

Local Control Accountability Plan

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

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

General Information

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

The Community of Pleasanton

The town of Pleasanton is located in an affluent suburban community with a rich history of development dating back to the days of Spanish settlement. Pleasanton is located on the lands of the Rancho Valle de San José and Rancho Santa Rita Mexican land grants. Its name came from John W. Kottinger, an Alameda County justice of the peace, who named it after his friend, Union army cavalry Major General Alfred Pleasonton. A typographical error by a recording clerk in Washington, D.C. apparently led to the current spelling.

According to World Population Review as of 2020, the population of Pleasanton was approximately 80,617. The largest ethnic groups in Pleasanton, CA are White (50.1%) followed by Asian (34.1%), Hispanic (9.5%) and Black or African American (1.85%). The average household income in Pleasanton is \$192,532 with a poverty rate of 4.32%. The median rental costs in recent years comes to \$2,396 per month, and the median house value is \$986,800. As of 2018, 30.3% of Pleasanton, CA residents (24.5k people) were born outside of the United States, which is higher than the national average of 13.7%.

The Pleasanton Unified School District engages in multiple collaborative partnerships within the community. These partnerships include a strong and active parent community, the Pleasanton Partnerships in Education (PPIE), Pleasanton Parent Teacher Association (PTA) and the City of Pleasanton among others. Through these partnerships and with our stakeholder groups Pleasanton USD provides opportunities for rigorous instruction and achievement, civic engagement, community service and social and philanthropic activities. On March 17, 2020, Pleasanton, together with other communities across the state of California moved to Shelter in Place in response to the coronavirus pandemic. Since that time, the impacts of COVID19 and the Shelter in place have had a significant impact on our community as a whole. All in person community events, of which there are many, were cancelled or postponed. All restaurants closed or moved to a different model of service. Many businesses closed altogether, either temporarily or permanently. This time represents great upheaval in the community life of Pleasanton and this has also impacted the schools in areas of enrollment, funding, attendance and opportunities for extra curricular activities and social interaction.

Pleasanton Students

As of April 2021 there are 14,504 students in Pleasanton Unified School District, which is a substantial decrease from 2019-2021 school year of approximately 500 students. In 2019-2020 the demographic breakdown of these students represents 6782 (43.8%) Asian, 5249 (36.3%) White, 1473 (9.9%) Hispanic/Latino, 208 (1.4%) Black/African American, and 788 (5.3%) who identify as two or more races. There are currently 1701 (11.4%) English learners, 1102 (8%) students who are low income, six Foster and 121 Kinship youth (living with family members) and four students who are unhoused. According to the Local Control Funding Formula, 16% of the students are included in the count of high needs students. Of the total student population, 1275 (8.6%) have been identified as needing Special Education services. Our students attend one of 15 district schools, nine elementary, three middle, two comprehensive and one alternative high school. According to Data Quest, in 2020 97.2% of Pleasanton students graduated from one of our three high schools, 82.1% of our students are prepared for College and/or Career, and 86.9% of our Emerging Bilinguals are making progress towards English proficiency. Since the Standards Based Assessments in English and Math were suspended for 2019-2020 we do not have current student results from the Smarter Balanced Assessment Consortium (SBAC). In May 2020, the Board of Trustees adopted Measures of Academic Progress (MAP) Growth from NWEA for students in grades 3-8 in Reading and grades 2-8 in Math. Students take these assessments three times each year in Fall, Winter and Spring. The Winter MAP Growth Assessment results indicate that 74% of all students meet or exceed standards in Reading, while 73% of all students overall meet or exceed standards in Math.

Pleasanton Unified School District

The oldest school in our district was established in 1864. The school district became a unified district in 1988. In 2013 PUSD engaged in significant efforts to develop and implement the LCAP focus on all aspects of teaching and learning. Examples of this work include the focus on implementation of California State Standards, the extensive use of parent liaisons, technology training, intensive interventions, and support for a district wide Multi Tiered System of Support (MTSS). In addition, we value our partnership with the Tri Valley Regional Occupations Program (TVROP) which lends support for our efforts to provide opportunities for Career Technical Education for our students. Our superintendent is Dr. David Haglund who has served the community since July 2017. The PUSD Strategic Plan has as its mission our students will make a better world. Our vision reflects that every student will be a resourceful, resilient, responsible and engaged world citizen. The Board of Trustees of PUSD recognizes that with guidance and support every student can reach his or her potential.

In 2019-2020 the school district adopted Five District Organizational Goals:

1. To leverage personalized learning strategies and growth assessments to close achievement and opportunity gaps, as evidenced by CAASPP, District assessments and other metrics.
2. To improve student interventions and support structures through both on-site and virtual strategies, as evidenced by California Dashboard and internal data sources.
3. To continue to clarify and strengthen District policies and procedures, as evidenced by Board actions and other data sources.
4. To enhance employee recruitment, development and retention strategies, as evidenced by hiring data, professional development participation, and exit surveys.

5. To improve overall customer service and stakeholder engagement strategies, as evidenced by the ratings on the Annual Benchmark and other surveys.

Reflections: Successes

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

The California School Dashboard was suspended in December of 2020 due to the statewide Shelter in Place and the COVID19 global pandemic. During the school year 2020-2021, PUSD was able to collect data regarding many aspects of conditions of learning, engagement and student outcomes.

*SBAC and ELPAC were suspended in 2019-2020 which precludes relevant data based on statewide standardized testing

*Per SB98 Student ADA was collected for the School Year 2019-2020 prior to March 1. All districts were held harmless during 2020-2021, but were required to collect 'positive' attendance data for students who attended both synchronously and asynchronously

*Data collection for Student Suspensions was impacted by the Shelter in Place mandate.

In May 2020, the Pleasanton Board of Trustees approved the use of Measures of Academic Progress (MAP) Growth from NWEA as a district wide local assessment to measure.

2020

MAP Growth for grades 3-8

Achievement:

All Students: Reading: 47% 81-99%ile, 27% 61-80%ile

Math: 50% in 81-99%ile. 23% in 61-80%ile

Emerging Bilinguals: Reading: 15% 81-99%ile, 23% 61-80%ile

Math: 34% in 81-99%ile. 20% in 61-80%ile

Students with Disabilities

Reading: 18% 81-99%ile, 16% 61-80%ile

Math: 18% in 81-99%ile, 19% in 61-80%ile

*Available data suggests a decrease in:

**Student suspensions from 1.8% (2020, partial school year) to .08% (2021, partial school year)

**Chronic Absenteeism from 3.62% (2020) to 3.01% (2021)

*Available Data suggests an increase in :

**Graduation Rate from 96.4% to 97.2%

- **A-G Compliance from 72.8% to 73%
- **College and Career Readiness from 76.2% to 82.1%
- **Emerging Bilingual Reclassification from 3.2% to 17.9%
- **Average Fall 2019 to Fall 2020 MAP RIT Score Math (grades 2-8) from 218.18 to 219.89 (+1.71)
- **Average Fall 2019 to Fall 2020 MAP RIT Score Reading (grades 3-8) from 212.36 to 217.62 (+5.26)
- **An increase in Parent Involvement based on the number of attendees at multiple Virtual Town Halls throughout the year

This data would suggest that despite the challenges of the remote learning environment, during 2020-2021, actions and services in the LCAP have made a positive impact on our students and families. Several of the most important of these include:

- *Coordinator of Language Acquisition
- *Site Based Intervention Specialists
- *District wide Technology Integration Specialists
- *Site Based Reading Intervention Support Specialists
- *District Social Workers
- *Youth Development Specialist
- *Professional Development
- *Parent Liaisons

These actions and services provided an increase in academic supports for high needs students by using the MAP Growth and other assessment data to target specific skills and concepts needed to increase academic outcomes. Several examples include the work of the site based Intervention Specialists and RISS to provide both tier 2 and tier 3 interventions to identified students. Likewise, the District Social Workers and Youth Development Specialist supported the social emotional needs of our students with access to mental health and other resources to address issues of anxiety and isolation that resulted from the Shelter and Place and pandemic.

Overall, PUSD is most proud of it's flexibility and responsiveness to the needs of students, families and staff during this unprecedented year. Our staff maintained a focus on our district mission and vision despite the challenges. The Multi-Tiered System of Supports which is reflected in the goals, actions and services of the Local Control Accountability Plan led to both successful academic and social emotional outcomes that can be correlated to the alignment of our plan with district priorities and Board policies. Moving forward, PUSD intends to continue it's commitment to an MTSS model that is reflected in the specific goals, actions and services described in this plan. Our focus on tightly coupled actions and services that are responsive to the needs identified through analysis of student outcomes based on academic and social emotional learning data remains a cornerstone of our plan.

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.

The sudden shift from our traditional model of instructional delivery to the ever changing environment during the COVID19 pandemic and California Shelter in Place has provided many lessons in the development of our 2021-2024 LCAP.

*SBAC and ELPAC were suspended in 2019-2020 which precludes relevant data based on statewide standardized testing. Nonetheless, 2018 SBAC data is included to inform areas of identified need.

*Per SB98 Student ADA was collected for the School Year prior to March 1

*Data collection for Student Suspensions was impacted by the Shelter in Place mandate

SBAC ELA (2018) Meeting and Exceeding Standards:

*All Students: 80.8%

*Emerging Bilinguals: 38.7%

*Low Income 52%

*Students with Disabilities 37.2%

*Black/African American: 56.8%

*Hispanic/Latino: 60%

SBAC Math (2018) Meeting and Exceeding Standards:

*All Students: 80.8%

*Emerging Bilinguals: 38.7%

*Low Income 52%

*Students with Disabilities 37.2%

*Black/African American: 56.8%

*Hispanic/Latino: 60%

*Available data suggests a decrease in:

**Student suspensions from 1.8% (2020, partial school year) to 0.8% (2021, partial school year)

***Black/African American from 6.7% to 0%

***Hispanic/Latino from 2.7% to 0%

***English Learners from 1.89% to 0%

***Low income from 4.8% to .32%

***SWD from 5.48% to .24%

*Available data suggests an increase in suspensions for:

***Foster Youth from 11.7%% to 33.3% for 2018-2019

**Chronic Absenteeism from 3.62% (2020) to 3.01% (2021)- while showing an overall decrease, chronic absenteeism rates increased for key student groups:

***Black/African American from 5.8 to 12.68%

***Hispanic/Latino 5.85% to 8.18%

***English Learners from 4.83% to 3.81%

***Low income from 8.72% to 12.81%

***SWD from 9.08% to 9.65%

*Available Data suggests changes in :

**Graduation Rate from 96.4% to 97.2%

***Black/African American from 97.1% to 93.3%

***Hispanic/Latino from 90.7% to 93.4%

***English Learners from 82.5% to 86.6%

***Low income from 89.8% to 88.7%

***SWD from 82.2% to 84.6%

**A-G Compliance from 86.3% to 82.8% (2019 to 2020)

***Black/African American from 68.4% to 66.7%

***Hispanic/Latino from 83.3% to 65.4%

***English Learners from 40.9% to 35.5%

***Low income from 81.7% to 68.6%

***SWD from 68.8% to 26.7%

**English Learner/Emerging Bilingual Reclassification from 3.2% to 17.9%

**Average Fall 2019 to Fall 2020 MAP RIT Score Math (grades 2-8) from 218.18 to 219.89 (+1.71)

**Average Fall 2019 to Fall 2020 MAP RIT Score Reading (grades 3-8) from 212.36 to 217.62 (+5.26)

**An increase in Parent Involvement based on the number of attendees at multiple Virtual Town Halls throughout the year

These lessons have informed the development of actions and services in the following ways that are specifically designed to address the needs of students who are Emerging Bilinguals (English Learners), low income, students with disabilities and historically underserved such as Black/African American and Hispanic/Latino students:

*Increased need for supports to address mental health and social emotional behavior for students and families due to isolation, lack of social interaction and changing circumstances

*Increased programs and support personnel for Emergent Bilinguals to provide more consistent models of Designated and Integrated English Language Development

*Increased access to translation and interpretation for families of Emergent Bilinguals

*Increased resources for technology to ensure one to one access to technology for all students, especially low income students, foster and unhoused youth

*Increased outreach to families to ensure connections to school personnel and resources especially for students who are low income, foster/unhoused youth and Emerging Bilinguals

*Increased digital application usage needs to be maintained as we continue to experience unstable learning environments, especially for students who are low income, foster/unhoused youth and Emerging Bilinguals

*Increased reliance on technology tools for teachers in delivering their curriculum

*Identifying and continuing digital programs that specifically support closing the opportunity gap by addressing needs of historically underserved student groups, such as Black/African American and Hispanic/Latino students (Rosetta Stone English, Newsela, Lexia, etc.)

- *Ensuring district wide local assessment that measures growth, is valid and reliable, and can be disaggregated by student group
- *Expanding the District Professional Development platform to include synchronous instruction which allows the district to increase participant numbers to include certificated and classified staff within a grade level/department/school site in a single setting

Unfinished learning continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs in the following ways:

- *Through the district wide assessment model including Districtwide Literacy Assessments and the MAP Growth Assessment
- *Ongoing professional development and support on analyzing results of District Assessments and their application to classroom instruction, program development and School Plan Actions and Services
- *Collective focus on work of implementing equitable grading practices at the elementary and secondary level which includes teachers and administrators in ongoing discussion and research
- *Collective work at the elementary level to identify district wide essential standards and skills for learning in order to leverage classroom based formative assessments and district wide assessment to accurately determine individual student learning and growth.
- *Elementary students currently receiving tier 2 or 3 intervention through the classroom teacher or intervention specialist will be invited to summer school
- *Curriculum identified for elementary summer school focuses on targeted grade level skills that include reteaching and practice to elementary students
- *Supplemental curriculum for Designated English Language Development will be explored and piloted
- *Increased focus on equitable access to resources for all students, with a particular focus on access for students who are Emerging Bilinguals, low income, foster/unhoused youth and Students with Disabilities

The 2019 California Dashboard in regards to Foster Youth in PUSD show that 33.3% were suspended at least once indicating an Increase of 21.6% compared to All Students with a 1.9% suspended at least once which indicates a decline of 0.8%. The District has increased the number of Social Workers and Elementary Counselors available and is undergoing intensive work with an Equity Consultant in order to understand the systemic barriers to equity and inclusion in order to work strategically to deconstruct them. These combined actions and strategies will assist in reducing the number of suspensions for Foster Youth.

LCAP Highlights

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

The District Strategic Plan identifies the expectation that all students will be academically proficient and socially engaged in the wider community. In the Local Control Accountability Plan, Stakeholders developed five Goals with associated Actions and Services that could benefit students in achieving these objectives. This section will highlight several key initiatives with data points and overall strategies for each initiative.

GOAL 1: PROFICIENT/ADVANCED AND COLLEGE CAREER READY

In order to increase college and career ready outcomes, Pleasanton has given priority to several strategic actions and services, such as opportunities for intervention, extension and integration through the use of 15 FTE specifically designated for this purpose (1.13) , extended academic opportunities for high needs students (1.5, 1.6), and focus on the use of data to inform instruction and programs. In the area of early intervention, all elementary schools have implemented a model for Response to Intervention and Instruction (RTI2) that provides differentiated instruction for all students at each Tier which includes opportunities for enrichment and extension. Response to Intervention (RTI) is a multi-tiered approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Students experiencing unfinished learning and associated academic gaps are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists.

The use of research based assessments were analyzed and discussed during Data Talks at each elementary school to assist in forming intervention groups. The role of .5 FTE Assessment Analyst (1.9) provided critical access and support for administrators and teachers in using data results to inform instruction and identify learning targets. At the middle and high schools, administrators and teachers explored the use of access periods to provide support for students through the MTSS model. Both comprehensive high schools and one middle school implemented one access period twice a week to allow designated time for intervention and enrichment. Additional funding for schoolwide collaboration including site based professional development and Data Talks increased opportunities for grade level and schoolwide focus on planning instruction to address student learning through site designated Essential Standards. This work was interrupted during the shift to a model of remote learning which focused on maintaining grade level learning in place of teaching new standards and skills.

The Extended Day model of support in Pleasanton Unified School District had a broad impact across multiple grade level spans, stakeholders and learning strategies. The Coordinator of Extended Day Learning (1.6) oversees the various aspects of this program model. In the area of College and Career Readiness, the initiatives included Summer School opportunities (1.2) that focused on access for high needs students at elementary, middle and high school, and before and after school programs. This model provided targeted intervention and enrichment opportunities. Secondary students also had a variety of opportunities for assistance including high school counseling support with an additional 1.0 FTE dedicated to ensuring that students were A-G ready (1.7), a College Boot Camp program (1.10) offered during the summer that targeted students with D's and F's, and online access to college and career planning. Specifically, the Village High School Media Center was provided with a part time classified position (1.4) allowing them to have a school library and computer lab. This work was interrupted during the shift to a model of remote learning which focused on maintaining grade level learning in place of teaching new standards and skills.

GOAL 2:UTILIZING INNOVATIVE TECHNOLOGIES

Pleasanton Unified School District recognizes the value of innovative technologies in creating 21st Century Learning opportunities for our students. This year staff continued to expand access for students through the laptop loaner program (2.4) which strives to provide one to one internet/technology access for our students. As student access increased teachers received professional development with a focus on the use of the district Illuminate Educational Intelligence Platform (2.2). In addition, Technology Instructional Content Coaches (2.1) provided Professional Development and individualized support to teachers in the use of innovative technologies to create 21st Century Learning opportunities for students. Our intensive focus on innovative technologies proved extremely useful as we shifted to a remote learning environment due to the Shelter in Place during the pandemic.

GOAL 3: SAFE, RESPECTED AND CONNECTED

When students feel safe, respected and connected to their learning environment, they are more engaged in their school community and build strong relationships with teachers, mentors and peers. This increased level of connectedness can have an impact on academic and behavioral outcomes as well as chronic absenteeism. The goal of creating environments for students in which everyone feels safe, respected and connected was addressed in multiple ways. Staff had the opportunity to attend the Summer Institute where they could attend sessions about crisis prevention, dyslexia, classroom management strategies, and supporting English Learners. The District Mariachi Program (3.2) which was available for students in elementary, middle and high schools and included tutoring for students, parent/guardian support, a free community clothing closet and meal programs. This model engaged students through music and offered them tutoring, counseling and parent education services. Among students attending the Mariachi program, attendance has improved, the rate of suspensions has decreased and student surveys show that students report increased connectedness to school. Another key highlight in our LCAP is the Student Inter-schools Action Council (SIAC), which supports the power of student voice. Schools are able to transform their communities by recognizing that when young people are fully engaged, they commit themselves to making a positive change in their schools, their communities, and in their own lives. SIAC accomplished many things to make a positive difference in PUSD. Council members attended School Board meetings and worked with the Director of Technology to assist with gathering technology usage feedback, Members also participated on the PBIS (Positive Behavioral Intervention & Support) team. Outreach counseling services included training for district counselors. In addition, a Youth Development Specialist (3.4) provided specialized support for families in need of Foster/Kinship services. During the early months of the Shelter in Place and global pandemic, our focus on social emotional learning and mental health supports for our community became even more critical.

GOAL 4: PROFESSIONAL DEVELOPMENT

Multiple forms of access to the professional development were offered through online and in person training during the school year and during the summer in a wide variety of topics that were relevant to 21st Century learning in our classrooms. These topics included differentiated learning, classroom management, English Language Development, Multi Tiered System of Supports and use of the educational intelligence platform (Illuminate). The work of our Integration Specialists was integral to a week long professional development program that focused on the practical application of remote learning platforms and digital applications and other online resources.

GOAL 5: PARENT/GUARDIAN ENGAGEMENT

The District Parent Liaisons (5.3) have been integral in efforts to engage parents and families, in particular for those families of high needs student groups. They provided outreach to families needing individual assistance with access to school programs and supports. They have also developed site and district based programs that created opportunities to learn about such topics as state standards, homework help, college and career readiness and the educational system in which our students are learning (5.1, 5.2). The District Parent Liaisons also coordinate and participate in multiple forms of parent education and development including CAPTA School Smarts. Our outreach to the wider community was critical to our success in the shift to remote learning, and providing access to devices and other necessary resources.

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.

Village High School

Support for Identified Schools

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

Village High School was identified as a school needing Comprehensive Support and Improvement and received \$172,000 in grant funding through the California Department of Education. Below is a comprehensive needs assessment and next steps for Village High School. In 2019, Village High School exited CSI status. Due to COVID19 and statewide Shelter in Place, funding deadlines were extended to September of 2022.

Needs Assessment for Village High School was conducted during the Fall of 2018 with the following results.

Current enrollment - 120 students

2 9th; 13 10th; 40 11th; 42 12th; 23 Adult Transition

11 EL Students

29 Resource/SDC Students

23 Students with a 504 Plan

55 Females; 65 Males

52% White; 25% Latino; 10% Asian; 8% Black

36% SED

42 seniors

8 students with an IEP

3 5th-year seniors

4 early grads

18 SED students

2 Foster/Kinship students

4 EL students

Based on the needs assessment the following goals in alignment with the recent WASC report have been identified:

1. Raise levels of all students on ELA and Math to 'standard met' or 'standard exceeded'
2. Update and maintain technology in support of the curriculum as resources become available
3. Develop and implement a system to track students once they graduate
4. Provide ongoing professional development in trauma informed instruction and practices
5. Increase supports for new students and families as they transition to Village.

In order to meet these goals, Village High School is implementing the follow strategies, actions and services:

- *Hire two Intervention Specialists 0.4 FTE
- *Conduct MAP Growth Assessments three times each year
- *Hire College and Career Support 0.2 FTE
- *Create a Career Center in the Media Center
- *Coach students on post high school plans
- *Academic Coach (Instructional Assistant Classroom Range 7) 1.5 FTE 4 hr/day
- **Implement and monitor the Individual Learning Plan* with the students
- **AC will have a caseload and meet with each student regularly to monitor academics and progress toward post high school goals
- *Create & Implement PBIS Engagement Strategy for Village HS using an Engagement/behavior/academic achievement rubric
- *Staff will complete a PD plan
- *Individualized Staff PD will be provided following the district Professional Development Strands

The LEA has provided support this year by collaborating with school staff to implement the above actions and services, and monitoring the implementation of these actions and services.

Monitoring and Evaluating Effectiveness

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

Village High School has continued to align the CSI plan within it's School Plan for Student Achievement using the outcomes from the WASC Self Reflection and Visitation to further identify strengths and challenges within the school. The school administration and staff will work closely with the Assistant Superintendent of Student Support Services, the Assistant Superintendent of Teaching and Learning and the Director of Assessment and Accountability in this effort. This has been accomplished through regular meetings with administration and school staff to monitor effectiveness using criteria identified in the California Dashboard with a particular focus on strategies for College and Career Readiness and Academic Achievement. In addition, Village High School is implementing a robust assessment and intervention model using Measures of Academic Progress (MAP) Growth.

Stakeholder Engagement

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

LOCAL CONTROL ACCOUNTABILITY COUNCIL (LCAC):

The LCAC is comprised of members of the Pleasanton School community with a particular interest in serving the students of PUSD, with a focus on students who are low income, emerging bilinguals, foster/unhoused youth. Currently the council is comprised of:

- *Nine parents/guardians or community members

- *One student

- *Two certificated teachers

- *One classified staff member

- *Assistant Superintendent of Teaching and Learning

- *Assistant Superintendent of Business Services

In addition, members of all divisions provide information and support for the monthly meetings of the LCAC which were all held remotely during 2020-2021. The running agenda for this year's activities is attached here:

<https://docs.google.com/document/d/1Rntz3mq4OKTnou2nMqHdJhPoY2JkDna2xQ4fNJJvQKU/edit?usp=sharing>. Executive Summaries of Key Actions and Strategies identified in the LCAC can be found at this link:

<https://docs.google.com/document/d/128RSR4J7hBuYeL7xS6e3Zo5qv7eaMAi8gsk5Op2s14Q/edit?usp=sharing>

In August and September this group met to review the proposed Learning Continuity Plan and to receive orientation regarding the upcoming activities related to LCAP development during the school year.

The Council followed a cycle of LCAP Development which focused on:

- LEARN

- PROCESS

- GATHER STAKEHOLDER INPUT

- DEVELOP RECOMMENDATIONS

- CELEBRATE!

October 2020

- *Learn*

Develop understanding of current context

Review 2017-2020 LCAP

Overview of 2021-2024 LCAP Goals development

District Updates

December 18, 2020

- *Learn*

Data review for 2020-2021 for Academics, Student Engagement, Attendance
Update of actions and services for Goals 1 and 2 for 2020-2021
Review LCAP Budget for Parents
District Updates

January 19, 2021

Learn

Update of actions and services for Goals 3, 4, and 5 for 2020-2021
Overview of Districtwide Listening Campaign
Review new template for LCAP
Gather Stakeholder Input
District Updates
Current LCAP Budget Update

February 16, 2021

Learn and Process

Gather Stakeholder Input

Review Districtwide Listening Campaign
Develop draft of 2021-2024 LCAP Goals
District Updates
Current LCAP Budget Update

March 16, 2021

Gather Stakeholder Input

Develop Recommendations

Updated data review
Review feedback from all stakeholder input
Align actions and services with 2021-2024 LCAP Goals
District Updates
Current LCAP Budget Update

April 13, 2021

Develop Recommendations

Review actions and services with 2021-2024 LCAP Goals and proposed budget
District Updates
Current LCAP Budget Update

May 18, 2021

Final Overview of Board Presentation of LCAP

District Updates
Current LCAP Budget Update

June 15, 2021

Celebrate!

Board Recognition of LCAC Members

District Updates

Current LCAP Budget Update

A summary of the feedback provided by specific stakeholder groups.

In February 2021, the Listening Campaign presentation (https://docs.google.com/presentation/d/1Gx1E2zEzBCQHsX_B9qKkHC9NzqX6RYkqApLcls4gtmw/edit?usp=sharing) was shared with the following stakeholder groups representing parents/guardians, community members, certificated and classified staff members and students.

*SSC (School Site Council): Parents/guardians at each school elected to serve

*ELAC (English Learner Advisory Council): Parents/guardians of English Learners at each school

*Foster/Kinship Youth: Students who are not living with their parents.

*Parent Communication Council (PCC): Presidents of parent organizations at each school in addition to the PTA Council President

*Local Control Advisory Committee (LCAC)

*District Counselors Meeting: TK-12 Counselors, Social Workers invited

*Special Needs PTA: Special Needs (Students with Disabilities) Parent Community Members

*Classified Employees Communication Council (CECC): Classified employees from various classifications

*Student Inter Schools Action Council (SIAC): Students from our high schools along with administrators, teachers, and principals

*All Leadership Team: All certificated and classified managers

*DELAC (District English Learners Advisory Council): Parent/staff representing English Learners at each school site

*Faculty Communication Council (FCC) : Association of Pleasanton Teachers (Representative from each site)

The presentation reviewed the LCFF/LCAP background, District Organizational Goals, previous LCAP goals, actions and services. The presentation also included multiple quantitative data points regarding academic achievement and student engagement.. At the end of the presentation, participants were asked to share their reflections on the following question:

~Taking into consideration our District Organizational Goals, outlined in the introduction and attached presentation, what are the top priorities for our district in order to support all students?~

Responses were collected using ThoughtExchange, a crowdsourcing platform that has been used for the past year to gather reflections from diverse stakeholders, which are then ranked by participants to provide an overview of themes. This feedback is shared here

(<https://docs.google.com/presentation/u/0/d/1u7cmiLTBW8u-YmFwFxsssWMEgJulUYnYUpJoLavrDgo/edit>) and was analyzed by the LCAC at their March meeting. The data analysis revealed the themes, thoughts and significant words as they related to District Organization Goals and subsets as described below::

The LCAC recognized the following potential actions and services in the ThoughtExchange Feedback

LCAP Goal 1:

Theme: Student Learning

- Targeted tutoring
- coaching/mentors
- ELD instruction
- Before and after school
- Summer Programs

Theme: Technology and Resources

- Tech support for families

Theme: Curriculum and Instruction

- Strengthen D-ELD
- Interventions and mentoring
- Replace Naviance and AVID with more effective models?
- Need to address implicit bias within the organization and community

LCAP Goal 2

Theme: Mental Health and Social Emotional Well Being

- Social workers
- Child Welfare and Attendance Specialist
- Virtual Academy

Theme: College and Career Readiness

- Virtual Academy
- Credit Recovery

Theme: Student Engagement

- Digital Applications

LCAP Goal 3

Theme: Diversity and Equity

- Targeted equity work with a consultant for multiple years

Theme: Safety

- Cyber awareness
- Resources for SEL

LCAP Goal 4

Theme: Staff Support and Professional Development

- Focus on English Language Development
- Early Literacy

Theme: Equity

- Differentiation/Universal Design for Learning

LCAP Goal 5

Theme: Parent Engagement

- Parent Liaisons
- Community access and outreach

The District English Learner Advisory Council (DELAC) recognized the following potential actions and services in the ThoughtExchange Feedback.

LCAP Goal 1

- Tech cafes

LCAP Goal 2

- Afterschool programming
- Language support
- Peer mentorships
- Newcomer support for EL
- Link Crew

LCAP Goal 3

- More opportunities to celebrate diverse cultures

LCAP Goal 4

- Continued support for professional development on designated and integrated ELD

LCAP Goal 5

- Parent Engagement
- School Smarts

In addition, following the extensive presentations of the implementation of each action and service at the LCAC Meeting, the members completed a survey ranking the effectiveness of actions and strategies in the LCAP. These rankings were also taken into consideration when identifying actions and services and aligning them to the District Organizational/LCAP Goals

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

Throughout the year, the LCAC reviewed progress towards meeting the LCAP Goals through the lens of our District Organizational Goals. Given the similarities of both sets of goals and the desire to streamline initiatives, it was decided to adopt the District Organizational Goals as the LCAP Goals. Based on the feedback outlined above, the LCAC engaged in discussions about abandoning, maintaining or increasing current actions and strategies as well as introducing new actions and strategies. All Actions and Services were found to be effective on a five

point scale, ranging from Actions and services from the 2017-2020 LCAP were redistributed to align across the new goals. Overall, the council wanted to increase services for Emerging Bilinguals and students who are low income. This was based on feedback regarding the significant impacts of the pandemic on these groups of students in particular.

New actions and services include

- *Early literacy resources, parent engagement and professional development
- *District liaisons at elementary and secondary to focus specifically on students who are emerging bilingual newcomers and need more intensive orientation to a new school and system
- *Mentoring for low income students through partnerships with outside agencies
- *Translation and Interpretation Services for families of Emerging Bilinguals
- *Support for policy initiatives including Tri-Valley ROP, Pleasanton New Teacher Project and the District Equity Plan
- *Increased community engagement through digital platforms such as ThoughtExchange

Based on this feedback the following actions and strategies (with Likert Scale scores included) were incorporated into the 2021-2024 LCAP:

Goal 1: To leverage personalized learning strategies and growth assessments to close achievement and opportunity gaps, as evidenced by CAASPP, District assessments and other metrics.

State Priorities: 1, 2, 4, 5, 7

- *Coordinator of Language Acquisition (4.1)
- *Supplemental Resources for ELD (4.0)
- *Secondary Sections for English Language Development (4.0)
- *Summer Programs (3.9)
- *Before and Afterschool Programming (3.9)
- *District College and Career Readiness Specialist (3.6)
- *College Boot Camp (3.6)
- *50% Assessment Analyst (3.3)
- *AVID Support (3.3)
- *College Planning and Career Assessment Tools (3.3)
- *Media Center Library Technician at Village High School (3.0)
- *Utilize MAP Growth assessments to plan instruction, programs and initiatives (NEW)

Goal 2: To improve student interventions and support structures through both on-site and virtual strategies, as evidenced by California Dashboard and internal data sources

State Priorities: 4, 5, 6, 7

- *Three Districtwide Social Workers (4.5)
- *Child Welfare and Attendance Specialist (4.4)
- *Reading Intervention Support Specialists (RISS) (4.2)
- *Intervention Specialists (4.1)
- *Mariachi Afterschool Program (4.0)

- *Youth Development Specialist (4.0)
- *Project Lead the Way/Gateway to Technology (3.4)- Base Funding
- *High School Transportation
- *Early Literacy Resources (NEW)
- *Digital Resources for Intervention (NEW)
- *Mentoring opportunities for high needs students (NEW)
- *Emerging Bilingual Newcomer Liaison- 1 Elementary, 1 Secondary (NEW)

Goal 3: To continue to clarify and strengthen District policies and procedures, as evidenced by Board actions and other data sources.

State Priorities: 1, 3, 5, 6

*Career Technical Education: Joint Powers Agreement with Tri-Valley Regional Occupational Programs to support a robust and comprehensive College and Career model which maintains relevant CTE courses, pathways and Middle College programming (ONGOING-no funding attached)

*Develop and implement and Multi-year District Equity Plan (NEW-no funding attached)

Goal 4: To enhance employee recruitment, development and retention strategies, as evidenced by hiring data, professional development participation, and exit surveys

State Priorities: 1, 2, 7

*Integration Specialists (3.9)

*Allocation of School Site hours for Collaboration and Professional Development (3.5)

*Resources and Professional Development for Early Literacy and Equity (NEW)

*Pleasanton New Teacher Project (NEW)

Goal 5: To improve overall customer service and stakeholder engagement strategies, as evidenced by the ratings on the Annual Benchmark and other surveys.

State Priorities: 3, 5, 6

*Parent Liaisons (4.2) Increase from 9 to 15

*Loving Solutions/Parent Project (3.1) (Base Funding)

*School Smarts (2.9) (Base Funding)

*Parent Translation/Interpretation Services (NEW)

*Increase and improve platforms for community engagement (NEW)

*Parent/guardian and student engagement series targeting Kindergarten transition (NEW)

Goals and Actions

Goal

Goal #	Description
1	Leverage personalized learning strategies and growth-based assessments to increase achievement and identify opportunity gaps

An explanation of why the LEA has developed this goal.

The Pleasanton Unified School District's (PUSD) vision and mission describe a learning organization within which every student is a resourceful, resilient, responsible, and engaged world citizen who will make the world a better place. Based on this vision and mission and with feedback from the wider PUSD community, the district has developed five District Organizational Goals. These goals have been adopted as our goals for the Local Control Accountability Plan. Goal One recognizes that learning for our students must be differentiated and personalized. In addition, it is critical that we include multiple measures of achievement and growth that are valid and reliable. Within this goal, actions and services should contribute to building a strong Tier 1 model of core instructional strategies with an emphasis on access to multi-tiered system of support for our students who are emerging bilinguals, low income, foster/unhoused youth. As a consistently high performing district, PUSD recognizes our commitment within this Tier 1 model to high quality instruction, focused on our students being College and Career ready. This model includes opportunities for intervention and enrichment for all students in core academic subjects.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Basic Services	<p>In 2019-2020 98% of In In In 2019-2020 98% of certificated teachers had appropriate credentialing for the subjects which they teach.</p> <p>In 2019-2020 100% of students have sufficient access to standards aligned</p>				<p>In 2023-2024, 99% of certificated teachers will have appropriate credentialing for the subjects which they teach.</p> <p>In 2024 100% of students will have sufficient access to standards aligned instructional materials per the Williams Act.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>instructional materials per the Williams Act.</p> <p>In 2019-2020 all school facilities are maintained in good repair or better per the Williams Act.</p>				In 2024 all school facilities are maintained in good repair or better per the Williams Act.
Priority 2: Implementation of California State Standards for all students.	<p>All staff have opportunities for high quality professional development on three mandatory PD days and/or at various synchronous and asynchronous opportunities throughout the year including PD related to the delivery of instruction related to English Language Development.</p> <p>All Emerging Bilinguals (English Learners) in PUSD receive Designated and Integrated ELD.</p>				<p>All staff will continue to have opportunities for high quality professional development on three mandatory PD days and/or at various synchronous and asynchronous opportunities throughout the year including PD related to the delivery of instruction related to English Language Development.</p> <p>All Emerging Bilinguals (English Learners) in PUSD receive Designated and Integrated ELD.</p>
Priority 4: Student Achievement	(no SBAC in 2019 or 2020 due to COVID19)				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>2018 SBAC ELA Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 80.8% *Emerging Bilinguals: 38.7% *Low Income 52% *Students with Disabilities 37.2% *Black/African American: 56.8% *Hispanic/Latino: 60%</p> <p>EAP Ready for College 2019 In ELA, 80.63% of all 11th grade students met or exceeded standards (aka Distance from Standard, DfS) English Learners 19.51% Low Income 45.37% SWD 26.09% Black/African American 46.67% Hispanic/Latino 62.38%</p> <p>In Math 67.28% of all 11th grade students</p>				<p>2023 SBAC ELA Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 86% *Emerging Bilinguals: 60% *Low Income 67% *Students with Disabilities 52% *Black/African American: 63% *Hispanic/Latino: 81%</p> <p>EAP Ready for College 2024 In ELA, 86% of all 11th grade students met or exceeded standards (aka Distance from Standard, DfS) English Learners 35% Low Income 60% SWD 41% Black/African American 61% Hispanic/Latino 75%</p> <p>In Math 73% of all 11th grade students met or exceeded standards (aka</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>met or exceeded standards (aka Distance from Standard, DfS) English Learners 29.27% 33.64% SWD 4.41% Black/African American 20% Hispanic/Latino 31.43%</p> <p>2018 SBAC Math Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 80.8% *Emerging Bilinguals: 38.7% *Low Income 52% *Students with Disabilities 37.2% *Black/African American: 56.8% *Latinx: 60%</p> <p>2019 *Advanced Placement Test Passing Rate 94% *UC/CSU Eligible 65.9% *Graduation Rate 97.7%</p>				<p>Distance from Standard, DfS) English Learners 45% 48% SWD 20% Black/African American 35% Hispanic/Latino 46%</p> <p>2023 SBAC Math Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 87% *Emerging Bilinguals: 56% *Low Income 67% *Students with Disabilities 52% *Black/African American: 71% *Latinx: 75%</p> <p>2024 *Advanced Placement Test Passing Rate 97% *UC/CSU Eligible 72% *Graduation Rate 99% *Emerging Bilinguals: Proficiency</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*Emerging Bilinguals: Proficiency 91% *Emerging Bilinguals: Reclassification Rate 17.9% Fall 2020 MAP Growth for grades 3-8 Achievement: All Students Reading: 47% 81- 99%ile 27% 61-80%ile Math: 50% in 81- 99%ile 23% in 61-80%ile Emerging Bilinguals: Reading: 15% 81- 99%ile 23% 19-80%ile Math: 34% in 81- 99%ile 20% in 61-80%ile Students with Disabilities Reading: 18% 81- 99%ile 16% 61-80%ile Math: 18% in 81- 99%ile 19% in 61-80%ile				95% *Emerging Bilinguals: Reclassification Rate 33% 2024 MAP Growth for grades 3-8 Achievement: All Students Reading: 53% 81- 99%ile 33% 61-80%ile Math: 56% in 81- 99%ile 29% in 61-80%ile Emerging Bilinguals: Reading: 30% 81- 99%ile 33% 19-80%ile Math: 56% in 81- 99%ile 29% in 61-80%ile Students with Disabilities Reading: 33% 81- 99%ile 31% 61-80%ile Math: 33% in 81- 99%ile 34% in 61-80%ile 2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2019-2020 CTE Pathway Completion Rate 44.2% Black/African American 26.3% Hispanic/Latino 40.3% Emerging Bilinguals 54.5% Low income 33.3% Students with Disabilities 43.8%				CTE Pathway Completion Rate 50% Black/African American 40% Hispanic/Latino 50% Emerging Bilinguals 60% Low income 48% Students with Disabilities 50%
Priority 5: Pupil Engagemen Rates	2019-2020 Chronic Absenteeism 3.62% *Black/African American 12.68% *Hispanic/Latino 5.85% *English Learners from 4.83% *Low income 8.72% *SWD from 9.08% Middle School Dropout Rates .01% High School Dropout Rates 1.4% 2020 High School Graduation Rates 97.6%				2024 Chronic Absenteeism 1% *Black/African American 7% *Hispanic/Latino 1% *English Learners 4.83% *Low income 4% *SWD 4% Middle School Dropout Rates .01% High School Dropout Rates 0.4% High School Graduation Rates 99% *Black/African American 98% *Hispanic/Latino 98%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*Black/African American 93.3% *Hispanic/Latino 93.4% *English Learners 86.6% *Low income from 88.7% *SWD 84.6%				*English Learners 91% *Low income from 93% *SWD 89%
Priority 7: Access to a Broad Course of Study	Actual Outcomes in 2020 100% of all students had access to a Broad Course of Study during the school day Grades 6-8 and 10 had one to one chrome book and technology access. CTE Enrollment-30% of eligible students Black/African American 1% Hispanic/Latino 9% Emerging Bilinguals 7.45% Low income 12.16% Students with Disabilities 10.74% A-G Met all requirements:				100% of all students will have access to a Broad Course of Study during the school day Grades 6-8 and 10 will have one to one chrome book and technology access. CTE Enrollment 35% of eligible students Black/African American 11% Hispanic/Latino 19% Emerging Bilinguals 17% Low Income 28% Students with Disabilities 20% A-G Met all requirements: A-G Compliance 88%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>A-G Compliance 82.8%</p> <p>Black/African American 66.7%</p> <p>Hispanic/Latino 65.4%</p> <p>English Learners 35.5%</p> <p>Low income 68.6%</p> <p>SWD 26.7%</p> <p>2020 AVID Percentage of participating students Black/African American 3%</p> <p>Hispanic/Latino 18%</p> <p>Low Income 8%</p> <p>2019-2020 Co Teacher Teams of GenEd and SPED to support Students with Disabilities: Middle School: 9 High School: 9</p>				<p>Black/African American 81%</p> <p>Hispanic/Latino 80%</p> <p>English Learners 50%</p> <p>Low income 83%</p> <p>SWD 41%</p> <p>2024 AVID Percentage of participating students Black/African American 15%</p> <p>Hispanic/Latino 30%</p> <p>Low Income 23%</p> <p>2024 Co Teacher Teams of GenEd and SPED to support Students with Disabilities: Middle School: 15 High School: 15</p>
	<p>2021 The percentage of pupils who have successfully completed both A-G requirements and Career Technical Education requirements is 40%</p>				<p>By 2024 46% of the student population will have completed both A-G requirements and Career Technical Education requirements.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	of the student population.				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Basic Services	Provide all students with highly qualified teachers.	\$64,930,088.00	No
2	Summer School	Provide an intervention to identified students in grades 2-12 based on Multi Tiered System of Supports. Specifically, students who are identified as eligible for Title 1 supports will be invited to attend.	\$306,885.00	No
3	Coordinator of Language Acquisition	Provide leadership and direction for districtwide services to support Designated and Integrated English Language Development for emerging bilingual students and the District Dual Language Immersion Pathway leading to the State Seal of Biliteracy.	\$162,000.00	Yes
4	Library Resources	Provide additional print and online resources for site libraries.	\$61,305.00	No
5	Before and Afterschool Programming	Provide Before and After School Programming including tutoring and homework support and necessary supplies. Students who are Emerging Bilingual, low income and unhoused or Foster/Kinship students will be invited to attend.	\$90,704.00	Yes
6	Growth oriented assessment	Purchase student licenses to administer NWEA Measures of Academic Progress (MAP) Assessments for Reading in grades 3-8,	\$95,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Math in grades 2-8 and optional Language Usage to identify student achievement and growth		
7	Library Technician	Provide one Media Center Library Technician for the media center at Village Continuation High School to provide extended access for students who are Emerging Bilinguals, Low Income, Foster and Homeless to library resources including Internet.	\$36,466.00	Yes
8	Resources/support to accelerate and enhance access to learning and achievement	Provide .4 FTE Lead Teacher to support low income, students by providing professional development site-wide. During weekly tutorials, tutors will support middle and high school students enrolled in an elective course by providing direct instructional support to students with assistance from the elective course teacher. LCAP will fund 50% (up to \$20,000) of tutor compensation and school sites will fund the remaining dollar amount. Currently, this is provided through the AVID model.	\$117,882.00	Yes
9	Assessment Analyst-Classified	.5 FTE Assessment Analyst. This position plans, coordinates, assembles, schedules, processes, verifies, and formats data of student demographic results from standardized and local assessments and administers testing programs; researches, evaluates and analyzes assessment processes and resulting data using statistical measures and research methods; uses a variety of software to complete summaries, reports, and analyses for sites, administrators, and the Board; designs, prepares, and presents research and evaluative reports on student and program performance; works collaboratively with curriculum, site and other staff to conceptualize, develop, field test and psychometrically evaluate district assessment forms and procedures; conducts program effectiveness research projects. This portion of the position supports identifying specific needs and gaps that exist for students who are Emerging Bilinguals, Low Income, Homeless and Foster Youth.	\$109,272.00	Yes

Action #	Title	Description	Total Funds	Contributing
10	College Boot Camp Academy	Provide College Boot Camp Academy to provide support and preparation for college admission through College Visit Opportunities	\$10,000.00	Yes
11	Sections for Secondary English Language Development	Provides additional sections at Middle Schools and comprehensive High Schools for English Language Development and sheltered content classes to support Emerging Bilingual students.	\$460,446.00	Yes
12	Supplemental English Language Development Instructional Resources	Provide supplemental instructional resources and supports for Emerging Bilingual students to support English Language Proficiency	\$120,000.00	Yes
13	Summer Programs	PUSD Adult Education Department contracts with City of Pleasanton to provide Summer Afternoon Camp, Summer STEAM Camp & other Enrichment Classes for Emerging Bilinguals, low income and Foster/Unhoused students.	\$30,000.00	Yes
14	District Career Readiness Specialist Certificated	Provide direct service to school sites and students to support career readiness activities and the various college entrance assessments. This position will support site staff as needed during college entrance exam administration with particular attention to the participation of Emerging Bilingual, low income and foster/unhoused students	\$43,254.00	Yes
19	College Planning and Career Assessment Tools	Provide for college planning and career assessment tools at two comprehensive high schools to students in selecting college and career pathways based upon student skills and interests.	\$30,836.00	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	Strengthen intervention and support structures to effectively improve the physical, mental and social wellness of students, families, and staff

An explanation of why the LEA has developed this goal.

The Pleasanton Unified School District's (PUSD) vision and mission describe a learning organization within which every student is a resourceful, resilient, responsible, and engaged world citizen who will make the world a better place. Based on this vision and mission and with feedback from the wider PUSD community the district has developed five District Organizational Goals. These goals have been adopted as our goals for the Local Control Accountability Plan. Goal Two recognizes that learning for our students must address appropriate interventions and support structures in order to differentiate appropriately. In addition, it is critical that we focus our efforts on the physical, mental and social wellness of students, families and staff. Within this goal, actions and services should contribute to building a strong Tier 2 model of intervention and support strategies with an emphasis on access to a multi-tiered system of support for our students who are Emerging Bilinguals, low income, foster/unhoused youth. As a consistently high performing district, PUSD recognizes our commitment within this Tier 2 model to differentiated, including the use of personalized strategies, focused on our students preparation to be College and Career ready. Following this unusual year, PUSD is also highly cognizant of the value of in person and remote settings for students and families in order to ensure access to resources that are both virtual and on-site.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4: Student Achievement	(no SBAC in 2019 or 2020 due to COVID19) 2018 SBAC ELA *All Students: 80.8% *Emerging Bilinguals: 38.7% *Low Income 52% *Students with Disabilities 37.2%				SBAC ELA 2023 *All Students: 86% *Emerging Bilinguals: 60% *Low Income 67% *Students with Disabilities 52% *Black/African American: 63%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>*Black/African American: 56.8%</p> <p>*Latinx: 60%</p> <p>EAP Ready for College</p> <p>N/A due to COVID</p> <p>SBAC Math</p> <p>*All Students: 80.8%</p> <p>*Emerging Bilinguals: 38.7%</p> <p>*Low Income 52%</p> <p>*Students with Disabilities 37.2%</p> <p>*Black/African American: 56.8%</p> <p>*Latinx: 60%</p> <p>2019</p> <p>*Advanced Placement Test Passing Rate 94%</p> <p>*UC/CSU Eligible 65.9%</p> <p>*Graduation Rate 97.7%</p> <p>*Emerging Bilinguals: Proficiency 91%</p> <p>*Emerging Bilinguals: Reclassification Rate 17.9%</p> <p>Fall 2020</p> <p>MAP Growth for grades 3-8</p>				<p>*Latinx: 81%</p> <p>EAP Ready for College</p> <p>SBAC Math 2023</p> <p>*All Students: 87%</p> <p>*Emerging Bilinguals:: 56%</p> <p>*Low Income 67%</p> <p>*Students with Disabilities 52%</p> <p>*Black/African American: 71%</p> <p>*Latinx: 75%</p> <p>2023</p> <p>*Advanced Placement Test Passing Rate 97%</p> <p>*UC/CSU Eligible 72%</p> <p>*Graduation Rate 99%</p> <p>*Emerging Bilinguals: Proficiency 95%</p> <p>*Emerging Bilinguals: Reclassification Rate 33%</p> <p>2024</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Achievement:</p> <p>All Students Reading: 47% 81-99%ile 27% 61-80%ile Math: 50% in 81-99%ile 23% in 61-80%ile</p> <p>Emerging Biliguals: Reading: 47% 81-99%ile 27% 61-80%ile Math: 50% in 81-99%ile 23% in 61-80%ile</p> <p>Students with Disabilities Reading: 18% 81-99%ile 16% 61-80%ile Math: 18% in 81-99%ile 19% in 61-80%ile</p>				<p>MAP Growth for grades 3-8 Achievement:</p> <p>All Students Reading: 53% 81-99%ile 33% 61-80%ile Math: 56% in 81-99%ile 29% in 61-80%ile</p> <p>Emerging Bilinguals: Reading: 30% 81-99%ile 33% 19-80%ile Math: 56% in 81-99%ile 29% in 61-80%ile</p> <p>Students with Disabilities Reading: 33% 81-99%ile 31% 61-80%ile Math: 33% in 81-99%ile 34% in 61-80%ile</p>
Priority 5: Pupil Engagement	<p>2019-2020 Chronic Absenteeism 3.7% Middle School Dropout Rates .01% High School Dropout Rates 1.4%</p>				<p>2024 Chronic Absenteeism 1% Middle School Dropout Rates .01% High School Dropout Rates 0.4%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	High School Graduation Rates 97.6%				High School Graduation Rates 99%
Priority 6: School Climate	<p>2020 Suspension Rate All Students: 1.8% English Learners: 1.6% Socioeconomically Disadvantaged: 4.9% Students with Disabilities 5.1% Expulsion Rate: <.1%.</p> <p>California Healthy Kids Survey 2019-2020 (administered in November 2019) Key indicators of School Climate and Well Being-Secondary</p> <p>School Engagement and Supports Overall: Low chronic truancy (self-reported) High Expectations Grade 7-82%, Grade 9-74%, Grade 11-73% Meaningful participation Grade 7-39%, Grade 9-33%, Grade 11-30%</p>				<p>2024 Suspension Rate All Students: 1.0% English Learners: 1.0% Socioeconomically Disadvantaged: 1.9% Students with Disabilities 2% Expulsion Rate: <.1%.</p> <p>California Healthy Kids Survey (To be administered in 2023) Key indicators of School Climate and Well Being-Secondary</p> <p>School Engagement and Supports: Overall: Low chronic truancy (self-reported) High Expectations Grade 7-88%, Grade 9-80%, Grade 11-79% Meaningful participation Grade 7-45%, Grade 9-39%, Grade 11-36%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>School Safety and Substance Use School Perceived as very safe or safe Grade 7-73%, Grade 9-73%, Grade 11-70% Experienced harassment or bullying Grade 7-28%, Grade 9-27%, Grade 11-25%</p> <p>Mental and Physical Health Success: in 7th and 9th grade low instances of alcohol and tobacco use Challenge: alcohol (22%) and e-cigarette use (13%) in 11th grade and high rates of sadness/hopelessness (12-34%)</p>				<p>School Safety and Substance Use School Perceived as very safe or safe Grade 7-79%, Grade 9-79%, Grade 11-76% Experienced harassment or bullying Grade 7-22%, Grade 9-21%, Grade 11-19%</p> <p>Mental and Physical Health Success: in 7th and 9th grade low instances of alcohol and tobacco use Challenge: alcohol (16%) and e-cigarette use (7%) in 11th grade and high rates of sadness/hopelessness (12-28%)</p>
Priority 7: Course Access	<p>Graduation Rate 2020 Students: 97.2% English Learners: 88.6% Socioeconomically Disadvantaged: 88.7%</p>				<p>Graduation Rate 2023 Students: 98% English Learners: 94% Socioeconomically Disadvantaged: 94% Students with Disabilities: 90%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Students with Disabilities: 84.6% Middle School Dropout Rates .01% High School Dropout Rates .9%</p> <p>A-G/UC/CSU Eligible 86.3%</p>				<p>Middle School Dropout Rates .01% High School Dropout Rates .3%</p> <p>A-G/UC/CSU Eligible 92%</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	Intervention Specialists Certificated	<p>Elementary Intervention Specialists Nine TK-5 Intervention Specialists, one for each elementary school site Focus: Core Academic Program, Literacy, RTI2 (Response to Instruction and Intervention)</p> <p>Six 6-8, 9-12 FTE one for each secondary school. Focus: Core Academic Program, ELD (English Language Development), RTI2 (Response to Instruction and Intervention)</p>	\$1,484,500.00	Yes
2	Illuminate Educational Intelligence Platform	Provide access to up to date assessment and demographic data as well as report cards, and other important custom reports through an interactive platform.	\$95,000.00	No
3	Emerging Bilingual Newcomer Liaisons	Two positions (2 FTE) to provide specific and strategic support for emerging bilingual students to become acclimated and familiar with school system and unfinished learning within the first year of arrival in our school system.	\$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	District Social Workers-Certificated	Three (3 FTE) Social Workers to provide access to social emotional behavioral and mental health supports to students and families to increase engagement in learning and in school.	\$326,621.00	Yes
5	Career Technical Education Opportunities	Maintain funding for Project Lead the Way at all high schools.students. Sections will be offered in Engineering, Computer Science, and Bio Medical Science. Maintain Gateway to Technology at all three middle schools which will be offered as an elective within the Elective Wheel. This will support and expand Career Technical Education (CTE) and work based learning across content areas.	\$53,000.00	No
6	Child Welfare Attendance Specialist	.75 FTE to address issues of chronic absenteeism for high needs students.	\$40.07	Yes
7	Youth Development Specialist	Support the needs of Foster Youth/Kinship students by connecting them with needed wraparound services and function as a liaison between families and schools. Additional funding will support programs and supplies for Foster/Kinship youth and families.	\$135,000.00	Yes
8	High School Transportation	Provide transportation to allow student participation in after-school support and enrichment opportunities by funding a second bus route from Foothill High School later in the afternoon. This route will run about one to one and a half hours after the end of the school day so that students who lack transportation can stay after school for tutoring, clubs and sports.	\$7,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
9	Mariachi Afterschool Program	Provide enrichment and intervention for students, as well as parent engagement opportunities for students who are emerging bilinguals, low income, foster or unhoused youth, including the purchase of instruments to allow students to participate in the musical instruction in the program.	\$89,085.00	Yes
10	Early Literacy Resources	Provide support for TK-2 emerging bilinguals, low-income, foster and unhoused students to help build students' phonemic awareness, phonics, fluency, vocabulary, or comprehension, for letter-sound and sight-word learning to engage high needs students with the written word.	\$25,000.00	Yes
11	Digital Resources for Intervention and Support	Provide digital applications that support student engagement and intervention specifically for students who are emerging bilinguals, low income, foster and unhoused students.	\$30,000.00	Yes
12	Mentoring opportunities for low income and unhoused students	Provide opportunities for partnerships with community resources that bring caring adult and older peer relationships in a controlled setting and allow access to educational, recreational, and developmental supports that may enhance the mentoring relationship, such as the Student Mentoring Program.	\$25,000.00	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.

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	Understand the systemic barriers to equity and inclusion in order to work strategically to deconstruct them

An explanation of why the LEA has developed this goal.

The Pleasanton Unified School District's (PUSD) vision and mission describe a learning organization within which every student is a resourceful, resilient, responsible, and engaged world citizen who will make the world a better place. Based on this vision and mission and with feedback from the wider PUSD community the district has developed five District Organizational Goals. These goals have been adopted as our goals for the Local Control Accountability Plan. Goal Three recognizes that a systems approach to the vision and mission of our district is instrumental to the academic, social emotional and civic success of our students. For that reason, Goal 3 is included in our LCAP ensuring that we make specific and explicit efforts to address systemic barriers to equity and inclusion that exist in our organization. The District Organizational Work Plan guides the work of district leaders throughout the school year to ensure that thoughtful, purposeful, proactive, and strategic action steps are being applied across the organization. This process helps leadership assess the organization's strengths and weaknesses; identifies areas that can yield strategic wins; and effectively leverages the power of networks throughout the community.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Basic Services	In 2019-2020 98% of certificated teachers had appropriate credentialing for the subjects which they teach.				In 2023-2024 99% of certificated teachers will have appropriate credentialing for the subjects which they teach.
Priority 3: Parental Involvement	2019-2020 PUSD maintained a calendar of regularly scheduled twice monthly meetings of the Board of Trustees which are open to the public and				PUSD will maintain a calendar of regularly scheduled twice monthly meetings of the Board of Trustees which are open to the public and provide

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	provide opportunities for engagement in District Board Policy and Initiatives. All agendas and minutes are posted on the PUSD Website. These meetings are televised and recorded to increase access. During 2020-2021 all meetings were held virtually and accessible on public TV.				opportunities for engagement in District Board Policy and Initiatives. All agendas and minutes are posted on the PUSD Website. These meetings are televised and recorded to increase access.
Priority 5: Student Engagement	2019-2020 School Attendance Rate All Students 96.8% Black/African American 95% Hispanic/Latino 3.62% Chronic Absenteeism Black/African American 5.85% Hispanic/Latino 5.85% English Learners 4.83% Low income 8.72% SWD 9.08% Middle School Dropout Rates .01% High School Dropout Rates 1.4%				2024 School Attendance Chronic Absenteeism 1% Black/African American 1.8% Hispanic/Latino 2% English Learners 2% Low income 5% SWD 6% Middle School Dropout Rates .01% High School Dropout Rates 0.4% High School Graduation Rates 99%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	High School Graduation Rates 97.6%				
Priority 6: School Climate	<p>Suspension Rate All Students 1.8% English Learners: 1.6% Socioeconomically Disadvantaged: 4.9% Students with Disabilities 5.1% Expulsion Rate: <.1%.</p> <p>California Healthy Kids Survey 2019-2020 (administered in November 2019) Key indicators of School Climate and Well Being-Secondary</p> <p>School Engagement and Supports Overall: Low chronic truancy (self-reported) High Expectations Grade 7-82%, Grade 9-74%, Grade 11-73% Meaningful participation Grade 7-39%, Grade 9-33%, Grade 11-30%</p>				<p>2024 Suspension Rate All Students: 1.0% English Learners: 1.0% Socioeconomically Disadvantaged: 1.9% Students with Disabilities 2% Expulsion Rate: <.1%.</p> <p>California Healthy Kids Survey (To be administered in 2023) Key indicators of School Climate and Well Being-Secondary</p> <p>School Engagement and Supports: Overall: Low chronic truancy (self-reported) High Expectations Grade 7-88%, Grade 9-80%, Grade 11-79% Meaningful participation Grade 7-45%, Grade 9-39%, Grade 11-36%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>School Safety and Substance Use School Perceived as very safe or safe Grade 7-73%, Grade 9-73%, Grade 11-70% Experienced harassment or bullying Grade 7-28%, Grade 9-27%, Grade 11-25%</p> <p>Mental and Physical Health Success: in 7th and 9th grade low instances of alcohol and tobacco use Challenge: alcohol (22%) and e-cigarette use (13%) in 11th grade and high rates of sadness/hopelessness (12-34%)</p>				<p>School Safety and Substance Use School Perceived as very safe or safe Grade 7-79%, Grade 9-79%, Grade 11-76% Experienced harassment or bullying Grade 7-22%, Grade 9-21%, Grade 11-19%</p> <p>Mental and Physical Health Success: in 7th and 9th grade low instances of alcohol and tobacco use Challenge: alcohol (16%) and e-cigarette use (7%) in 11th grade and high rates of sadness/hopelessness (12-28%)</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	Program support for Tri-Valley Regional Occupation Program	PUSD strongly supports a robust and comprehensive college and career programs for our students, while maintaining relevant Career Technical Education (CTE) courses, pathways and middle college, supported by a commitment to the joint powers agreement with Tri-Valley Regional Occupation Programs.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
2	Develop and Implement Multi Year Equity Plan	<p>Identify policies and practices that contribute to inequities and revise such policies. In addition, working with an Equity Consultant (Goal 4) plan, develop and implement a multi-year Equity Plan with the following outcomes:</p> <ul style="list-style-type: none"> *Ensure access and opportunity for all students in all areas of the school program *Implement culturally-relevant curriculum *Create schools in which all students and staff are respected *Reduce the disproportionate application of discipline for students of color *Eliminate the use of racially-harmful words and practices *Shift mindset of all staff to advance equitable practices *Provide targeted outreach and support for historically underserved groups *Capture evidence that implicit bias, systemic inequities, and institutional racism have been reduced *Revise and develop policies to support equity for all students *Eliminate opportunity gap for all students 	\$0.00	Yes
3	Maintain up to date Board Policies and Administrative Regulations	Regularly review and update Board Policies and Administrative Regulations to ensure compliance with current law related to educational policy. Build consistency of process and procedures based on Board Policies and Administrative Regulations.	\$0.00	No
5				

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
4	Promote a professional culture that values collaboration and supports efforts to recruit, develop and retain a diverse and highly qualified workforce

An explanation of why the LEA has developed this goal.

The Pleasanton Unified School District's (PUSD) vision and mission describe a learning organization within which every student is a resourceful, resilient, responsible, and engaged world citizen who will make the world a better place. Based on this vision and mission and with feedback from the wider PUSD community the district has developed five District Organizational Goals. These goals have been adopted as our goals for the Local Control Accountability Plan. The actions and services associated with Goal 4 are intended to ensure that we maintain a high quality instructional program for our students with employees throughout the organization who are committed to our mission and vision. By enhancing all aspects of our employee retention model we can expect to offer our PUSD community a world class program. PUSD recognizes that professional development is a key factor in employee recruitment, development and retention and must be differentiated throughout the organization to ensure that we achieve our mission and vision of resourceful, resilient and responsible students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Basic Services	<p>In 2019-2020 98% of certificated teachers had appropriate credentialing for the subjects which they teach.</p> <p>In 2019-2020 100% of students have sufficient access to standards aligned instructional materials per the Williams Act.</p>				<p>In 2021-2024 99% of certificated teachers will have appropriate credentialing for the subjects which they teach.</p> <p>In 2021-2024 100% of students will have sufficient access to standards aligned instructional materials per the Williams Act.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	In 2019-2020 all school facilities are maintained in good repair or better per the Williams Act.				In 2021-2024 all school facilities are maintained in good repair or better per the Williams Act.
Priority 2: California State Standard Implementation	<p>2020 All staff have opportunities for high quality professional development on three mandatory PD days and/or at various synchronous and asynchronous opportunities throughout the year including PD related to the delivery of instruction related to English Language Development.</p> <p>All Emerging Bilinguals (English Learners) in PUSD receive Designated and Integrated ELD.</p>				<p>2024 All staff will continue to have opportunities for high quality professional development on three mandatory PD days and/or at various synchronous and asynchronous opportunities throughout the year including PD related to the delivery of instruction related to English Language Development.</p> <p>All Emerging Bilinguals (English Learners) in PUSD will continue to receive Designated and Integrated ELD.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 7: Access to a Broad Course of Study	<p>2020 100% of all students had access to a Broad Course of Study during the school day All students had access to one to one Chromebook devices and hotspots to maximize internet access.</p> <p>2019-2020 CTE Pathway Completion Rate 44.2% Black/African American 26.3% Hispanic/Latino 40.3% Emerging Bilinguals 54.5% Low income 33.3% Students with Disabilities 43.8%</p> <p>A-G Met all requirements: All students 73% Emerging Bilinguals 22.4% Students w/Disabilities 12.5% Low Income 44.4%</p>				<p>2024 100% of all students will continue to have access to a Broad Course of Study during the school day All students will continue to have access to one to one Chromebook devices and hotspots to maximize internet access.</p> <p>2024 CTE Pathway Completion Rate 50% Black/African American 40% Hispanic/Latino 50% Emerging Bilinguals 60% Low income 48% Students with Disabilities 50%</p> <p>A-G Met all requirements: All students 79% Emerging Bilinguals 37% Students w/Disabilities 27.5% Low Income 59%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>2020 AVID Percentage of participating students Black/African American 3% Hispanic/Latino 18% Low Income 8%</p> <p>2019-2020 Co Teacher Teams of GenEd and SPED to support Students with Disabilities: Middle School: 9 High School: 9</p>				<p>2024 AVID Percentage of participating students Black/African American 15% Hispanic/Latino 30% Low Income 23%</p> <p>2024 Co Teacher Teams of GenEd and SPED to support Students with Disabilities: Middle School: 15 High School: 15</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	High Quality Professional Development	<p>Provide professional development opportunities for Management, Certificated and Classified staff to provide instruction and support for Emerging Bilinguals, low income, Foster/unhoused youth related to academic achievement, social emotional behavior, implicit bias and racial equity in alignment with the District Organizational Goals/LCAP Goals:</p> <p>Effective Instruction: LCAP Goals 1, 2 *Delivering high quality instruction within an MTSS framework utilizing Universal Design for Learning and project based learning models *Setting clear expectations for instructional parameters *Engaging students in the learning process *Utilizing district supported Digital Resources, including Edgenuity</p>	\$360,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>*Equity and access to learning for all students, especially students who are Emerging Bilinguals, low income,</p> <p>Equity and Inclusive Practices: LCAP Goal 1</p> <p>*Providing an anti-bias instructional program</p> <p>*Implementing a race-conscious, historically-accurate program for all students</p> <p>*Cultivating empathy among students</p> <p>*Building civil and inclusive classroom and school communities where all members are respected, valued and welcome participants</p> <p>Assessment and Grading: LCAP Goal 1</p> <p>*Working within professional learning communities to develop common formative assessments to monitor student growth in order to provide effective intervention and instruction (within the MTSS framework)</p> <p>*Assessment delivery of MAP Growth assessment (2 Math, 3-8 Math and Reading)*</p> <p>*Assessment delivery for DLA (TK-2)</p> <p>*Assessment delivery via Illuminate</p> <p>Social Emotional Learning Best Practices: LCAP Goals 2</p> <p>*Effective SEL instruction to cultivate student social and emotional skills (supported by the MTSS framework)</p> <p>*Fostering positive connections with all stakeholders</p> <p>*Supporting the social and emotional needs of students and staff throughout the school year</p> <p>Supporting Students with Special Needs and English Learners: LCAP Goals 1, 2</p> <p>*Building inclusive classrooms through Universal Design for Learning (UDL)</p> <p>*Delivering effective Designated and Integrated English Language Development instruction</p> <p>*Providing equitable access to district programs and curriculum</p> <p>*Utilizing differentiated resources to supplement designated and integrated ELD</p>		

Action #	Title	Description	Total Funds	Contributing
2	Integration Specialists-Certificated	<p>4 FTE Provide direct support to staff within the Multi Tiered Systems of Support (MTSS) model. The Integration Specialists will provide direct professional development support for specialists, leadership teams, and department chairs at the district and site levels, utilize their knowledge and expertise to leverage the capacity of general and special education teachers in order to provide anti-bias, equity focused, culturally responsive, technology infused and rigorous curriculum and instruction.</p> <p>2.0 Technology Integration Specialists 1.0 Math Integration Specialist 1.0 Professional Development Specialist</p>	\$399,788.00	Yes
3	Support for development of Professional Learning Communities	<p>Provide additional hours for TK-12 general education certificated staff to collaborate in Professional Learning Communities with the goal of developing instructional coherence across the grade level and department during adjunct hours (outside of the work day). This funding can be used for release time, substitute pay and professional development opportunities. This time will be spent on teacher collaboration and to develop units and assessments aligned with the LCAP and develop targeted RTI2 plans for Emerging Bilinguals, low income, foster and unhoused students.</p>	\$266,000.00	Yes
4	Pleasanton New Teacher Project	<p>Pleasanton New Teacher Project provides a two-year comprehensive professional growth and development pathway for participating teachers leading to a clear teaching credential in general and/or special education. Participating teachers experience enhanced professional growth and development building upon their teacher preparation program by participating in a rich and thoughtful induction process. Participating Teachers engage in reflective conversations with experienced coaches and chart their own progress through the continuum of skills, knowledge, and abilities aligned to the California</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Standards for the Teaching Profession and State adopted academic student content standards in order to accelerate their development.		
5	Early Literacy Professional Development	Provide comprehensive structured literacy training to all primary teachers that is consistent with research to improve student reading scores. In compliance with the CCEIS plan to provide training to all TK-2 teachers, Intervention Specialists and Resource teachers in early literacy at target population schools: Valley View and Hearst Build interest district wide and expand training opportunities to the remaining seven elementary schools	\$160,850.00	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
5	Sustain effective customer service, communication, and stakeholder engagement

An explanation of why the LEA has developed this goal.

The Pleasanton Unified School District's (PUSD) vision and mission describe a learning organization within which every student is a resourceful, resilient, responsible, and engaged world citizen who will make the world a better place. Based on this vision and mission and with feedback from the wider PUSD community the district has developed five District Organizational Goals. These goals have been adopted as our goals for the Local Control Accountability Plan. In PUSD we recognize the vital importance of parent/guardian engagement for all of our students and have a variety of opportunities for parents/guardians to engage in our district. In addition, through the Annual Stakeholder survey we are able to measure our effectiveness in meeting the high expectations of our community to provide a world class education to ensure that all of our students are College and Career Ready when they leave our system. Through our LCAP we are able to offer customized support opportunities for our parents and guardians to engage in the educational journey of their students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3: Parent Engagement-Efforts to seek parent input and decision making.	LOCAL CONTROL ACCOUNTABILITY COUNCIL In 2020-2021 participation: 9 Parent/Community Members 1 Student Member 1 California State Education Association Classified members 3 Association of Pleasanton Teachers Certificated member 2 District Office Administrative Staff				LOCAL CONTROL ACCOUNTABILITY COUNCIL In 2023-2024 participation: <ul style="list-style-type: none"> 9 Parent/Community Members 3 Student Members (one from each High School) 2 California State

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>In addition, the LCAC is supported by staff from the Teaching and Learning Team at every meeting. Staff from other divisions attend the LCAC Meetings as needed. The LCAC held 8 meetings between August, 2020 and June, 2021. All participants are invited to share feedback on these meetings.</p> <ul style="list-style-type: none"> • ----- ----- <p>District English Learner Advisory Committee (DELAC). Descriptions of PUSD's educational programs, LCAP goals and actions are described and questions answered. Outcome data and any additional information that is shared with the LCAC is also shared with DELAC.</p> <p>Parent Liaison</p>				<p>Education Association Classified members</p> <ul style="list-style-type: none"> • 2 Association of Pleasanton Teachers Certificated members • Assistant Superintendent of Teaching and Learning • Assistant Superintendent of Business Services <p>In addition, the LCAC will be supported by staff from the Teaching and Learning Team at every meeting. Staff from other divisions attend the LCAC Meetings as needed. Hold monthly meetings between August, 2020 and June, 2021. All participants are invited to share</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>interpreters are available to provided primary language support as needed. Parents are given the opportunity to provide input regarding the planned activities and outcome data about each action within the LCAP.</p>				<p>feedback on these meetings.</p> <ul style="list-style-type: none"> ----- <p>District English Learner Advisory Committee (DELAC). Descriptions of PUSD's educational programs, LCAP goals and actions are described and questions answered. Outcome data and any additional information that is shared with the LCAC is also shared with DELAC.</p> <p>Parent Liaison interpreters are available to provided primary language support as needed. Parents are given the opportunity to provide input regarding the planned activities and outcome data about each action within the LCAP.</p>
Priority 3: Parent Involvement: Parent Participation Data	All 15 schools have a School Site Council and English Language Advisory Council				All 15 schools will continue to have a School Site Council and English Language

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>which functions to oversee the development and implementation of the Single Plan for Student Achievement. Attendance varies from month to month with an average of 8-10 for SSC and 10-15 for ELAC.</p> <p>Each year beginning in 2017-2018, PUSD provides a yearly Stakeholder Survey each Spring for all members of the PUSD community. This feedback is used to inform development of District Organizational Goals, the District Work Plan and other important initiatives.</p>				<p>Advisory Council which functions to oversee the development and implementation of the Single Plan for Student Achievement. Attendance will be maintained from month to month with an average of 8-10 for SSC and 10-15 for ELAC.</p> <p>PUSD will continue to provide a yearly Stakeholder Survey each Spring for all members of the PUSD community. This feedback will continue to be used to inform development of District Organizational Goals, the District Work Plan and other important initiatives.</p>
Priority 3: Parent Involvement: Parent Outreach Data	<p>2020 Parent Liaisons meet with many parents/guardians throughout the district for a variety of reasons, but there is no documented process for recording these interactions.</p>				<p>2024 Parent Liaisons will follow a protocol for recording the number of unique parent contacts, the frequency of these contacts and the general topic of the contact through</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Parent Liaison contact logs. Once this is established, Parent Liaisons will analyze the data and develop additional resources to address concerns that emerge in the themes and patterns within the data.
Priority 3: Parent Involvement: Parent Outreach Data	School district encourages parental participation in programs for individuals with exceptional needs but does not currently have a method for documenting their participation				2024 Special Education will monitor and record the participants at the Special Needs Committee monthly meetings and will promote parent/guardian participation at these meetings with the intent to increase by 5% parent/guardian participation in these monthly meetings.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Liaison-Classified	Provide support, including focused outreach to parents/guardians to ensure access to technology and content area parent education services and to maximize access to the National School Lunch Program (NSLP) for qualified students to better meet student nutritional and educational needs, and to support parents/guardians and families, convey information regarding the school and/or district	\$91,942.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>activities and procedures, refer families to other agencies, serve as a resource for low income, Emerging Bilingual, and Foster/Kinship families.</p> <p>Parent Liaisons will follow a protocol for recording the number of unique parent contacts, the frequency of these contacts and the general topic of the contact through Parent Liaison contact logs. Once this is established, Parent Liaisons will analyze the data and develop additional resources to address concerns that emerge in the themes and patterns within the data.</p>		
2	Parent Training for Behavioral Support	<p>Train facilitators and provide materials in order to offer Loving Solutions (elementary) and Parent Project (secondary) with the goal of helping parents/guardians to support their children, including presentations of these programs in Spanish.</p> <p>Loving Solutions/Parent Project is a parent-training program specifically designed for parents and employs a behavioral model to help parents both motivate children to do constructive tasks and manage unwanted behaviors.</p> <ul style="list-style-type: none"> *Arguing and Family Conflict *Childhood Trauma *Poor School Performance *Truancy and Dropouts *Media Influences *Early Teen Sexuality *Teen Drug Use *Youth Gangs *Teen Violence and Bullying *Runaways 	\$18,439.00	No
3	Parent/Guardian Training for Family/School Connectedness	Provide parent/guardian training specifically of students who are emerging bilinguals, low income, Foster/unhoused youth, to increase parent/guardian engagement with school systems, understand their	\$36,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		role in their child's education and cultivate parent/guardian leadership in schools, potentially through School Smarts program from CA PTA.		
4	Parent/Guardian Translation and Interpretation Services	Provide access to documents and meetings in the primary language of the parent/guardian through a qualified translator/interpreter in Chinese and Mandarin as required by law and other languages as needed.	\$40,000.00	Yes
5	Community Engagement Platform	Provide online interactive community engagement platform, such as ThoughtExchange to increase and deepen honest community engagement and access including the use of comprehensive analytics and visualizations to identify top themes and priorities for all stakeholders	\$25,000.00	No
6	Educational Workshop Series for preschool families	Provide outreach for identified preK families to connect to school at Harvest Park Preschool, STEAM, and PUSD TK and K elementary classrooms to accomplish the following goals: *Educate: Increase knowledge of child development and early literacy *Engage: Share engaging strategies and distribute individual activity kits, including books and art supplies *Empower: Provide information to navigate the Pleasanton school system and access community resources	\$25,000.00	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.

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.

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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
3.18%	\$4,327,145

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.

Pleasanton Unified School District is anticipated to receive \$4,327,145 in Supplemental funding for 2021-2022. In Pleasanton USD, the actions and services that have been identified as contributing to increased and improved services that are used district-wide were chosen based on a thorough review of multiple measures of student achievement, student social emotional behavior, and parent/family access to resources. In addition, the district conducted multiple feedback opportunities, both in person and through surveys to engage stakeholders in determining which actions and services would have the greatest impact. The district relied on research based models for After School Programming, Instructional Intervention, Social Emotional Supports and Professional Development that best fits the needs and expectations of our district. These include the development of strong professional learning communities relying on the research and work of Richard and Rebecca DuFour, and the benefit of strong networks of family engagement within a school setting. In addition, PUSD relies on educational theory that promotes efforts to foster strong, positive and efficacious relationships between students and staff members as a way to fulfill our mission to educate our students so that they may make a better world.

Data that supports these efforts includes

SBAC ELA 2017 (2019)

All Students: 80.8% (79.09%)

English Learners: 31.7% (50.5%, +18.8)

Socioeconomically disadvantaged 31.4% (47.7%, +14.3)

SBAC Math

All Students: 82% (75.03)

English Learners: 50.5% (50.85, +.35)

Socioeconomically Disadvantaged: 47.7% (42.29%)

Graduation Rate 2017 (2020)

All Students 96.9% (97.2%, +.4%)

English Learners 87.3% (86.6%)

Low income from 84.2% (88.7%, +4.5%)

Suspension Rate 2020 (2021)

All Students 1.8% (0.8%, -1%)

English Learners 1.89% (0%, -1.89%)

*Low income 4.8% (.32%, -4.5%)

The District will be below 55 percent of enrollment of high needs pupils in the district or below 40 percent of enrollment of high needs pupils at a school site in the LCAP year.

Supplemental funds are being expended in the following ways for high needs students that are above services and actions for all:

Goal 1: To leverage personalized learning strategies and growth assessments to close achievement and opportunity gaps, as evidenced by CAASPP, District assessments and other metrics.

Areas of focus that specifically support Emerging Bilinguals to promote College and Career Readiness:

- *Coordinator of Language Acquisition

- *Supplemental Resources for ELD

- *Secondary Sections for English Language Development

Areas of focus that specifically support low income and foster/unhoused students to promote College and Career Readiness:

- *Before and Afterschool Programming

- *District College and Career Readiness Specialist

- *College Boot Camp

- *50% Assessment Analyst

- *AVID Support

- *Media Center Library Technician at Village High School

Goal 2: To improve student interventions and support structures through both on-site and virtual strategies, as evidenced by California Dashboard and internal data sources.

Areas of focus that specifically support Emerging Bilinguals to provide student interventions and support services

- *Mariachi Afterschool Program

- *Emerging Bilingual Newcomer Liaison- 1 Elementary, 1 Secondary

- *Reading Intervention Support Specialists (RISS)
- *Intervention Specialists

Areas of focus that specifically support low income and foster/unhoused students to provide student interventions and support services:

- *Three Districtwide Social Workers
- *Child Welfare and Attendance Specialist
- *Reading Intervention Support Specialists (RISS)
- *Intervention Specialists
- *Youth Development Specialist
- *High School Transportation
- *Early Literacy Resources
- *Digital Resources for Intervention
- *Mentoring opportunities for high needs students

Goal 4:

To enhance employee recruitment, development and retention strategies, as evidenced by hiring data, professional development participation, and exit surveys.

Areas of focus that specifically support Emerging Bilinguals and students who are low income, foster/unhoused youth to ensure high quality academic learning, social emotional support and services:

- *Professional Development for Management, Certificated and Classified staff to provide instruction and support for Emerging Bilinguals, low income, Foster/unhoused youth related to academic achievement, social emotional behavior, implicit bias and racial equity in alignment with the District Organizational Goals/LCAP Goals:
- *Integration Specialists
- *Allocation of School Site hours for Collaboration and Professional Development
- *Resources and Professional Development for Early Literacy and Equity

Goal 5: To improve overall customer service and stakeholder engagement strategies, as evidenced by the ratings on the Annual Benchmark and other surveys.

Areas of focus that specifically support students who are low income, foster/unhoused youth to ensure high quality customer service and stakeholder engagement:

- *Parent Liaisons Increase
- *Parent Education series (School Smarts)
- *Increase and improve platforms for community engagement
- *Parent/guardian and student engagement series targeting Kindergarten transition

Areas of focus that specifically support students who are Emerging Bilinguals to ensure high quality customer service and stakeholder engagement:

*Parent Translation/Interpretation Services

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

Within the scope of services for foster/unhoused youth, Emerging Bilinguals and low income students we have add resources for our Emerging Bilingual newcomers, mentoring opportunities for our low income students, early literacy resources for high needs students, professional development specifically focused on developing an equity plan for PUSD, increasing the number of Parent Liaisons to work with families of Emerging Bilinguals, low income, foster and unhoused students and interpretation/translation services for families of our Emerging Bilinguals. These increases exceed the percentage required.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$70,036,067.07		\$55,788.00	\$305,548.00	\$70,397,403.07

Totals:	Total Personnel	Total Non-personnel
Totals:	\$69,237,629.07	\$1,159,774.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Basic Services	\$64,930,088.00				\$64,930,088.00
1	2	All	Summer School	\$239,404.00			\$67,481.00	\$306,885.00
1	3	English Learners	Coordinator of Language Acquisition	\$162,000.00				\$162,000.00
1	4	All	Library Resources	\$61,305.00				\$61,305.00
1	5	English Learners Foster Youth Low Income	Before and Afterschool Programming	\$90,704.00				\$90,704.00
1	6	All	Growth oriented assessment	\$95,000.00				\$95,000.00
1	7	English Learners Foster Youth Low Income	Library Technician	\$36,466.00				\$36,466.00
1	8	English Learners Foster Youth Low Income	Resources/support to accelerate and enhance access to learning and achievement	\$117,882.00				\$117,882.00
1	9	English Learners Foster Youth Low Income	Assessment Analyst-Classified	\$109,272.00				\$109,272.00
1	10	English Learners Foster Youth Low Income	College Boot Camp Academy	\$10,000.00				\$10,000.00
1	11	English Learners	Sections for Secondary English Language Development	\$306,879.00			\$153,567.00	\$460,446.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	12	English Learners	Supplemental English Language Development Instructional Resources	\$120,000.00				\$120,000.00
1	13	English Learners Foster Youth Low Income	Summer Programs	\$30,000.00				\$30,000.00
1	14	English Learners Foster Youth Low Income	District Career Readiness Specialist Certificated	\$43,254.00				\$43,254.00
1	19	All	College Planning and Career Assessment Tools	\$30,836.00				\$30,836.00
2	1	English Learners Foster Youth Low Income	Intervention Specialists Certificated	\$1,400,000.00			\$84,500.00	\$1,484,500.00
2	2	All	Illuminate Educational Intelligence Platform	\$95,000.00				\$95,000.00
2	3	English Learners	Emerging Bilingual Newcomer Liaisons	\$100,000.00				\$100,000.00
2	4	English Learners Foster Youth Low Income	District Social Workers-Certificated	\$326,621.00				\$326,621.00
2	5	All	Career Technical Education Opportunities	\$53,000.00				\$53,000.00
2	6	English Learners Foster Youth Low Income	Child Welfare Attendance Specialist	\$40.07				\$40.07
2	7	Foster Youth	Youth Development Specialist	\$135,000.00				\$135,000.00
2	8	English Learners Foster Youth Low Income	High School Transportation	\$7,000.00				\$7,000.00
2	9	English Learners Foster Youth Low Income	Mariachi Afterschool Program	\$89,085.00				\$89,085.00
2	10	English Learners Foster Youth Low Income	Early Literacy Resources	\$25,000.00				\$25,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	11	English Learners Foster Youth Low Income	Digital Resources for Intervention and Support	\$30,000.00				\$30,000.00
2	12	Foster Youth Low Income	Mentoring opportunities for low income and unhoused students	\$25,000.00				\$25,000.00
3	1	All	Program support for Tri-Valley Regional Occupation Program					\$0.00
3	2	English Learners Foster Youth Low Income	Develop and Implement Multi Year Equity Plan					\$0.00
3	3	All	Maintain up to date Board Policies and Administrative Regulations					\$0.00
4	1	English Learners Foster Youth Low Income	High Quality Professional Development	\$360,000.00				\$360,000.00
4	2	English Learners Foster Youth Low Income	Integration Specialists-Certificated	\$344,000.00		\$55,788.00		\$399,788.00
4	3	English Learners Foster Youth Low Income	Support for development of Professional Learning Communities	\$266,000.00				\$266,000.00
4	4	All Underserved Students	Pleasanton New Teacher Project					\$0.00
4	5	All	Early Literacy Professional Development	\$160,850.00				\$160,850.00
5	1	English Learners Foster Youth Low Income	Parent Liaison- Classified	\$91,942.00				\$91,942.00
5	2	All	Parent Training for Behavioral Support	\$18,439.00				\$18,439.00
5	3	English Learners Foster Youth Low Income	Parent/Guardian Training for Family/School Connectedness	\$36,000.00				\$36,000.00
5	4	English Learners	Parent/Guardian Translation and Interpretation Services	\$40,000.00				\$40,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	5	All	Community Engagement Platform	\$25,000.00				\$25,000.00
5	6	English Learners Foster Youth Low Income	Educational Workshop Series for preschool families	\$25,000.00				\$25,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$4,327,145.07	\$4,621,000.07
LEA-wide Total:	\$4,283,679.07	\$4,577,534.07
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$43,466.00	\$43,466.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	3	Coordinator of Language Acquisition	LEA-wide	English Learners	All Schools	\$162,000.00	\$162,000.00
1	5	Before and Afterschool Programming	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$90,704.00	\$90,704.00
1	7	Library Technician	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Village High School; 10-12	\$36,466.00	\$36,466.00
1	8	Resources/support to accelerate and enhance access to learning and achievement	LEA-wide	English Learners Foster Youth Low Income		\$117,882.00	\$117,882.00
1	9	Assessment Analyst-Classified	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$109,272.00	\$109,272.00
1	10	College Boot Camp Academy	LEA-wide	English Learners Foster Youth Low Income		\$10,000.00	\$10,000.00
1	11	Sections for Secondary English Language Development	LEA-wide	English Learners	Specific Schools: Secondary 6-12	\$306,879.00	\$460,446.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	12	Supplemental English Language Development Instructional Resources	LEA-wide	English Learners	All Schools	\$120,000.00	\$120,000.00
1	13	Summer Programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	\$30,000.00
1	14	District Career Readiness Specialist Certificated	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Secondary 9-12	\$43,254.00	\$43,254.00
2	1	Intervention Specialists Certificated	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,400,000.00	\$1,484,500.00
2	3	Emerging Bilingual Newcomer Liaisons	LEA-wide	English Learners	All Schools	\$100,000.00	\$100,000.00
2	4	District Social Workers-Certificated	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$326,621.00	\$326,621.00
2	6	Child Welfare Attendance Specialist	LEA-wide	English Learners Foster Youth Low Income		\$40.07	\$40.07
2	7	Youth Development Specialist	LEA-wide	Foster Youth	All Schools	\$135,000.00	\$135,000.00
2	8	High School Transportation	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Foothill High School 9-12	\$7,000.00	\$7,000.00
2	9	Mariachi Afterschool Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$89,085.00	\$89,085.00
2	10	Early Literacy Resources	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary TK-2	\$25,000.00	\$25,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	11	Digital Resources for Intervention and Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	\$30,000.00
2	12	Mentoring opportunities for low income and unhoused students	LEA-wide	Foster Youth Low Income	All Schools	\$25,000.00	\$25,000.00
3	2	Develop and Implement Multi Year Equity Plan	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00
4	1	High Quality Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$360,000.00	\$360,000.00
4	2	Integration Specialists-Certificated	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$344,000.00	\$399,788.00
4	3	Support for development of Professional Learning Communities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$266,000.00	\$266,000.00
5	1	Parent Liaison-Classified	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$91,942.00	\$91,942.00
5	3	Parent/Guardian Training for Family/School Connectedness	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$36,000.00	\$36,000.00
5	4	Parent/Guardian Translation and Interpretation Services	LEA-wide	English Learners	All Schools	\$40,000.00	\$40,000.00
5	6	Educational Workshop Series for preschool families	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Harvest Park Preschool, STEAM, and Elementary Harvest Park Preschool, STEAM	\$25,000.00	\$25,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
					Preschool, and TK/K at all Elementary		

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.