses on Parent Survey regarding decision making (Family-School Relationship Survey; Panorama Education)	2019: 89%				95%
Favorable Responses on Parent Survey regarding participation (Family-School Relationship Survey; Panorama Education)	2019: 92 %				95%
Favorable Responses on Student Survey measuring students' perceptions of school safety (Student Survey; Panorama Education)	2020: 3rd - 5th grade - 68% 6th - 8th grade - 70%				3rd - 5th grade - 90% 6th - 8th grade - 90%
Favorable Responses on Student Survey measuring students'	2020: 3rd - 5th grade - 80% 6th - 8th grade - 68%				3rd - 5th grade - 90% 6th - 8th grade - 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
perceptions of connectedness to school (Student Survey;Panorama Education)					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student, Family and Staff SEL & Climate Surveys	Survey students, families and staff multiple times each year to identify areas of where to better support the needs of students, families and staff; and to monitor the effectiveness of existing strategies and practices.	\$10,000.00	No
2	Caring School Community SEL Program	Implement the Caring School Community Social Emotional Learning program to build school-wide communities, develop students social skills and social emotional learning competencies and develop a community focused stance on discipline.	\$10,000.00	No
3	Staff Wellness Support	Provide a staff wellness program to support social emotional well being and resilience through collaboration, wellness resources and professional development	\$0.00	No
4	Informing Families of Student Progress	On a regular basis, individually inform families regarding their child's engagement, academic and social emotional progress through providing multiple avenues of communication including both virtual and in-person conferences and phone calls.	\$10,000.00	No
5	Parent Engagement and Involvement	Increase and enhance engagement and involvement for all families in school level programs and decision making opportunities by reviewing	\$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
		family survey results, identifying strategies and practices that eliminate barriers for families to engage.		
6	School Climate and Safety Teams	Assemble school climate and safety teams at each school that are tasked with develop strategies based on data to improve school community culture and school climate by: <ul style="list-style-type: none"> ensuring the safety protocols are up-to date and in place; aligning the elements of the adopted SEL curriculum taught in the classroom with the school wide policies and practices make sure a site level process for welcoming new students and families is in place. 	\$3,000.00	No
7	Student Study Team Process	Establish SST process at each school that is aligned with the MTSS and produces an action plan to address attendance, academic and social emotional concerns about individual students or groups of students.	\$3,000.00	No
8	Foster Youth and Homeless Protected Youth School Site Liaison	Assign a Protected Youth School Site Liaison at each school to serve as site case manager for all students experiencing homelessness and foster youth who will collaborate with the classroom teachers, district student service administrator and the SMCOE Safe and Supportive School Director to support the needs through training and developing support plans.	\$27,000.00	Yes
9	Social Emotional and Mental Health Intervention/Support	Site administrators, counselors and support staff will provide avenues for students and families to access social emotional and mental health support by collaboration with the district Social Emotional Wellness (SEW) team and developing and monitoring plans for intervention and counseling support.	\$600,000.00	No

Action #	Title	Description	Total Funds	Contributing
10	Diverse Family Engagement and Leadership	Increase targeted student group families engagement by: <ul style="list-style-type: none"> encouraging and promoting representation of targeted student group families as leaders to serve on district and school committees (SSC, ELAC, DELAC, SEPAC) providing direct outreach by each school and district staff and through parent events that are accessible and directed to these specified student group families provide translation support with communications and at school/district wide events 	\$1,000.00	Yes
11	Social Emotional Wellness Team	Assemble a district SEW Team made up of a mental health provider and a teacher from each school site and School Psychologist to review and monitor both school-wide and individual student attendance, behavioral and mental health data in order to identify actionable support plans.	\$6,000.00	No
12	Student Attendance	Monitor student attendance regularly, identify school attendance barriers and provide support to families of students with poor attendance through school site Screen Teams, Student Study Team and Social Emotional Wellness team.	\$6,000.00	Yes
13	SEL Curriculum Training	Provide training to teachers and staff on our adopted SEL curriculum.	\$115,000.00	No
14	Outreach Services and Resources	In partnership with Pacifica Resources Center, provide regular outreach and ongoing communication regarding resources and services available that support the safety, social emotional and physiological needs of our low income students and families.	\$2,000.00	Yes
15	Implicit Bias and Culturally Relevant	Provide staff training on cultural awareness and implicit biases, with a focus on implementing a systematic approach to raising awareness of implicit bias, to ensure cultural sensitivity and subsequent culturally	\$110,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Professional Development	responsive pedagogy, so that every student has the opportunity, access, and support needed to achieve success.		
16	World Language Program in Spanish	Maintain FLES at Sunset Ridge and Spanish class for 8th graders at IBL	\$125,000.00	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.

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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
4.64%	1,170,931

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.

Goal 2, Action 5 and 6: Designated ELD Instruction and ELD Professional Development

From our review of the English Language Proficiency data, our English learners showed on the 2019 Dashboard that a small percentage of them were making English language proficiency progress (35%) and as of the 2019-2020 school year, there was a high number of Long term (6+ years) or at risk (4-5 years) English language learners (46 out of 278). Additionally in 2020-2021, English learners were negatively effected by not having in-person learning for a majority of the year. Due to this, we decided to provide a more focused approach to English Language development by designating instruction specifically designed to develop language proficiency to these students based on their specific language proficiency needs. Coupled with this action is the other action to provide ELD professional development that is specific to their students needs through analysis of students ADEPT and ELPAC data. These actions will effectively meet this goal for English learner because they will help in improving the English Learner progress and reducing the number of "at-risk of" and Long term ELs for which Goal 2 includes as expected annual measurable outcomes.

Goal 2, Action 12: School Site "Screen" Teams

After looking at the procedures of when and how we assess the needs of our students, we found that there has been a delay in addressing the academic and social emotional needs of our targeted student group populations. An absence of a more holistic process that can address initial school-wide needs causes delay in these students being provided their needed supports earlier. In order to address these students needs earlier, and more holistically, each school will assemble a Screen Team who will early in the year (when diagnostic data from the comprehensive assessments, attendance, discipline and surveys are first available) review school-wide data including disaggregated data on student group population and address with teachers the needed areas of support and provide help in establishing interventions for targeted students. The action of establishing Screen Teams at each school will improve the attendance, academic progress

and social emotional well being of the foster youth, English learners and low income students, because it will bring more directed attention and focus to these student groups earlier and begin the academic progress of these students at an earlier time of the school year.

Goal 2, Action 16: Sunset Ridge Student Support

With the fact that 48% of our district wide TK-5 low income students, 49% of our TK-5 English learners students and 67% of our students experiencing homelessness are enrolled at Sunset Ridge Elementary School. All three of these populations at Sunset Ridge collectively have the lowest academic scores and the highest percentage of student chronically absent. In order to address the needs of this concentrated population at one school, providing a full-time teacher whose focus is to provide coordination of, and directed support for, these groups of students and their families through leading the collective efforts to identify, monitor address the needs. Having a teacher on site working directly on a daily basis with the school staff, building relationships with students and families of these student groups will allow the barriers that these students and families face to be directly addressed in a very personal way. This individualized support will lead to academic progress due to this close monitoring and individualized supports.

Goal 2 Action 17: Early Learning Program

A large percentage of our low income and foster youth enter into Kindergarten with no pre-school experience which places them at an immediate disadvantage in their transition to school. To address this inequity, we will hire an early learning program coordinator who can partner with preschools to both help educate our kindergarten teachers on how to address students who do not have preschool experience, and to coordinate a summer program before kindergarten at a Pacifica School District school site that focuses on preparing students who have little or no preschool experience for kindergarten in Pacifica. This action will improve the academic outcomes of our low income and foster youth students because it will give them preschool experience that are aligned with entering kindergarten requisites.

Goal 3 Action 8: Foster Youth and Homeless Protected Youth School Site Liaison

The number of Foster Youth and students experiencing homelessness has tripled as compared to two years ago. It is important that we provide a system of support that has a direct line from the resources and services to the students and their families. With the growing number, it has become essential to have a Protected Youth School Site liaison at each school who can work directly with families and teachers to support the students who are experiencing homelessness and foster youth. This assigned person on each site will coordinates resources and support plans with teachers, district student services department and the SMCOE Safe and Supportive School Director to address areas of need for these students and families. This action will have positive outcomes relating to attendance, engagement and school climate for these students because it will eliminate barriers these students face in living up to their full potential.

Goal 3 Action 10: Diverse Family Engagement and Leadership

With the low number of representation of low income, English learner and foster youth families in leadership positions on school and district committees, and the relatively low percentage of these families participating in school or district wide events, it has allowed a portion of our school districts population to not have a voice in decision making, or have opportunities to understand, and actively participate in our school district. By targeting those student group families with meaningful engagement through direct and accessible outreach, we will build value of these student group families within the school communities. By encouraging these families to step into leadership roles on school and district committees, it will bring a diverse representation and voice to our school communities. This action will have a positive responses

from these families when surveyed regarding decision making and school participation because of the diverse leadership and voice within the school communities.

Goal 3 Action 12: Student Attendance

In reviewing attendance data of our low-income students, the average days absent for students from low income families (10.7 days) is approximately 3 days more as compared to all students (7.8 days) and have an attendance rate that is 2% lower compared to all students. This action of working through our district Social Emotional Wellness team along with our schools' Screen Teams, Student Study teams and Climate teams, we can closely monitor attendance of our low-income students, identify attendance barriers and provide support to families of students with poor attendance. This action will bring a closer focus and more immediate action to all students who have attendance issues. With the higher rate of absences among low income families the actions of these teams will be tailored more to the barriers low income families face. We expect our attendance rate of our low income students to increase significantly more than the attendance rate of all other students. With better attendance, These low income family students will be more engaged with their school community and will build better relationships with school staff and with peers. Also, parent of low-income students will have a closer connection with the school community if their children have better attendance.

Goal 3 Action 14: Outreach Services and Resources

Many of our low income students families have needs and supports which if not addressed will create big barriers for students to have a successful school experience. School staff has reported that many these students' families are not aware of resources available to them to support these basic needs. To address this need, the partnership with the Pacifica Resource Center will work to actively reach out to these families and inform them of the resources and services available to them. Making a more direct connection to resources and services, will have a positive impact on addressing the basic needs of these students and families. All of the outcomes of this goal will have a better result if we have addressed the basic safety, social emotional and physiological needs of our low income students and families.

Goal 3 Action 16: World Language Program in Spanish

Our English Learners bring a number of unique assets to our school including languages other than English. Most of the attention and directed support is geared to support the deficits of English language proficiency these students come to school with. There is a need to call out and respond to the assets these students bring. A world Language Program serves as a confirmation of the value of their language and in-turn them. Providing a language program during school that represents and promotes linguistic assets of our English learners, is responsive in valuing them and their culture. Our largest concentration of English learners whose native language is Spanish (63% of Spanish ELs in the district) attend school at Sunset Ridge. A larger percent of Spanish English Learners who enter Pacifica School district start at Sunset Ridge. The existence of a world language Spanish program at Sunset Ridge is aligned with Principle 1 of the CA English Language Road Map Policy in that it provides value and builds upon the cultural and linguistic assets these students bring to their education. We expect this program will be effective in meeting this goal for English learners because it will improve the perception survey results as related to student connectedness to school for which Goal 3 includes expected annual measurable outcome.

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

By providing our English Learners designated English Language Development (ELD) and professional development to our teachers in ELD, we will collectively ensure that our English Language learners receive improved quality English Language instruction. By providing both additional personnel and a language program at our school with the most English learners we "are responsive to our EL strengths, needs and support the socio-emotional health and development of English learners". We will monitor the progress of the impact of these actions through the CA Dashboard EL language progress monitor, ELA benchmark assessments, student surveys and CAASPP scores.

By providing an Early learning program for entering Kindergarteners, assembling Screen Teams at each of the schools, developing an attendance monitoring process and establishing a partnership with the Pacifica Resource Center, we collectively address early identification, support and actions for our low income, foster youth and homeless populations. Much of the research emphasizes the need to identify early, address based off need, and monitor often. These actions collectively impact both the improved and increased service to low income, foster youth and homeless population because of the added and earlier layers of monitoring and identification along with how detailed and customized the supports and services will be due to the individualized approach with in the processes. We will monitor the impact of these actions through parent, staff and student surveys and by progress made on assessments.

By moving towards more representation of low income and English learners student families on leadership committees, by increasing their participation in school and district wide events and having them be part of the decision making process at our schools, collectively we will increase and improve the supports and services of our unduplicated student population, through a diverse representation that is inclusive of all student groups.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$994,700.00	\$912,000.00	\$213,000.00	\$65,000.00	\$2,184,700.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,576,200.00	\$608,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Recruiting and Retention of Staff	\$1,500.00				\$1,500.00
1	2	All	Highly Qualified Teachers					\$0.00
1	3	All	New Certificated Staff Professional Support			\$95,000.00		\$95,000.00
1	4	All	Instructional District Adopted Curriculum, Support Programs and Resources	\$100,000.00				\$100,000.00
1	5	All	Adoption of Science Curriculum	\$1,200.00				\$1,200.00
1	6	All	Science Safety Training	\$11,000.00				\$11,000.00
1	7	All	Technology Equipment in Classroom			\$75,000.00	\$10,000.00	\$85,000.00
1	8	All	One-to-One Computing Program					\$0.00
1	9	All	Data Systems and Platform Monitoring	\$40,000.00				\$40,000.00
1	10	All	Internet Connectivity for All Students	\$1,000.00				\$1,000.00
2	1	All	Comprehensive District-Wide Assessments		\$100,000.00			\$100,000.00
2	2	All	Data Systems Professional Development	\$90,000.00	\$21,000.00			\$111,000.00
2	3	All	Targeted ELA and Math Intervention			\$18,000.00	\$20,000.00	\$38,000.00
2	4	All	Teacher Collaboration Time	\$50,000.00				\$50,000.00
2	5	English Learners	Designated English Language Development Instruction				\$30,000.00	\$30,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	6	English Learners	English Language Development and Support Professional Development for Teachers	\$45,000.00				\$45,000.00
2	7	All	Instructional Technology Use Professional Development	\$10,000.00				\$10,000.00
2	8	All	Science Benchmark Assessments	\$5,000.00				\$5,000.00
2	9	All	Creation of a Technology Plan	\$20,000.00				\$20,000.00
2	10	All	Science, Technology, Engineering and Arts and Math (STEAM) Goals	\$60,000.00				\$60,000.00
2	11	All	STEAM Education/Professional Learning					\$0.00
2	12	English Learners Foster Youth Low Income	School Site Screen Teams	\$18,000.00				\$18,000.00
2	13	Students with Disabilities	Goals and Services for Students with Disabilities		\$36,000.00			\$36,000.00
2	14	All	Accelerated Learning Professional Development	\$50,000.00				\$50,000.00
2	15	All	Universal Design for Learning Professional Development	\$50,000.00				\$50,000.00
2	16	English Learners Foster Youth Low Income	Sunset Ridge Student Support	\$80,000.00				\$80,000.00
2	17	Foster Youth Low Income	Early Learning Program	\$49,000.00				\$49,000.00
2	18	All	Math Paraprofessional support for combination class	\$40,000.00				\$40,000.00
3	1	All	Student, Family and Staff SEL & Climate Surveys	\$10,000.00				\$10,000.00
3	2	All	Caring School Community SEL Program			\$10,000.00		\$10,000.00
3	3	All	Staff Wellness Support					\$0.00
3	4	All	Informing Families of Student Progress	\$10,000.00				\$10,000.00
3	5	All	Parent Engagement and Involvement		\$30,000.00			\$30,000.00
3	6	All	School Climate and Safety Teams	\$3,000.00				\$3,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	7	All	Student Study Team Process	\$3,000.00				\$3,000.00
3	8	Foster Youth	Foster Youth and Homeless Protected Youth School Site Liaison		\$25,000.00		\$2,000.00	\$27,000.00
3	9	All	Social Emotional and Mental Health Intervention/Support		\$600,000.00			\$600,000.00
3	10	English Learners Foster Youth Low Income	Diverse Family Engagement and Leadership				\$1,000.00	\$1,000.00
3	11	All	Social Emotional Wellness Team	\$6,000.00				\$6,000.00
3	12	Low Income	Student Attendance	\$6,000.00				\$6,000.00
3	13	All	SEL Curriculum Training		\$100,000.00	\$15,000.00		\$115,000.00
3	14	Low Income	Outreach Services and Resources				\$2,000.00	\$2,000.00
3	15	All	Implicit Bias and Culturally Relevant Professional Development	\$110,000.00				\$110,000.00
3	16	English Learners	World Language Program in Spanish	\$125,000.00				\$125,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$323,000.00	\$383,000.00
LEA-wide Total:	\$118,000.00	\$148,000.00
Limited Total:	\$0.00	\$57,000.00
Schoolwide Total:	\$223,000.00	\$224,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	5	Designated English Language Development Instruction	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$30,000.00
2	6	English Language Development and Support Professional Development for Teachers	LEA-wide	English Learners	All Schools	\$45,000.00	\$45,000.00
2	12	School Site Screen Teams	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$18,000.00	\$18,000.00
2	16	Sunset Ridge Student Support	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Sunset Ridge	\$80,000.00	\$80,000.00
2	17	Early Learning Program	LEA-wide	Foster Youth Low Income		\$49,000.00	\$49,000.00
3	8	Foster Youth and Homeless Protected Youth School Site Liaison	LEA-wide Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		\$27,000.00
3	10	Diverse Family Engagement and Leadership	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		\$1,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	12	Student Attendance	LEA-wide	Low Income	All Schools	\$6,000.00	\$6,000.00
3	14	Outreach Services and Resources	LEA-wide	Low Income	All Schools		\$2,000.00
3	16	World Language Program in Spanish	Schoolwide	English Learners	Specific Schools: Sunset Ridge and IBL	\$125,000.00	\$125,000.00

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.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Pacifica Elementary School District	Will Lucey Director, Educational Support Services	wlucey@pacificasd.org (650) 738-6617

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Recruit and retain highly qualified teachers and educational support staff, instructional materials that align to the state standards in the core content areas of ELA/ELD, mathematics, science, history-social science, physical education, and health education; as well as safe facilities that are conducive for learning. (Conditions for Learning)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 1A. Decrease the number of teachers without full credentials</p> <p>19-20 4</p> <p>Baseline 11</p>	<p>5 teachers without full credentials for the 2019-2020 school year</p>
<p>Metric/Indicator 1B. Survey (Instructional Materials) Increase the percentage of teachers responding at a level 4 (Full Implementation) or level 5 (Full implementation and Sustainability) that the LEA is making available instructional materials aligned to the state standards adopted curriculum in the core content areas</p> <p>19-20 80% ELA 50% ELD 90% Mathematics 15% NGSS 30% History Social Science</p>	<p>84% ELA 38% ELD 93% Mathematics 12% NGSS 30% History Social Science</p>

Expected	Actual
<p>Baseline 47.7 % ELA 17.5 % ELD 45.9 % Mathematics 0% NGSS 4.3% History Social Science</p>	
<p>Metric/Indicator 1C. 100% of the schools will have an overall score of good or exemplary as determined by the FIT.</p> <p>19-20 100% Good</p> <p>Baseline 100% Good/Exemplary</p>	<p>100% of the 7 school sites have an overall score of good as determined by the FIT.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.1 Monitor recruiting/retention efforts, especially for hard to fill positions:</p> <p>a. Participate in job fairs – PSD HR department will attend various job fairs at universities in the Bay Area to recruit candidates for posted job openings in the district, emphasizing hard to fill positions</p> <p>b. Monitor attrition of staff – PSD HR department will conduct exit interviews to ensure knowledge of the reasons employees leave the district. Exit Interview will be given in person or questions will be sent to exiting staff via survey.</p> <p>c. Study competitive total compensation packages – PSD HR department will work with SMCOE in monitoring compensation packages of other districts for comparison purposes</p> <p>d. Seek out options for job notices, e.g., inDeed, EdJoin</p>	<p>HR Budget - mgmt code 0620 5000-5999: Services And Other Operating Expenditures Base \$1,500</p>	<p>HR Budget - Mngm. code 0620 5000-5999: Services And Other Operating Expenditures Base \$1500</p>
<p>1.2 Monitor credential status of certificated staff:</p>	<p>no additional cost \$0</p>	<p>no additional cost \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>a. Continue to monitor the SMCOE credential status report given annually and provide support to PSD certificated staff who are working to meet requirements</p> <p>b. Monitor teachers' credential status ensuring all hold a CLAD, BCLAD or equivalent certification and provide the needed support to staff who are working to meet requirements</p> <p>c. Provide mentor for intern teachers and guidance to resources to achieve CLAD/BCLAD certification</p>		
<p>1.3 Provide professional development for certificated staff:</p> <p>a. BTSA for teachers needing training: Contract with SMCOE to provide BTSA service to identified employees</p> <p>b. District and site administration will implement the PSD Teacher Induction Plan that includes peer mentoring</p> <p>c. Administrator training in instructional leadership and coaching</p>	<p>5000-5999: Services And Other Operating Expenditures Parcel Tax \$75,000</p> <p>Art of Coaching Teams, Funded by LPSBG 5000-5999: Services And Other Operating Expenditures Low Performing Student Block Grant or LPS \$9,800</p>	<p>BTSA 5000-5999: Services And Other Operating Expenditures Parcel Tax \$90,000</p> <p>Art of Coaching Teams, Funded by LPSBG 5000-5999: Services And Other Operating Expenditures Low Performing Student Block Grant or LPS \$64,975.35</p>
<p>1.4 District HR and ESS departments will produce introductory and training materials which will be available to all classified and certificated staff. These materials will be posted on the Staff Intranet.</p>	<p>no additional cost \$0</p>	<p>no additional cost 0</p>
<p>1.5 Implement staff recognition activities: PSD HR department will continue to communicate SMCOE, CTA, LSEA, CSEA and statewide opportunities for staff recognition to stakeholders and implement internal recognition activities.</p>	<p>HR Budget - mgmt code 0620 4000 materials Base \$3,000</p>	<p>HR Budget - mgmt code 0620 4000 materials Base \$947.94</p>
<p>1.6 Purchase, research, and develop quality State Standards-aligned materials</p> <p>a. Full implementation of gr. 6-8 NGSS, ELA Anchor Standards, ELD Standards.</p> <p>b.. Adopt a 6-8 NGSS science curriculum and purchase the materials.</p> <p>c. Continue the transition to K-5 NGSS</p>	<p>Science and Social Science Committees work 1000-1999: Certificated Personnel Salaries Base \$2,000</p> <p>Science Materials 4000-4999: Books And Supplies Base \$3000</p>	<p>Science and Social Science Committees work/planning 1000&3000 salary&benefits Title II \$5312.68</p> <p>Science Materials 4000-4999: Books And Supplies Base \$3933.36</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>d. Continue implementation of the History-Social Science Framework, K-8</p> <p>e. Specialist to develop curricular units for K-2 History/Social Science</p> <p>f. Make plan to purchase 3-5 History-Social Science adoption</p> <p>g. Pay remaining balance on 6-8 History-Social Science adoption</p> <p>h. Implementation support provided by Humanities Specialist.</p>	<p>History Social Science Adoption 4000-4999: Books And Supplies Lottery \$80,000</p> <p>Science Adoption 6-8 for 8 years + total cost \$590,000 4000-4999: Books And Supplies Lottery \$100,000</p> <p>Supplemental Curriculum (Goal Book) 4000-4999: Books And Supplies State SPED Funds \$10,000</p>	<p>History Social Science Adoption 4000-4999: Books And Supplies Lottery \$79,572.62</p> <p>Science Adoption 6-8 for 4 years- payment yr 1 of 2 and supplemental science materials 4000-4999: Books And Supplies Lottery \$76,432.08</p> <p>Supplemental Curriculum (Goal Book) 5800: Professional/Consulting Services And Operating Expenditures State SPED Funds \$10,115</p>
<p>1.7 Continue to support school libraries</p> <p>a. Research a structure for providing regular funding for materials purchasing</p> <p>b. Employ a Library Media Technician (LMT), 4 hours per day, at each school</p> <p>c. Provide professional development and materials support</p>	<p>A 4 HOUR LMT AT EACH SITE 2000&3000 salary&benefits Parcel Tax \$200,000</p> <p>LMT planning and training 5000 services Title II \$4,000</p>	<p>A 4 HOUR LMT AT EACH SITE 2000&3000 salary&benefits Parcel Tax \$168,318.19</p> <p>LMT planning and training 5000 services Title II \$893.50</p>
<p>1.8 Monitor and modify the Facilities Master Plan:</p> <p>a. Continue planning process for bond funded actions within approved Facilities Master Plan</p> <p>b. Address issues of safety and security</p> <p>c. Apply environmental impact focus</p> <p>d. Enhance our learning environment, as prioritized by input from stakeholders (e.g. water fountains/refill stations, flexible furniture)</p> <p>e. Consult experts in support of a 21st Century learning environment</p>	<p>Emergency/Safety Supplies (food/water/red backpacks/blinds) 4000-4999: Books And Supplies Base \$5,000</p> <p>Contribution to Deferred Maintenance Fund 14 0000: Unrestricted Base \$40,000</p> <p>School Facilities are maintained in good repair (RRMA) 2000&3000 salary&benefits Base \$815,000</p> <p>School Facilities are maintained in good repair (RRMA) 5000-5999: Services And Other Operating Expenditures Base \$220,000</p>	<p>Emergency/Safety Supplies (food/water/red backpacks/blinds) 4000-4999: Books And Supplies Base \$18,626.79</p> <p>Contribution to Deferred Maintenance Fund 14 0000: Unrestricted Base \$77,038.45</p> <p>School Facilities are maintained in good repair (RRMA) 2000&3000 salary&benefits Base \$835,484.94</p> <p>School Facilities are maintained in good repair (RRMA) 5000-5999: Services And Other Operating Expenditures Base \$292,698.87</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.9 Ensure that Special Education (SPED) students will be taught by highly qualified staff, in the Least Restrictive Environment (LRE), using grade level curriculum with appropriate accommodations according to their IEPs and meet Statewide assessment participation and achievement indicator targets outlined in Performance Indicator Review (PIR).</p> <p>1.9a Instruction - Every special education student will have access to the books and materials, assessments, daily schedules that include the same or similar activities as same aged peers in an inclusive educational environment.</p> <p>1.9b - State wide Assessments - Provide evidence the decision-making process involved during IEP development was based on meaningful dialog related to student participation in and accommodations and modifications for statewide assessments.</p> <p>1.9c Research-Based Curriculum - Identify and maintain information and access to research based curriculum (including specialized curricula relating to academics, behavior and social emotional learning) to meet student learning needs and full implementation of Individual Education Plans. Ensure all special education teachers and students have access to core curriculum, curriculum resource list, teacher surveys/input.</p> <p>1.9d Professional Development - Support and encourage special educators (teachers, paraprofessionals, specialists, psychologist, and administrator) to participate in ongoing districtwide and special education specific professional development.</p> <p>1.9e SPED students with unique needs that can not be met by district services may be provided instruction through the SMCOE.</p> <p>1.9f SPED students with unique needs that can not be met by district services may be provided instruction through local non-public schools.</p>	<p>1000&3000 salary&benefits State SPED Funds \$2,707,196</p> <p>4000 materials State SPED Funds \$4,800</p> <p>5000-5999: Services And Other Operating Expenditures State SPED Funds \$4,100</p> <p>County Costs 7000-7439: Other Outgo State SPED Funds \$150,000</p> <p>Non Public Schools 5800: Professional/Consulting Services And Operating Expenditures State SPED Funds \$380,000</p>	<p>1000&3000 salary&benefits State SPED Funds \$1,566,599.16</p> <p>4000 materials State SPED Funds \$11,886.67</p> <p>5000-5999: Services And Other Operating Expenditures State SPED Funds \$6,790</p> <p>County Costs 7000-7439: Other Outgo State SPED Funds \$146,952.90</p> <p>5875 5800: Professional/Consulting Services And Operating Expenditures State SPED Funds \$495,131.25</p> <p>5100- Sub Contractor Agreements 5000-5999: Services And Other Operating Expenditures State SPED Funds \$1,111,829</p> <p>5811 5800: Professional/Consulting Services And Operating Expenditures State SPED Funds \$18,007</p>
<p>1.10 Provide district-wide professional development opportunities keeping both certificated and classified staff needs in mind, along with leveraging resources with neighboring districts (elementary and high school).</p>	<p>1000&3000 salary&benefits Title I \$35,000</p> <p>TCRWP Coaching Institute 5000-5999: Services And Other Operating Expenditures Title II \$6,000</p>	<p>1000&3000 salary&benefits Title I \$39,397.86</p> <p>TCRWP Coaching Institute 5000-5999: Services And Other Operating Expenditures Title II \$3661.74</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	TCRWP Coaching Institute 5000-5999: Services And Other Operating Expenditures Title I 750.00	TCRWP Coaching Institute 5000-5999: Services And Other Operating Expenditures Title I \$750.00
<p>1.11 Continue support for teaching of ELD standards with appropriate supplemental TK-8 ELD materials.</p> <p>1.11a. Support the implementation of Integrated and Designated ELD in all subject areas.</p> <p>1.11b Provide ELD materials that support integration in all subject areas</p> <p>1.12 Build workforce housing (\$25 M over a 2-3 year period)</p>	<p>4000-4999: Books And Supplies Lottery \$3,000</p> <p>1000&3000 salary&benefits Title III \$28,885</p> <p>Imagine Learning and Rosetta Stone 5800: Professional/Consulting Services And Operating Expenditures Lottery \$6,000</p> <p>Finance with COP - timing to be determined 5800: Professional/Consulting Services And Operating Expenditures COP (loan) or Certificate of Participation \$5,000,000</p>	<p>4000-4999: Books And Supplies Lottery \$1234.71</p> <p>1000&3000 salary&benefits Title III \$33,557.72</p> <p>Imagine Learning and Rosetta Stone 5800: Professional/Consulting Services And Operating Expenditures Lottery \$10,365.00</p> <p>5800: Professional/Consulting Services And Operating Expenditures COP (loan) or Certificate of Participation \$0</p>
<p>1.13 Every student has access to all standards aligned materials:</p> <ul style="list-style-type: none"> • English Language Arts/English Language Development K-8: Teachers College Reading and Writing Workshop, 2017 Words Their Way (supplemental); LLI Intervention • Mathematics K-5: Bridges to Mathematics, 2016, Bridges Intervention Kit 6-8: College Preparatory Mathematics, 2014 <p>1.14 General Education Classrooms are staffed at a ratio of 1 teacher to every 24 students in grades TK-3 and 1 teacher to every 32 students in grades 4-8</p>	<p>Yearly Consumables and Intervention Materials 4000-4999: Books And Supplies Base 72,000</p> <p>1000&3000 salary&benefits Base \$13,100,000</p>	<p>Yearly Consumables and Intervention Materials 4000-4999: Books And Supplies Base \$69,000</p> <p>1000&3000 salary&benefits Base \$13,420,011.48</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.15 Credentialed PE teachers are provided at a ratio of 1 teacher to every 36 students at the comprehensive middle school and for the 6-8 programs at the K-8 (IBL, 3.6 fte, Cabrillo .5 fte, Vallemar .5 fte, Ocean Shore .4 fte)	1000&3000 salary&benefits Base \$510,000	1000&3000 salary&benefits Base \$474,733.00
1.16 Paraprofessionals are provided to TK-8 classrooms in accordance with students needs identified in their IEPs	2000&3000 salary&benefits IDEA Funds \$1,276,606	2000&3000 salary&benefits IDEA Funds \$1,176,700.21
1.17 Three staff members: a network administrator, a network specialist and a support technician to support maintenance of equipment, connectivity and data analysis.	2000&3000 salary&benefits Base \$368,000	2000&3000 salary&benefits Base \$252,990.55
1.18 Six full- time day custodians and Nine full-time night custodians employed to maintain clean facilities	2000&3000 salary&benefits Base \$1,210,000	2000&3000 salary&benefits Base \$1,174,900.23
1.19 School Administrations leads the development of their Schools School Plan for Student Achievement and is responsible for ensuring a safe and supportive learning environment for its students.	School Administration 1000-3000: Certificated & Classified Salary and Benefits Base \$2,300,000	School Administration 1000-3000: Certificated & Classified Salary and Benefits Base \$2,314,000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All the planned actions and services included with this goal were implemented. Due to lack of qualified Special education teacher candidates for open positions, a portion of the funding that was budgeted for Special Education teacher salaries was spent on Special Education contractors who provided the same services to those students. Also there was an increase in the actual funds spent for administrative training on instructional leadership and coaching due to follow-up trainings of the initial budgeted summer training throughout the school year. There was additional funds spent on Emergency and safety supplies due to the extra supply needed to respond to COVID- 19. Some funding for personnel in the tech department and the classified staff left mid school year and those position were either not filled right away or at all. Due to this attrition, there was less funds actual expended compared to what was budgeted.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

One action that was not implemented was around securing a loan for the workforce housing. All of the other actions and services were implemented successfully. Some major successes were around the professional development teachers both special education and general education, paraprofessionals and administrators received around the IEP process, supporting families of Special education students and the assessment process. This PD allowed for more effectively and informed IEP meetings and implementation and monitoring of actions within the IEPs. Another success highlight was the support of integrated English language development that schools received in the form of in classroom content based instructional practices and online resources. The challenges were that some of the actions that contributed to achieving the goal were discontinued or cut short in March due to the switch to distance learning. Teachers and staff collectively were challenged to be able to continue certain actions and practices in a virtual space.

Goal 2

Goal 2: Support all students in reaching their academic potential, with emphasis in mathematics, English Language arts and English language development (ELD) by providing engaging coursework that is guided by data driven decision making. (Pupil Outcomes)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Maintain Reclassification Fluent English Proficient (RFEP) Rate</p> <p>19-20 Target: 17%</p> <p>Baseline 16.7%</p>	<p>Actual: 23%</p>
<p>Metric/Indicator SBAC ELA: Average distance from level 3</p> <p>19-20 Target: All: 25, 5 (High, Maintained)G ELs: -5, 8 (Maintained, Increased)G SED: -12, 7 (Low, Increased) Y SWD: -49,15 (Low, Increased)Y Filipino: 20, 5 (High, Maintained)G Hispanic: 12,10 (High, Increased)G</p>	<p>Actual: 2019 All: Status:18.4, Change:-0.1 (High, Maintained)Green ELs: Status: -36.1, Change:-1.5 (Low, Maintained) Orange SED: Status: -22.5, Change:+5.9 (Low, Increased) Yellow SWD: Status: -74.4, Change:+12.4 (Very Low, Increased) Orange Filipino: Status: 10.9, Change:+9.5 (High, Increased) Green Hispanic: Status: -14.3,Change:+3.3 (Low, Increased) Yellow</p>

Expected	Actual
<p>Baseline All: 10.9, +7.4 (High, Increased)G ELs: -30, +3 (Low, Maintained)Y SED: -33, -2 (Low, Decreased)O SWD: -94, -6 (Very Low, Decreased)R Filipino: 3, -6 (Medium, Decreased)O Hispanic: -15, 3 (Low, Maintained)Y</p>	
<p>Metric/Indicator SBAC Math: Average distance from level 3</p> <p>19-20 Target: All: 12, 5 (High, Increased)G (high) ELs: -11, 10 (Medium, Increased)G (High) SED: -22, 10 (Medium, Increased)G (High) SWD: -80, 15 (Low, Increased Sig.)Y (Med.) Filipino: 0, 5 (High, Increased)G (High) Hispanic: -9, 7 (Medium, Increased)G (High)</p> <p>Baseline All: -10, -6 (Medium, Declined)O (Low) ELs: -48, -12 (Low, Declined Sig.)R (Lowest) SED: -56, -10 (Low, Declined Sig.)R (Lowest) SWD: -119, -8 (Very Low, Declined)R (Lowest) Filipino: -22, -6 (Medium, Declined)O (Low) Hispanic: -43, -10 (Low, Declined)O (Low)</p>	<p>Actual: 2019 All: Status: 6.6, Change: -1.1 (High, Maintained)Green ELs: Status: -37.8, Change: +2.2 (Low, Maintained) Orange SED: Status: -41.1, Change: +4.9 (Low, Increased) Yellow SWD: Status: -91.2, Change: +16.2 (Low, Increased Significantly) Yellow Filipino: Status: 3.4, Change: +5.1 (High, Increased) Green Hispanic: Status: -30.2, Change: +3.9 (Low, Increased) Yellow</p>
<p>Metric/Indicator Increase the % of ELPAC test takers who increased at least one ELPAC Level and % who maintained Well Developed Performance Level (4) of English Language Proficiency</p> <p>19-20</p>	<p>35.3% of 187 English Learners made progress towards English language proficiency by increasing at least one English language Proficiency Indicator (ELPI) level or maintained an ELPI Level 4</p>

Expected	Actual
<p>Target to be set based on Spring 2019 Summative ELPAC Scores</p> <p>Baseline Baseline will be set based off result from 2019 Summative EPLAC (Expected in summer 2019)</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.1 Continue to provide district-wide curriculum specialists (Humanities, Math, Science, and Access, Equity & Innovation) along with selection of site lead teachers (stipends provided) in Humanities, Math, Science and Innovation to serve as experts in the core content areas and serving targeted subgroup students. Support and expertise includes:</p> <ul style="list-style-type: none"> a. Data driven decision making b. Serving as curriculum leaders at the schools c. Providing site level/district level professional development d. Insure equity for all students <p>Combined in 1.10 & 3.1</p>	<p>1000&3000 salary&benefits Supplemental \$450,000</p> <p>6 Science Leads 1000&3000 salary&benefits PEF \$22,000</p>	<p>1000&3000 salary&benefits Supplemental \$440,394.59</p> <p>6 Science Leads 1000&3000 salary&benefits PEF \$32,681.25</p>
<p>2.3 Maximize General and Special Education teacher collaboration/preparation time:</p> <ul style="list-style-type: none"> a. As funding allows provide teachers with release days (or equivalent paid) collaboration time to incorporate learning from PD b. Provide all 3rd - 5th grade teachers with at least one prep period per week with a 1.0 fte District Music Teacher. c. Utilize early release Wednesdays for collaboration time between and amongst General and Special Ed. teachers d. Continue to seek ways to support provision of collaboration/prep time for teachers K-5 through avenues such as PE, music, art and world language with special emphasis on K-2. 	<p>Music Teacher 1000&3000 salary&benefits PEF \$80,000</p>	<p>Music Teacher 1000&3000 salary&benefits PEF \$103,164</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.4 Contract for data tools to support data driven decision making including Synergy, Illuminate, DataZone-Foster Vision; and through School and District School Climate Teams and Leadership Council establish practices to monitor student progress in state and district priority areas especially focuses on targeted student groups	Synergy, Datazone 5800: Professional/Consulting Services And Operating Expenditures Base \$32,000	Synergy, Datazone 5800: Professional/Consulting Services And Operating Expenditures Base \$25,000
2.5 Research, implement, and monitor interventions and innovative practices for supporting under-performing students and unduplicated subgroups: a. On-line programs b. Professional development c. Student Organization and Study Skills needs	ST Math may be replaced 5800: Professional/Consulting Services And Operating Expenditures Lottery \$17,000 Academic Center 1000-3000: Certificated & Classified Salary and Benefits Title I \$7,200 SPARC Poetry 5800: Professional/Consulting Services And Operating Expenditures PEF \$24,500 SMCOE County funded portion for Academic center 1000-3000: Certificated & Classified Salary and Benefits Other \$19,000	Did not use ST Math 5800: Professional/Consulting Services And Operating Expenditures Lottery \$0 Academic Center-Pandemic hit and was not able to use funds Title I \$0 SPARC Poetry 5800: Professional/Consulting Services And Operating Expenditures PEF \$24,500 SMCOE County funded portion for Academic center 1000-3000: Certificated & Classified Salary and Benefits Other \$13,500
2.6 Provide a full-time Assistant Principal at Sunset Ridge whose emphasis will be on student attendance, instruction, data analysis, and social emotional learning especially focused on the needs of English Learners (ELs), Socio-economically Disadvantaged (SED).	SR VP 1000&3000 salary&benefits Supplemental \$167,000	TOSA 1000&3000 salary&benefits Supplemental \$91,219.85
2.7 Provide half-time vice principals, guidance and learning at Cabrillo/Vallemar/Ortega/Ocean Shore, whose emphasis will be on student attendance, instruction, data analysis, and social emotional learning especially focused on the needs of English Learners (ELs), Socio-economically Disadvantaged (SED).	CAB/OS/VM/ORT 1000&3000 salary&benefits Supplemental \$309,480	CAB/OS/VM/ORT 1000&3000 salary&benefits Supplemental \$240,529.01
2.8 Provide a district-wide Early Learning Program: a. Employ/contract with an Early Learning Coordinator to assist with planning and implementation of the program, emphasizing partnerships with the City of Pacifica and private preschool programs.	Early Learning Coordinator 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$19,000	Early Learning Coordinator 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$6,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>b. Provide Kick off to Kindergarten for entering K students with limited or no preschool experience (4 weeks, 3 hours day, summer).</p> <p>2.9 Free online resources will be shared with families through the school libraries. Partnership with county librarian will ensured that all students have library cards and access to internet to be able to access these online resources.</p>	<p>1000&3000 salary&benefits Supplemental \$30,949</p> <p>4000 materials Supplemental 4,000</p> <p>Close the Gap Grant 5800: Professional/Consulting Services And Operating Expenditures Other 4,000</p> <p>\$0</p>	<p>K2K Teachers for Summer Compensation Cross Fiscal Years 1000&3000 salary&benefits Supplemental \$11,957.60</p> <p>4000 materials Supplemental \$913.00</p> <p>Close the Gap Grant 5800: Professional/Consulting Services And Operating Expenditures Other \$6194.68</p> <p>\$0</p>
<p>2.10 Provide sites with supplemental funds to schools to provide directed targeted interventions that are School Site Council (SSC) approved, explained and monitored through the annual School Plan for Student Achievement (SPSA). Amount allocated is a capped amount. See Chart in Demonstration of Increase or Improved services for Unduplicated Pupils</p>	<p>1000&3000 salary&benefits Supplemental \$72,090</p>	<p>Resource 0800 management 0341 2000&3000 salary&benefits Supplemental \$62,236.10</p>
<p>2.11 Specialist provide continued professional development focused on integrated/designated ELD for English Learners and best practices to ensure direct instruction through TCRWP- small group instruction</p> <p>2.12 Implement and monitor district-wide formative and benchmark assessments to inform teaching and monitor student progress: e.g. Fountas and Pinnell, On-Demand Writing, Math Benchmarks</p>	<p>ELD integrated designated planning 1000&3000 salary&benefits Title I \$500</p> <p>Lab Sites - Small groups/ Grammar focus (Patterns of Power/Designated ELD) 5000-5999: Services And Other Operating Expenditures Title I \$10,000</p> <p>4000-4999: Books And Supplies Base \$10,000</p>	<p>ELD integrated designated planning 1000&3000 salary&benefits Title I \$500.00</p> <p>1000&3000 salary&benefits Title II \$10,000</p> <p>4000-4999: Books And Supplies Base \$1260.98</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.13 Assess and review assessment outcomes for ELs to inform instruction: a. ADEPT, b. ELPAC	ELPAC 1000-3000: Certificated & Classified Salary and Benefits Base \$7,000	ELPAC 1000-3000: Certificated & Classified Salary and Benefits Base \$7,626.38
2.14 Provide counseling support to work with primarily unduplicated student groups and families.	see goal 2 Action15	
2.15 Maintain counselors for grades 6-8 (IBL, 1.0 fte, Cabrillo/Vallemar .5 fte, OS .4 fte) and explore ways to increase counseling time: e.g., additional YSB time, primary grades.	1000&3000 salary&benefits Parcel Tax \$170,000 YSB contracted time for OS 5800: Professional/Consulting Services And Operating Expenditures Parcel Tax \$36,000	1000&3000 salary&benefits Parcel Tax \$154,231.87 YSB Contracted Time for OS 5800: Professional/Consulting Services And Operating Expenditures Parcel Tax \$23,498.00
<p>2.16 Monitor the implementation of the Health and Physical Education Standards and work to strengthen instruction for students in these areas.</p> <p>2.17 Ensure students with IEPs have academic goals aligned with state standards.</p> <p>2.17a Students' IEPs will be reviewed no less than annually, with goals and services updated as reflected by revised IEPs.</p> <p>2.17b Gen Ed and SPED staff will collaborate to plan and develop instructional strategies in order to meet the needs of diverse learners, including students with IEPs, within the Least Restrictive Environment (LRE).</p> <p>2.17c Assessment - Integrate the use of district-wide formative and benchmark assessments as a key instructional practice for students with IEPs.</p> <p>2.17d Utilize IEP process to have meaningful dialogue about Student participation on CAASPP for ELA, Math and Science to address Performance Indicator Review (PIR) targets.</p>	<p>Health Ed Curriculum 4000-4999: Books And Supplies Base \$12,400</p> <p>4000 materials State SPED Funds \$6,000</p>	<p>Health Ed Curriculum 4000-4999: Books And Supplies Base \$12,600</p> <p>4000 materials State SPED Funds \$4761.42</p>
2.18 Improve our data and assessment systems so that we have easily accessible accurate, meaningful data from a comprehensive assessment system to both identify and inform us of student progress	5800: Professional/Consulting Services And Operating Expenditures Low Performing	DataZone Training was provide at not cost \$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Student Block Grant or LPS \$9,000	
2.19 Provide Special Education staff professional development and training: 1. Creating goals and actions within IEPs that align with adopted curriculum 2. Providing modified instruction utilizing the adopted core curriculum within a general education setting	0	\$0
2.20 Provide counseling support (Mental Health Counselor) to work with primarily Special Education students and families.	1000&3000 salary&benefits SELPA Mental Health Funding 139,000 1000&3000 salary&benefits Base \$50,000	1000&3000 salary&benefits SELPA Mental Health Funding \$100,611.00 Benefits Amount out of base 1000&3000 salary&benefits Base \$34,221.80

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All of the actions within this goal were implemented. In supporting under-performing students and unduplicated subgroups (action 2.5), the math on-line programs within the adopted Math curriculum (Bridges Math) were used instead of ST Math online program for intervention. Some of the funds budgeted for after school Academic Center were unused due to the COVID-19 Shut down of in person learning and the support staff utilized as online small group or one-on-one support during distance learning. The budgeted funds for K to K summer program were split into two Fiscal Years. The second part of the 18-19 summer program and the first half of the 20-21 summer program. Due to COVID-19, we were not able to have the K to K program for the in the summer of 2020. Some budgeted personnel costs attached to actions were not completely spent due to attrition and the effect of closure of In-person instruction in March due to COVID-19.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Although achieving a goal of having all students reach their academic potential is ongoing, the implementation of the actions and services were successful in showing progress toward the goal of supporting students to reach their academic potential. Specifically the actions around use and review of assessment data for ELA , Math and English learner proficiency; and counseling personnel and counseling support for unduplicated student groups and families. There were challenges in maintaining implementation of many actions when the closure of in-person instruction occurred in March.

- Action 2.5 After school Academic centers were shut down in March;
- Action 2.10 Targeted intervention with regards to in-person tutoring or additional in-person support for targeted students in Math and ELA were discontinued in March.
- Action 2.8 The Kick off to Kindergarten for incoming that was to happen in June was cancelled.
- Action 2.12: Our third round of Fountas and Pinnell literacy benchmark assessment which is an in-person assessment was not given due to closure of in-person learning in March.
- Action 2.17: Our services to our Special Education students were altered in March due to providing these services from a distance.

These actions were in many cases less effective and impactful as they would have been if the students remained in in-person instructions. Specifically the actions supporting our Special Education students which in some cases had to be drastically adjusted to ensure the needed services were being met through the service providers.

Goal 3

Enhance student engagement by providing a well-rounded education, a positive and safe school climate, effective character education, and meaningful parent participation opportunities. (Engagement)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Suspension Rates % An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons.</p> <p>19-20 Targets: All: 1.48% (L,D)G ELs: .5% (VL,M)B SED: 1.5% (M,DS)G SWD: 1.5% (M,DS)G Asian: .4% (VL,D) B Af. Am: 0% (M,DS)G Filipino: .5% (VL,D)B Hisp: 1.5% (L,DS)B Pac Isl: 3.7% (L,DS)B Two/+: .5% (VL,D)B White: .25% (VL,D)B American Indian/Alaska Native: * Foster Youth: * Homeless Youth: *</p>	<p>Actual: 2019 All: 1.4% (Low, Maintained)Green ELs: 1.7% (Medium, Maintained)Yellow SED: 3.3% (High, Increased)Orange SWD: 2.9% (M,Maintained)Orange Asian: 1.2% (Low, Increased) Yellow Af. Am: 2.7% (Medium, Increased)Orange Filipino: 0.7% (Low, Declined)Green Hisp: 2.0% (Medium, Declined)Green Pac Isl: 0.0% (Very Low, Declined) no color less than 30 in group Two/+: 0.8% (Low, Declined)Green White: 1.1% (Low, Maintained)Green American Indian/Alaska Native: * Foster Youth: * Homeless Youth: *</p>

Expected	Actual
<p>Baseline All: 2.98% (M,D)G ELs: 1.13% (M,DS)G SED: 5.17% (H,I)O SWD: 4.96% (H,M)O Asian: 1.75% (M,D) G Af. Am: 14.29% (VH,IS)R Filipino: 1.66% (M,DS)G Hisp: 3.12% (H,D)Y Pac Isl: 3.03% (D,DS)Y Two/+: 1.04% (M,DS)G White: 2.13% (M,M)Y Foster Youth: * American Indian/Alaska Native: *</p>	
<p>Metric/Indicator Favorable Responses on Parent Survey regarding decision making (Family-School Relationship Survey; Panorama Education)</p> <p>19-20 Target: 92%</p> <p>Baseline Baseline: (Survey given April 2018) Favorable Responses 86%</p>	<p>89% (survey given April 2019)</p>
<p>Metric/Indicator Favorable Responses on Parent Survey regarding participation (Family-School Relationship Survey; Panorama Education)</p> <p>19-20 Target: 95%</p>	<p>92% (survey given April 2019)</p>

Expected	Actual
<p>Baseline Baseline: (Survey given April 2018) Favorable responses 90%</p>	
<p>Metric/Indicator Favorable Responses on Student Survey measuring students' perceptions of school safety (Student Survey; Panorama Education)</p> <p>19-20 Target: 3rd - 5th grade - 72% 6th - 8th grade - 67%</p> <p>Baseline Baseline in 2017-18(Survey given Sept. 2018) 3rd - 5th grade - 70% 6th - 8th grade - 65%</p>	<p>19-20 Actual: (Survey given Sept. 2019) 3rd - 5th grade - 68% 6th - 8th grade - 70%</p>
<p>Metric/Indicator Favorable Responses on Student Survey measuring students' perceptions of connectedness to school (Student Survey; Panorama Education)</p> <p>19-20 Target: 3rd - 5th grade - 83% 6th - 8th grade - 71%</p> <p>Baseline Baseline in 2017-18(Survey given Sept. 2018) 3rd - 5th grade - 81% 6th - 8th grade - 69%</p>	<p>19-20 Actual: (Survey given Sept. 2019) 3rd - 5th grade - 80% 6th - 8th grade - 68%</p>

Expected	Actual
<p>Metric/Indicator Middle School Dropout Rate</p> <p>19-20 Target: 0%</p> <p>Baseline 0%</p>	<p>19-20 Actual: 0% Dropout Rate</p>
<p>Metric/Indicator Attendance Rate</p> <p>19-20 Targets: All: 3.80% EL: 4.22% SED: 5.16% Sp Ed: 4.85%</p> <p>Baseline Baseline 16-17: All: 3.95% EL: 4.73% SED: 5.31% Sp Ed: 5.00%</p>	<p>2019-2020 Actual All: 3.00% EL: 3.56% SED: 4.19% Sp Ed: 3.71%</p>
<p>Metric/Indicator Chronic Absenteeism % An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons.</p> <p>19-20 Targets: All: 6.0% EL: 7.0%</p>	<p>Actual: 2019 All: 7.1%(Medium, Increased)Orange EL: 11.1%(High, Increased Significantly)Red SED: 14.5%(High, Increased)Orange Sp Ed: 13.8%(High, Increased)Orange Af Am: 11.8%(High, Increased)Orange Asian:3.6%(Low, Increased)Yellow Filipino: 6.4%(Medium, Increased)Orange Hispanic/Latino: 9.0%(Medium, Increased)Orange Pacific Islander: 21.1% (no color less than 30 in group)</p>

Expected	Actual
<p>SED: 12.0% Sp Ed: 10.0% Af Am: 9.0% Asian: 1.3% Filipino: 3.5% Hispanic/Latino: 7.5% Pacific Islander: 3.5% White: 4.0% Two or More Races: 5.0% American Indian/Alaska Native: * Foster Youth: * Homeless Youth: *</p>	<p>White: 6.7%(Medium, Increased)Orange Two or More Races: 5.9%(Medium, Declined)Green American Indian/Alaska Native: * Foster Youth: * Homeless Youth: *</p>
<p>Baseline All: 7.00% EL: 12.50% SED: 20.24% Sp Ed: 15.13% Af Am: 16.3% Asian: 1.3% Filipino: 3.5% Hispanic/Latino: 10.9% Pacific Islander: 10.0% White: 6.8% Two or More Races: 7.0% American Indian/Alaska Native: * Foster Youth: * Homeless Youth: *</p>	
<p>Metric/Indicator Pupil Expulsions Rate</p> <p>19-20 Target: All: 0% expulsions</p>	<p>19-20 Actual: 0% expulsions</p>

Expected	Actual
Baseline All: 0% expulsions	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3.1 Maintain while exploring continual growth in the Visual and Performing Arts (VAPA) plan district wide:</p> <p>a. Continue a comprehensive instrumental band program for grades 6-8</p> <p>b. Maintain introductory music program from grades 3-5.</p> <p>c. Provide materials, instrument repair for both 3-5 and 6-8 music program</p> <p>d. Enhancing VAPA instruction by utilizing SMCOE VAPA coordinator</p>	<p>two 6-8 band teachers 1000&3000 salary&benefits Base \$180,000</p> <p>4000-4999: Books And Supplies PEF \$19,000</p> <p>See Goal 2 Action 3.B PEF</p>	<p>One 6-8 Band Teacher and One 3-5 Music Teacher 1000&3000 salary&benefits Base \$182,865.55</p> <p>4000-4999: Books And Supplies PEF \$21,001.55</p>
<p>3.2 Maintain FLES at Sunset Ridge and World Language, Spanish in grades 6-8 at IBL</p>	<p>Sunset Ridge Spanish Teacher 1000&3000 salary&benefits Supplemental \$125,000</p> <p>4000-4999: Books And Supplies Base \$2,000</p> <p>4000-4999: Books And Supplies Supplemental \$10,000</p> <p>Ingrid B. Lacy Spanish Teacher 1000&3000 salary&benefits Base 54,000</p>	<p>Sunset Ridge Spanish Teacher 1000&3000 salary&benefits Supplemental \$118,579.44</p> <p>4000-4999: Books And Supplies Base \$500.00</p> <p>4000-4999: Books And Supplies Supplemental \$0</p> <p>Ingrid B. Lacy Spanish Teacher 1000&3000 salary&benefits Base \$54,363.27</p>
<p>3.3 We provide district wide and individual school survey results to our schools to help in determining parent education, workshop, training needs.</p>	<p>4000-4999: Books And Supplies Base \$1,000</p> <p>Panorama Survey Tool 5800: Professional/Consulting Services And Operating Expenditures Base \$10,977</p>	<p>4000-4999: Books And Supplies Base \$0</p> <p>Panorama Survey Tool 5800: Professional/Consulting Services And Operating Expenditures Base \$10,977</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3.4 Support parents in keeping informed regarding their child's progress</p> <p>a. Continue to work towards creating a standards based report card for K-5 that is inclusive of academic standards and practices and social emotional learning competencies and practices and student progress around IEP alignment and GE standards and curriculum.</p> <p>b. Maintain the use of online (Jupiter) student progress tools in 6-8th grades for communicating with parents</p>	<p>2000&3000 salary&benefits Base \$2,000</p>	<p>2000&3000 salary&benefits Base \$0</p>
<p>3.5 Enhance parent participation in programs and ensure seeking input from parents in decision making:</p> <p>a. Review parent survey results and develop action steps</p> <p>b. Annually report to Trustees results of the survey and action steps progress</p>	<p>see goal 3, Action 3</p>	
<p>3.6 Develop strategies based on data to improve community culture and school climate</p> <p>a. Continue with school climate and safety teams whose responsibility includes applying the SW PBIS matrix, review of surveys and data to impact next steps</p> <p>b. Ensure a site-level process for supporting a welcoming system and welcoming students and families entering a K-8 school, especially in grades 6-8</p> <p>c. Continue full funding of Outdoor Ed for 5th grade</p>	<p>Teacher Stipends and Sub costs for combo classes 1000&3000 salary&benefits Parcel Tax \$11,500</p> <p>Housing Costs for Teachers/Students & transportation costs 5000-5999: Services And Other Operating Expenditures Parcel Tax \$128,500</p>	<p>Teacher Stipends and Sub costs for combo classes 1000&3000 salary&benefits Parcel Tax \$8745.14</p> <p>Housing Costs for Teachers/Students & Transportation Costs 5000-5999: Services And Other Operating Expenditures Parcel Tax \$112,233.18</p>
<p>3.7 Monitor the implementation of the PSD Social Emotional Learning Guiding Document that includes the Character Education component of the Health Education Plan</p>	<p>\$0 0</p>	<p>\$0 \$0</p>
<p>3.8 Monitor students with poor attendance through DataZone and excessive tardiness/suspension-expulsions and develop strategies to support these families with the support of the VPs/APs and support teams at each site.</p>	<p>\$0</p>	<p>\$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3.9 Explore, expand, and implement after-school and summer recreational activities accessible to all</p> <p>a. Work with partners to develop new clubs and after school activities to provide opportunities for a variety of student interests</p> <p>b. Enhance recognition activities for pupil community service involvement</p> <p>c. Investigate ways to expand free after school and summer activities</p>	<p>Provided by Boys Girls Club, City of Pacifica, outside grants and PTOS \$0</p>	<p>Provided by Boys & Girls Club, City of Pacifica, Outside Grants and PTO's \$0</p>
<p>3.10 Ensure accessibility to homework center for EL, SED and special education student populations: e.g. parents and students informed, before/after school support offered on multiple days of the week.</p> <p>3.11 Assign Student Services Administrator to serve as case manager for all identified Foster Youth in the District.</p> <p>a. Will retrieve the contact information for the court-appointed educational representative or social worker to convey to appropriate site personnel in regards to student discipline issues.</p> <p>b. Will determine whether a student was absent due to a verified court appearance or related activity, so that the student suffers no negative effect to grades and/or attendance.</p> <p>c. Will collaborate with IEP Case Manager to ensure full access and eligibility for special education programs offered to foster youth.</p> <p>d. Will determine whether the foster youth is eligible for certain services and programs.</p> <p>e. Will support site administrative designee, with the assistance of the ESS Specialists to determine whether a student has an adult at home who can engage in read-alouds, partner reading, math homework, etc. and develop a plan to support the Foster Youth for academic and social emotional success with the family.</p> <p>f. Will request if needed the School Counselor and/or mental health counselor to determine whether certain mental health symptoms are the result of placements, mobility, etc.</p> <p>g. School secretary will locate lost or missing academic records.</p>	<p>See Goal 2 Action 5</p> <p>5000-5999: Services And Other Operating Expenditures Title I \$2,000</p>	<p>5000-5999: Services And Other Operating Expenditures Title I \$6814.80</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>h. Through an empathetic lens, develop a site-level process for supporting a welcoming system and positive school climate for foster youth</p> <p>i. Will collaborate with the SMCOE Foster Youth Education Liaison to support the needs of foster students in the District</p> <p>Now combined with Action 3.3</p>		
<p>3.13 Develop and enhance parent leaders representing targeted subgroups serving on district and school committees (SSC, ELAC, DELAC, SEPAC)</p> <p>a. Monitor representation on district and school committees to reflect district and school demographics</p> <p>b. Investigate purchasing of translation tools/using on-line support for use at meetings (e.g., headphones; Google Assistant)</p> <p>c. Explore the feasibility of employing a Spanish-speaking Community Liaison to increase the development of opportunities for parent engagement and improve outreach to the Spanish speaking community.</p>	no additional cost \$0	\$0
<p>3.14 Monitor/review local chronic absenteeism and suspensions data for student population groups where data has been suppressed on the California Dashboard due to having less than 11 students district wide in order to develop positive individual supports for these student groups.</p>	\$0	\$0
<p>3.15 Monitor participation rates for the Parent, Staff and Student Surveys and work with Site Principals for ways to increase participation in these surveys.</p>	\$0	\$0
<p>3.16 To insure that families of Low Performing Students are actively engaged supporting their child, School teams (administrators, teachers, support staff and parents) will attend the Family Engagement Learning Institute for the purpose of linking family engagement to learning and to build the capacity of the schools to develop and sustain effective family engagement practices.</p>	5000-5999: Services And Other Operating Expenditures Low Performing Student Block Grant or LPS \$22,000	High Expectations 5000-5999: Services And Other Operating Expenditures Low Performing Student Block Grant or LPS \$22,000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions and services that were planned were implemented and used to support students, families, teachers and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The actions and services planned and executed were successful in achieving this goal. The actions did have a positive effect on student and parent engagement and on creating a safe school environment. The surveying of families', staff and students' perceptions along with monitoring of student engagement successfully informed the actions to increase engagement of families and students. Specifically impactful was the action of administrators, teachers, support staff and parents attending and engaging in the Family Engagement Learning Institute. The school sites were able to plan and execute the plans for ways to make community events more engaging for all families and create opportunities for families to have their engagement be connected directly to and have a positive impact on student learning. Challenges were faced in engaging with English learner families as it was hard to connect with some of these families. Direct emails or phone calls were not effective in reaching out to some of these families. Staff had to make home visits to engage with these families. The home visits were effective in addressing barrier that these families had in getting their children to attend school regularly and from March 2020 on, engage in distance learning.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Purchase Personal Protective Equipment (PPE) To enhance health and safety measures for students and staff, and to provide sanitation to classrooms and school offices.</p> <ul style="list-style-type: none"> • Hand sanitizer for all sites to include per classroom and stations on playground. • Thermometers to screen student and staff temperature and additional supplies to respond to students who display any signs of illness. • Signage in classrooms and restrooms regarding hygiene routines • Face masks were purchased and will be distributed to staff. • Cleaning supplies have been purchased to distribute to all classrooms once in person learning is started. • Disinfection and cleaning supplies has been purchased for all sites to be done by trained custodian staff. Hired additional custodian to oversee sanitation processes. • Protective face shields will be purchased for every staff member. These will be distributed to staff once they return to in person learning. • Plexiglass shields at secretarial workstations purchased and installed • Purchase increased stock of soap and towels. • Custodians routinely disinfect all high-touch surfaces using spray bottles, paper towels while wearing gloves and masks. 	<p>\$311,720</p>	<p>\$90,321.22</p>	<p>No</p>

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Provide Professional Learning to PSD Staff:</p> <ul style="list-style-type: none"> • TNTP Accelerated Learning Workshops for all teaching staff to support for the design of the continuum school model. • Bridges Math Virtual Learning Webinar series • Districtwide Collaborative Grade Level Meetings focused on strategies and practices to address learning loss, distance learning and to optimize academic achievement across all learning models (distance, hybrid and full in-person) • Wellness sessions focused on building capacity to facilitate social and emotional learning and well-being for all PSD students; additional focus on staff well-being and self-care. 	Reference in Distance Learning		Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

An initial amount of Personal Protective Equipment (PPE), signage, cleaning and disinfectant supplies were purchased in September with the intention of distributing when in-person learning would return. The actual expenditures is less than budgeted due to the lateness in the school year (Mid- April) when Pacifica School District returned to in-person instruction.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Pacifica School District did not return to in-person instruction until late in the school year (Mid April). The success of implementing in-person instruction were that students staff and families were able to have approximately eight weeks of a hybrid in person instruction that will benefit in supporting a successful opening to the 2021-2022 school year. When the Intent to Return survey was sent out before returning, 94% of families who had chosen the continuum model at the beginning of the school year, responded positive to feeling safe for there children to return to hybrid in-person instruction. The main challenges in implementing in-person instruction was assuring for safety of students and staff by following the CDPH and local health guidelines and by abiding by the local bargaining units Memorandum of Understandings (MOU). We returned in a hybrid model due to the health guidelines and needed to wait until all school site teachers were fully vaccinated to return based on the MOUs.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Provide devices to ensure each student can access and participate in digital, distance learning</p> <ul style="list-style-type: none"> • Purchase 2,300 Chromebooks to ensure sufficient inventory for each PSD student to have a Chromebook (1:1) • Library Media Technicians prepare and distribute Chromebooks (newly acquired and from pre-existing inventory) to PSD students. 	\$848,000	\$851,220	Yes
<p>Provide Student Connectivity Solutions and Support Where Needed</p> <ul style="list-style-type: none"> • Procure and provide "hotspots" to students/families in need of a connectivity for learning while at home 	\$48,000	\$48,000	Yes
<p>Provide ongoing professional development for all certificated and classified employees</p> <ul style="list-style-type: none"> • Teachers participated in a Distance Instruction: Keys Tools for Engagement course provided through SMCOE in partnership with San Mateo County Community College District • Provide two full days of professional learning upon teacher return to work: focus on Accelerated Learning Workshops facilitated by The New Teacher Project; student engagement and learning over distance facilitated by the use of The Distance Learning Playbook; and site-specific professional learning and staff work sessions to prepare to launch 2020-2021 academic year in full distance learning mode. • Provide a third professional learning day in October, 2020 with a continuing focus on distance learning including effective teaching practices for our EL students; preparing for safe reopening of school sites and hybrid learning 	\$31,500	\$36,181.12	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>approaches; and also addressing training around the use of licensed platforms for teaching and learning and effect practices for designing and producing digital content.</p>			
<p>License identified platforms to support digital/online learning and collaboration</p> <ul style="list-style-type: none"> • Purchased Zoom licenses for all district leaders and certificated staff to support online learning and professional collaboration via virtual meetings • Purchased Seesaw licenses for all TK-2 teachers to support online communication and learning • Licensed Online for Bridges Math (K-5) • Licensed TCI online Social Sciences platform (6-8) • Licensed Teachers College Readers/Writers workshop Virtual Learning subscription (TK-8) 	\$53,000	\$105,439.40	No
<p>Provide physical materials/resource packets via pickup</p> <ul style="list-style-type: none"> • To enable active learning inclusive of the use of physical materials, even in a distance learning context, district and sites are procuring, packaging and providing learning material kits to students (eg. Math Bridges Manipulative Kits) 	\$55,000	\$30,664.48	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There weren't any substantive differences between the planned actions/expenditures and what was implemented and expended on actions except in the area of on-line programs and communication platforms. There was a difference of over \$50,000 between what was planned and what was implemented in this area. This was due to purchasing a district wide use of the Zoom and Seesaw platforms and the added addition of classroom online subscriptions that supported the delivery of distance learning in specific subject content and with specified student groups.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Challenges with distance learning for the most part were around consistency of engagement of students. Getting some students to participate in class by logging in every day was challenging. Teachers and site staff were constantly having difficulty connecting with families to get students reengaged. There were also challenges for some of our English learners in that they have lost some of their English skills based on not having access to English speaking peers. Some of our younger students and certain special needs students had difficulty sitting and attending during virtual sessions. Teachers were challenged to find a successful balance for students and families that was both meaningful and safe. Despite these challenges, teachers and staff were successful for the most part in ensuring a continuity of instruction that was engaging for students. Through provided Online teaching practices and accelerated learning professional development, they were able to differentiate their instructional structure with whole group, small groups, and 1-on-1 meetings in order to meet the needs of all students. Other successes included all students having devices and connectivity due to the additional purchases of student Chromebooks and hotspots and the outreach each of the school sites conducted to families that were initial not engaging in distance learning. English learners were supported through virtual small group language and reading instruction. Online supplemental programs including Dreambox and Imagine Learning were also in support of our English learners. Students who did not have adequate support from home or who were not participating from their home were brought into learning pods on site to provide supervised support while distance learning.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide professional development for staff in providing effective Designated English Language Development through San Mateo County Office of Education	TBD		Yes
Translation for student support meetings and engaging families, will be provided for families when needed.	TBD		Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Our two school sites that have the majority of our English learners were provided professional development through San Mateo County Office of Education in both Designated and Integrated English Language Development. There was no cost for this training. School sites utilized existing staff to provide translation for meetings and to do reach out and engagement with families.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Staff Professional development was provided before the school year started that centered around Accelerated Learning to address learning loss. With the strategies and practices from this professional development, teachers were able to create comprehensive programs that supported student learning. Collaboration among staff and a whole team approach inclusive of families added to the success in addressing learning loss. The challenges faced were that some learning cannot be replicated in a virtual setting, such as social skill development and components of English Language Development. Also, some students who were not participating in the supports offered, suffered a more significant learning loss. From the most recent surveys of families, students and staff which was given in March of 2021, 61% of Families and 74% of teachers were concerned with the academic growth of the students. Base on feedback from the stakeholder engagement meetings (Parent Advisor Committee, District English Language Advisory Committee, Special Education Parent Advisory) and the weekly classified and certificated meetings, the efforts in addressing Learning loss have been mixed. The teachers and families report that English learners and students who are not regularly engaged in distance learning have experienced a greatest level of learning loss. We do not have concrete data on the level of learning loss that has occurred and plan to implement a comprehensive Assessment system at the beginning of the 2021-2022 school year to determine where students are at academically, which student have experienced learning loss and address those content areas where there has been learning loss.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

It has been a challenging year to support the social and emotional well-being of students and staff in the 2020-21 school year. In our most recent family and staff surveys given out in March 2021, 68% of 1,351 families and 87% of 339 staff were concerned for the social-emotional well being of students. From the 1,532 3rd through 8th grade students surveyed in March 2021, only 26% felt connected with their peers and 34% felt a connection with adults at school. A major reason was beginning the school year remotely. It was difficult to form new relationships when students and staff had never met in person. This was especially the case for new staff or new students coming into the District. Another challenge was the absence of opportunities for students to socialize in unstructured formats. The absence of recess or other socialized structures was negatively impacting many students social and emotional health. In addition, students with disabilities who require socialization opportunities to practice behavior goals required new ways to engage with each other. Due to the effect of campus closures and lack of social contacts, there has been an increase in referrals for counseling. There have been over 700 counseling sessions offered with 602 counseling sessions provide up to this point of the school year. 77 students have been provided support though our Social Emotional Wellness (SEW) team. As a result of this need, the success of this year has allowed us to create new systems to enhance engagement between students. For instance, a new social and emotional learning curriculum was implemented which created meeting routines. In addition, staff utilized restorative practices and circle routines with their students and with each other. Teachers who had training in restorative practices facilitated a bimonthly "Staff Support Circle" which allowed for teachers to gather virtually for a restorative circle focused on supporting staff social and emotional health. An outcome from such events was the increased opportunities for staff to connect with other staff members beyond their school site. The overall positive outcome of this years that through these experiences that we have gone through this year has allowed us to reexamine how we support the emotional health of our community like never before.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The successes in implementing pupil and family engagement started with the surveying families to determine communication preference (e.g. email, phone, text) and providing multiple options for communication. 83% reported the best way to communicate with them is over email. Starting with email, staff built in regular opportunities to meet to discuss student progress and plans over Zoom, Seesaw, Google classroom and other platforms. 78% of Families reported in March feeling comfortable with the frequency of school communication and 74% of families reported feeling comfortable communicating with their child's school. A weekly messages were sent out by principals as well as a separate weekly PTO message. There was strong attendance at community meetings and events including virtual back to school night, monthly parent meeting. Families also had increased opportunities to interact with one another through the class meetings and social groups. Our exceptional library program was provided that included check-out and in-person pickup. All the site office staffs supported teachers in their efforts to reach out to students who were not participating or engaging. The main challenge of connecting with both students and families is that everything has to be done virtually and as time went by many

students and families were experiencing technology fatigue. This was evidenced by only 8% of families surveyed in March 2021 that did not want their child to return to in-person learning when it was safe to do so.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

In response to school closures because of the COVID-19 pandemic, our school nutrition program has transformed into emergency community feeding to out-of-school students, their families, and other members of the community. As our operation shifted to this way of feeding we faced several challenges. We had to focus on the purchase of personal protective equipment, packaging materials, and remote distribution equipment. Ordering food became challenging due to supply chains being disrupted. Last minute menu changes happen frequently and need to be refigured. In serving Grab and Go bags we had to consider the needs of our staff and families when making decisions about the frequency, timing, and documentation required for food pickup. Grab and Go also allows parents to pick up meals for children at schools without the child being present. To balance the location and storage issues, we have kept each of our 6 schools open as a curbside distribution site. It was an initially difficult transition due to logistics, staffing, etc. However, the system is now in place and is working well. Food Service Staff has been extremely helpful and flexible during the transition and the implementation. In October 2020 when all students were in distance learning, 4,142 total breakfasts and lunches were served. In April when we had a large portion of our student population return to school within a Hybrid Model, 9,920 total breakfasts and lunches were served. When compared to 2018-2019 school year, our breakfasts in April are 56% greater than a regular school year and our lunches are 55% lower than a regular school year. Families participating in the program are very happy and appreciative of the meals. We plan to continue to serve meals through the summer.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Stakeholder Engagement	Provide funding for time PSD staff participated and worked with one or more of the Return to School work groups during the summer.	\$24,000	\$35,000	No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Due to the delay in moving to in-person instruction, the Return to School task force continued to meet throughout the 2020-2021 school year. Funding exceeded what was budgeted due to this extension and meeting times held outside regular work hours.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

A great deal has been learned from implementing distance learning and in-person (hybrid) learning programs that has informed our goals and actions for the 2021-24 LCAP. In the development of goals and actions there needs to be a underlining theme of recovery from Covid-19 pandemic effects on conditions for learning, student outcomes, engagement of students and families and mental health and social-emotional well-being. Safe school sites with safety protocols need to be standardized at all school sites and district office. An assessment system for the core subject areas needs to be developed to identify where students are at and what supports/interventions they need. A Social Emotional Learning program needs to be implemented with opportunities for regular check-ins and outreach to both students and families. Monitoring and supporting mental health and social emotional well being needs to be one of the main focuses in the development of goals and actions. Another big lesson learned is the need for consistent engagement with families and communication is paramount to the success of this engagement.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

With the development of a comprehensive assessment system that can provide student data to identify the possible learning loss, teachers will be able to specifically identify with further local assessing and address the areas that students need support. It will also allow for the monitoring of progress throughout the school year. Teachers will be able to utilize adopted curriculum and supplemental materials to plan based on the needs. The use of lessons learned from the Accelerated Learning workshops will allow teachers to plan and implement plans that address the identified learning loss. English learners will continue to be assessed for strengths and needs

and continued to be supported on English language proficiency by designating time daily for direct English language development along with increase exposure to English speaking peers. Students with disabilities learning loss assessment and action plans to address the identified losses are done through the IEP process.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

A great deal has been learned from the analysis and reflection of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan (LCP) that has informed the development of the 2021-24 LCAP. We understand that a central theme in developing the LCAP has to start with the effects Covid-19 pandemic had and has on conditions for learning, student outcomes, engagement of students and families and mental health and social-emotional well-being. Safe school sites with safety protocols need to be standardized at all school sites and district office. The student outcomes from both the 19-20 LCAP and the 20-21 LCP indicate that we need to identify where are students at academically and social emotionally and be able to monitor students progression. Also we learned from the surveys conducted both 19-20 and 20-21 show a need for monitoring and supporting mental health and social emotional well being of students, families and staff especially as we become better aware of the effects COVID19 had on all of us. Consistent two way communication with families is important in this monitoring and supporting and is paramount to the success of this engagement.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	31,006,733.00	26,000,029.71
	0.00	0.00
Base	19,010,877.00	19,265,280.59
COP (loan) or Certificate of Participation	5,000,000.00	0.00
IDEA Funds	1,276,606.00	1,176,700.21
Lottery	206,000.00	167,604.41
Low Performing Student Block Grant or LPS	40,800.00	86,975.35
Other	23,000.00	19,694.68
Parcel Tax	621,000.00	557,026.38
PEF	145,500.00	181,346.80
SELPA Mental Health Funding	139,000.00	100,611.00
State SPED Funds	3,262,096.00	3,372,072.40
Supplemental	1,187,519.00	971,829.59
Title I	55,450.00	47,462.66
Title II	10,000.00	19,867.92
Title III	28,885.00	33,557.72
	28,885.00	33,557.72

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	31,006,733.00	26,000,029.71
	0.00	0.00
0000: Unrestricted	40,000.00	77,038.45
1000&3000 salary&benefits	18,242,600.00	17,123,676.27
1000-1999: Certificated Personnel Salaries	2,000.00	0.00
1000-3000: Certificated & Classified Salary and Benefits	2,333,200.00	2,335,126.38
2000&3000 salary&benefits	3,871,606.00	3,670,630.22
4000 materials	17,800.00	18,509.03
4000-4999: Books And Supplies	327,400.00	284,162.09
5000 services	4,000.00	893.50
5000-5999: Services And Other Operating Expenditures	479,650.00	1,713,252.94
5800: Professional/Consulting Services And Operating Expenditures	5,538,477.00	629,787.93
7000-7439: Other Outgo	150,000.00	146,952.90

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	31,006,733.00	26,000,029.71
		0.00	0.00
	Title I	0.00	0.00
0000: Unrestricted	Base	40,000.00	77,038.45
1000&3000 salary&benefits	Base	13,894,000.00	14,166,195.10
1000&3000 salary&benefits	Parcel Tax	181,500.00	162,977.01
1000&3000 salary&benefits	PEF	102,000.00	135,845.25
1000&3000 salary&benefits	SELPA Mental Health Funding	139,000.00	100,611.00
1000&3000 salary&benefits	State SPED Funds	2,707,196.00	1,566,599.16
1000&3000 salary&benefits	Supplemental	1,154,519.00	902,680.49
1000&3000 salary&benefits	Title I	35,500.00	39,897.86
1000&3000 salary&benefits	Title II	0.00	15,312.68
1000&3000 salary&benefits	Title III	28,885.00	33,557.72
1000-1999: Certificated Personnel Salaries	Base	2,000.00	0.00
1000-3000: Certificated & Classified Salary and Benefits	Base	2,307,000.00	2,321,626.38
1000-3000: Certificated & Classified Salary and Benefits	Other	19,000.00	13,500.00
1000-3000: Certificated & Classified Salary and Benefits	Title I	7,200.00	0.00
2000&3000 salary&benefits	Base	2,395,000.00	2,263,375.72
2000&3000 salary&benefits	IDEA Funds	1,276,606.00	1,176,700.21
2000&3000 salary&benefits	Parcel Tax	200,000.00	168,318.19
2000&3000 salary&benefits	Supplemental	0.00	62,236.10
4000 materials	Base	3,000.00	947.94
4000 materials	State SPED Funds	10,800.00	16,648.09
4000 materials	Supplemental	4,000.00	913.00
4000-4999: Books And Supplies	Base	105,400.00	105,921.13
4000-4999: Books And Supplies	Lottery	183,000.00	157,239.41
4000-4999: Books And Supplies	PEF	19,000.00	21,001.55
4000-4999: Books And Supplies	State SPED Funds	10,000.00	0.00
4000-4999: Books And Supplies	Supplemental	10,000.00	0.00

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
5000 services	Title II	4,000.00	893.50
5000-5999: Services And Other Operating Expenditures	Base	221,500.00	294,198.87
5000-5999: Services And Other Operating Expenditures	Low Performing Student Block Grant or LPS	31,800.00	86,975.35
5000-5999: Services And Other Operating Expenditures	Parcel Tax	203,500.00	202,233.18
5000-5999: Services And Other Operating Expenditures	State SPED Funds	4,100.00	1,118,619.00
5000-5999: Services And Other Operating Expenditures	Title I	12,750.00	7,564.80
5000-5999: Services And Other Operating Expenditures	Title II	6,000.00	3,661.74
5800: Professional/Consulting Services And Operating Expenditures	Base	42,977.00	35,977.00
5800: Professional/Consulting Services And Operating Expenditures	COP (loan) or Certificate of Participation	5,000,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Lottery	23,000.00	10,365.00
5800: Professional/Consulting Services And Operating Expenditures	Low Performing Student Block Grant or LPS	9,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Other	4,000.00	6,194.68
5800: Professional/Consulting Services And Operating Expenditures	Parcel Tax	36,000.00	23,498.00
5800: Professional/Consulting Services And Operating Expenditures	PEF	24,500.00	24,500.00
5800: Professional/Consulting Services And Operating Expenditures	State SPED Funds	380,000.00	523,253.25
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	19,000.00	6,000.00
7000-7439: Other Outgo	State SPED Funds	150,000.00	146,952.90
		150,000.00	146,952.90
		19,000.00	0.00
		150,000.00	0.00

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
		380,000.00	0.00
		19,000.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	28,730,637.00	24,054,348.25
Goal 2	1,708,119.00	1,407,601.53
Goal 3	567,977.00	538,079.93

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$311,720.00	\$90,321.22
Distance Learning Program	\$1,035,500.00	\$1,071,505.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$24,000.00	\$35,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$1,371,220.00	\$1,196,826.22

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$311,720.00	\$90,321.22
Distance Learning Program	\$53,000.00	\$105,439.40
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$24,000.00	\$35,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$388,720.00	\$230,760.62

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$982,500.00	\$966,065.60
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$982,500.00	\$966,065.60