

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pleasant Grove JUSD

CDS Code: 51714310000000

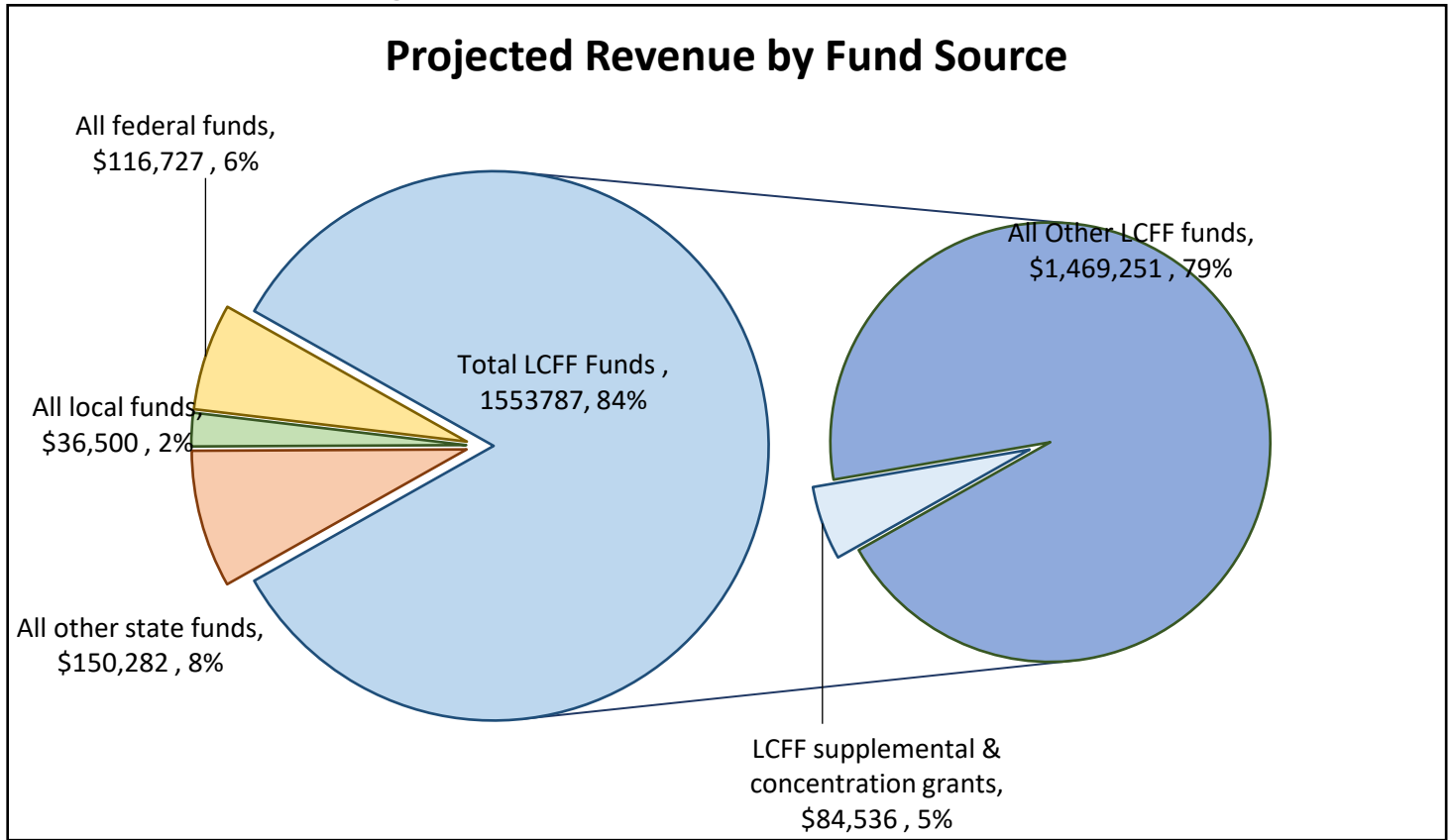
School Year: 2021 – 22

LEA contact information: Dave Tarr, davet@sutter.k12.ca.us

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

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

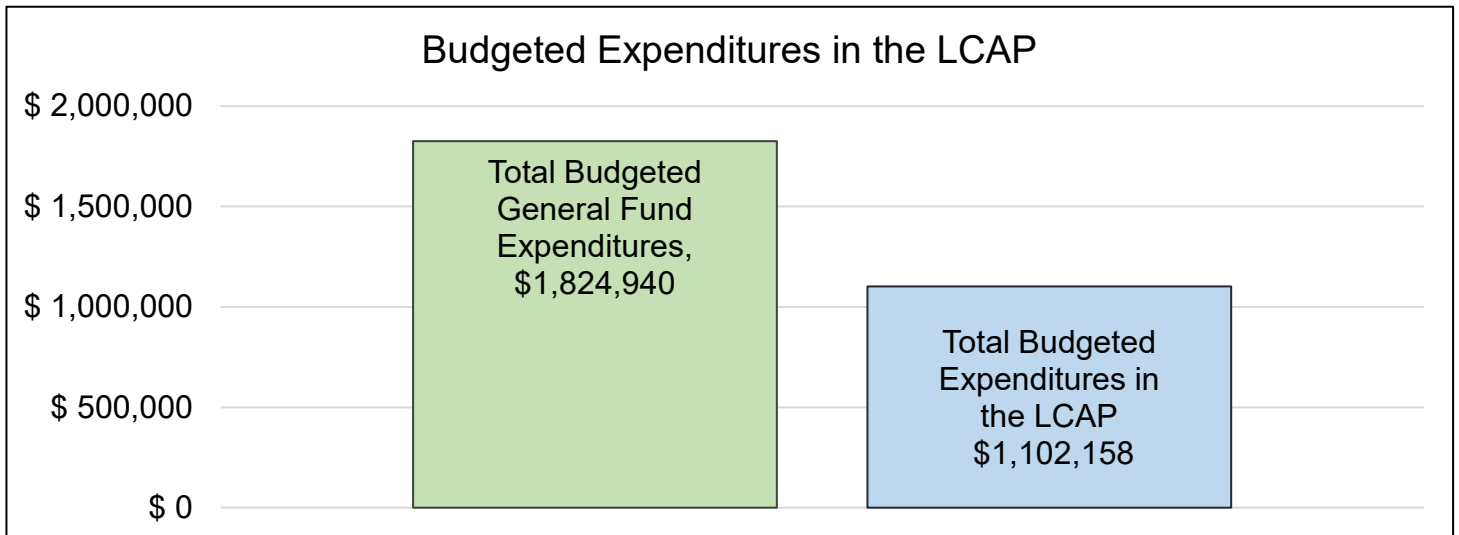


This chart shows the total general purpose revenue Pleasant Grove JUSD expects to receive in the coming year from all sources.

The total revenue projected for Pleasant Grove JUSD is \$1,857,296.00, of which \$1,553,787.00 is Local Control Funding Formula (LCFF), \$150,282.00 is other state funds, \$36,500.00 is local funds, and \$116,727.00 is federal funds. Of the \$1,553,787.00 in LCFF Funds, \$84,536.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Pleasant Grove JUSD plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Pleasant Grove JUSD plans to spend \$1,824,940.00 for the 2021 – 22 school year. Of that amount, \$1,102,158.00 is tied to actions/services in the LCAP and \$722,782.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

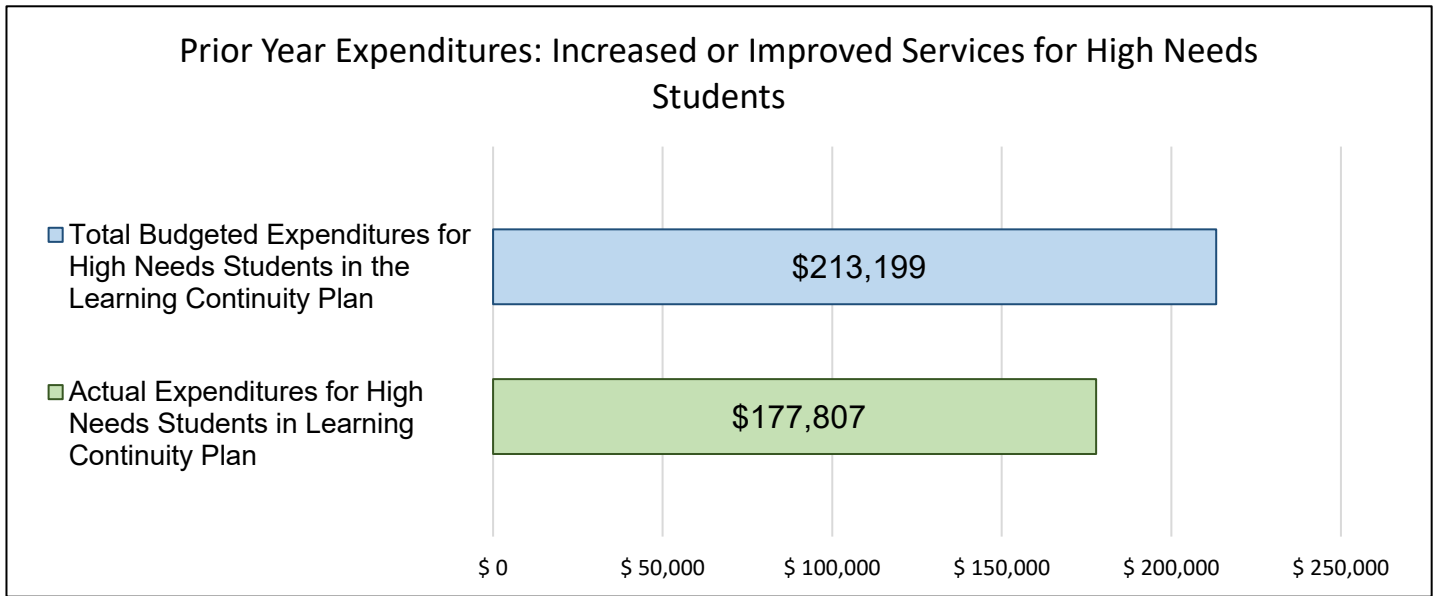
General Fund expenditures not in the LCAP are general operating costs such as salaries, special education, transportation, maintenance and operations, instructional supplies, administration, technology, and cafeteria.

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Pleasant Grove JUSD is projecting it will receive \$84,536.00 based on the enrollment of foster youth, English learner, and low-income students. Pleasant Grove JUSD must describe how it intends to increase or improve services for high needs students in the LCAP. Pleasant Grove JUSD plans to spend \$86,366.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Pleasant Grove JUSD budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Pleasant Grove JUSD estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Pleasant Grove JUSD's Learning Continuity Plan budgeted \$213,199.00 for planned actions to increase or improve services for high needs students. Pleasant Grove JUSD actually spent \$177,807.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of \$35,392.00 had the following impact on Pleasant Grove JUSD's ability to increase or improve services for high needs students:

Services and programs were provided as planned for high needs students during the 2020-21 school year. In developing the LCP, we miscalculated the cost for the additional staff time for professional development activities outside of contract time and we had a veteran paraprofessional retire mid-year and a beginning paraprofessional placed in the position resulting in the difference between planned and actual expenditures.

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pleasant Grove Joint Union School District	Dave Tarr Principal/Superintendent	davet@sutter.k12.ca.us (916) 655-3235

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

Goal 1

1.0 Ensure that all students are college and career ready by providing rigorous, relevant, and high-quality instruction.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2, 4, 7

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
1.1 CA Schools Dashboard Academic Indicator for ELA and Math ELA 15 points above level 3 Math 10 points above level 3	1.1 CA Schools Dashboard Academic Indicator for ELA and Math There is no spring 2020 CAASPP data due to COVID-19 school closure

Expected	Actual
<p>1.2 Academic Indicator for Socioeconomically Disadvantaged subgroup ELA 5 points below level 3 Math 10 points below level 3</p>	<p>1.2 Academic Indicator for Socioeconomically Disadvantaged subgroup There is no spring 2020 CAASPP data due to COVID-19 school closure</p>
<p>1.3 Universal Assessment - Winter ELA 45% Proficient Math 50% Proficient</p>	<p>1.3 Universal Assessment – Winter 2020 ELA 40% Proficient Math 43% Proficient</p>
<p>1.4 District teacher survey ELA 89% Full Awareness of Standards and Framework Math 100% Full Awareness of Standards and Framework</p>	<p>1.4 District teacher survey ELA 100% Full Awareness of Standards and Framework Math 100% Full Awareness of Standards and Framework</p>
<p>1.5 Highly Qualified Teachers Report, SARC report on teacher credentialing 100%</p>	<p>1.5 Highly Qualified Teachers Report, SARC report on teacher credentialing 100%</p>
<p>1.6 SARC report on Broad course of study/sufficient access to standards-aligned instructional materials 100% 100%</p>	<p>1.6 SARC report on Broad course of study/sufficient access to standards-aligned instructional materials 100% 100%</p>
<p>1.7 ELPAC data Spring 2019 ELPAC Summative scores will be added when they become available. 1 student to be reclassified</p>	<p>1.7 ELPAC data There is no spring 2020 Summative ELPAC data due to COVID-19 school closure</p>

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>1.1 Ensure the development, effectiveness and retention of highly qualified staff, through a comprehensive program of professional development, support, and compensation.</p>	<p>a. \$638,491 (Base) b. \$211,757 (Base) c. \$1,750 (Low Performing Block Grant) d. \$2,700 (Title II) e. \$ 421 (Title II)</p> <p>a. Certificated Teacher Salaries b. Certificated Teacher Benefits c. Prof. Services/Travel and Conference d. Certificated Teacher Salaries e. Certificated Teacher Benefits</p>	<p>a. \$ 634,434 (Base) b. \$ 213,801 (Base) c. \$ 2,767 (Base) d. \$ 2,000 (Title II) e. \$ 421 (Title II)</p> <p>a. Certificated Teacher Salaries b. Certificated Teacher Benefits c. Prof. Services/Travel and Conference d. Certificated Teacher Salaries e. Certificated Teacher Benefits</p>
<p>1.2 Continue to provide high quality instruction, standards-aligned curriculum, assessments, and reporting.</p>	<p>a. \$5,000 (Base) a. Instructional Supplies</p>	<p>a. \$2,491 (Base) a. Instructional Supplies</p>
<p>1.3 Continue to maintain a progress monitoring and a data management system and develop an infrastructure of ongoing analysis of student performance and progress in order to monitor student progress and identify students in need of additional support to close the achievement gap.</p>	<p>a. \$1,080 (Low Performing Block Grant) b. \$5,553 (Low Performing Block Grant)</p> <p>a. Certificated Salaries (subs) b. Prof. Services/Consulting</p>	<p>a. \$1,040 (Base) b. \$5,205 (Base)</p> <p>a. Certificated Salaries (subs) b. Prof. Services/Consulting</p>
<p>1.4 Continue to provide interventions and supports to address the academic needs of all students including Socioeconomically Disadvantaged, English learners, foster youth (currently none), and students with disabilities.</p>	<p>a. \$60,950 (Supplemental) b. \$24,500 (Supplemental) c. \$5,442 (Low Performing Block Grant) d. \$18,158 (Title I) e. \$4,906 (Title I)</p> <p>a. Classified Salaries b. Classified Benefits c. Prof. Services d. Certificated Salaries e. Certificated Benefits</p>	<p>a. \$51,198 (Supplemental) b. \$21,914 (Supplemental) c. \$5,442 (Base) d. \$18,158 (Title I) e. \$5,881 (Title I)</p> <p>a. Classified Salaries b. Classified Benefits c. Prof. Services d. Certificated Salaries e. Certificated Benefits</p>
<p>1.5 Continue to provide effective core instruction, as well as appropriate learning supports and interventions, to ensure that English Learners make expected progress in attaining English and in academic achievement.</p>	<p>a. \$4,779 (Supplemental) b. \$1,291 (Supplemental)</p> <p>a. Certificated Salaries b. Certificated Benefits</p>	<p>a. \$4,779 (Supplemental) b. \$1,548 (Supplemental)</p> <p>a. Certificated Salaries b. Certificated Benefits</p>

Goal Analysis

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

Approximately 99% of funds budgeted for Goal 1 actions in the 2019/20 LCAP were spent to support planned actions and services to students.

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

Successes:

Successes included instruction, intervention, and professional development. Nine appropriately credentialed classroom teachers delivered high quality instruction. Professional development focused on a study of the mathematics framework for 3rd-8th grade teachers, shared off-site trainings, peer observations, and articulation of math skills across those grade levels. All teachers were also trained in the use of the Academic Vocabulary Toolkit and participated in lesson planning, observations, and feedback. All students received ELA/ELD and mathematics instruction using CA standards-aligned instructional materials and were increasingly taught using new social studies and NGSS standards-aligned lessons and materials. Interventions and supports were maintained by classroom teachers and through the use of support staff. During the 2019/20 school year, less than 3% of the students were English learners and all took the Initial ELPAC. Students in grades 1-8 were assessed using NWEA MAP online test in the fall and winter and placed in appropriate interventions based on those results along with results from curriculum-based assessments.

Beginning with school closures in mid-March actions and services were implemented without the normal face-to-face interactions of the classroom. Teachers continued to provide high quality instruction but narrowed the focus to priority standards. Depending on the grade level, the materials ranged from paper packets to online learning management systems. Staff delivered as much intervention as possible given technology and connectivity constraints. Staff monitored work completion, checked in with families, and the school provided weekly breakfasts and lunches to any child under the age of 18.

Challenges:

Throughout the 2019/20 school year some challenges included having enough staff to provide intervention to students; maintaining consistency in professional development topics and having sustained time to focus on the tasks at hand; and prior to school closures, scheduling multiple substitutes at one time so teachers could attend the same trainings or meet to work together. All teachers participated in PD to support the teaching of writing by reviewing and creating writing rubrics and scoring of writing samples but this work was not finished. TK-2nd grade teachers were trained in AVT in January but didn't get to implement the program prior to school closure so will need additional training.

During the spring, challenges included irregular attendance of students during EL or intervention times; inadequate technology and connectivity for both staff and students; the inability to assess students to truly monitor their progress and offer targeted support. English learners did not take the Summative ELPAC in spring of 2020 due to COVID-19 school closure. Also, many students disengaged when they learned they would not be graded for the last trimester of the year. Parents expressed a need for more live online interaction between teacher and student and a consistent learning platform between the grade levels. A little more than half of the parents, 53.7% felt that the workload during spring 2020 distance learning was just right but 30.5% of parents felt like the workload was too much.

Actions Not Implemented Because of COVID:

Professional development activities focused on writing were put on hold as a result of school closure and we did not administer the end of year universal assessments.

Goal 2

2.0 Utilize a broad course of study that academically challenges all students and develops citizenship, leadership, and innovative thinking.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 5, 6, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Master Schedule 1 six-week VAPA course	An art docent delivered art instruction to all students grades 1-8 for one hour per week for 6 weeks
Master Schedule TK-5th ½ hour of technology instruction per week. 6-8 Technology integrated into 2 content areas	Students in TK-5 th grade received ½ hour of technology instruction per week. Students in 6-8 grades received 45 minutes of and on-line technology instruction per week in addition to integrating technology into 2 content areas
Survey Classrooms using Office 365 Classroom - 4	Classrooms using Office 365 Classroom - 4

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
2.1 Increase student access to visual and performing arts programs and courses by seeking out instructors and reviewing/piloting curriculum.	a. \$1,750 (Base) b. \$650 (Base) a. Prof. Services b. Supplies	a. \$1,748 (Base) b. \$ 239 (Base) a. Prof. Services b. Supplies
2.2 Continue to provide teachers and students with technology access and tools to enhance and support curriculum.	a. \$5,039 (Supplemental) b. \$1,554 (Supplemental) c. \$1,600 (Base) a. Classified Salary b. Classified Benefits c. Prof. Services	a. \$ 5,572 (Supplemental) b. \$ 1,642 (Supplemental) c. \$1,631 (Base) a. Classified Salary b. Classified Benefits c. Prof. Services
2.3 Continue to increase student engagement by providing more varied opportunities for students to become interested in school and learning through technology-based activities, project-based learning, extended extracurricular activities and expanded learning programs.	a. \$200 (Base) b. \$1,000 (Base) <i>Most of the work is done within the regular school day with existing staff so there is no additional cost. Also, Parents' Club funds the majority of our assemblies.</i> a. 4300 Instructional Supplies b. 5800 Prof. Services	a. \$ 8 (Base) b. \$ 765 (Base) <i>Most of the work is done within the regular school day with existing staff so there is no additional cost. Also, Parents' Club funds the majority of our assemblies.</i> a. 4300 Instructional Supplies b. 5800 Prof. Services

Goal Analysis

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

Funds budgeted for Actions/Services for Goal 2 were spent to support planned actions and services to students.

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

Successes:

Visual and performing arts was integrated into lessons and an art docent taught art to 1st-8th graders 1 hour per week for 6 weeks. Our technology is up-to-date and widely available to students. Students in grades 3-8 each had a laptop, students in grades TK-2 shared one laptop cart, and there is a cart of laptops in the library for use during intervention and technology instruction. Students in grades 6-8 had the opportunity to participate in after-school fall and winter sports and all students had the opportunity to be involved in Student Council.

Challenges:

A continuing challenge has been finding instructors to teach VAPA offerings. We asked several of our retired teachers if they were interested, but so far none have committed to returning to teach drama or music. Another challenge has been finding curriculum in VAPA. We will continue to make efforts in these areas.

Beginning mid-March 2020, we experienced challenges in maintaining the actions and services in Goal 2. Staff was provided technology tools however, they had to use their own internet since they were at home and the school did not have alternate internet services for them. Student access to technology and connectivity was inconsistent.

Actions not implemented because of COVID:

Action 2.3 was partially implemented. Although some classes had gone on field trips during the first two trimesters of the year, many classes wait until spring so missed those experiences. Spring student council events and school assemblies were cancelled as well.

Goal 3

3.0 Foster positive relationships between staff, students, parents, and the community as part of a successful learning environment.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
3.1 Facilities Inspection Tool - Physical environment Increase to Exemplary	3.1 Facilities Inspection Tool - Physical environment Exemplary
3.2 Middle School Dropout rate data Maintain 0%	3.2 Middle School Dropout rate data Maintained 0%
3.2 P2 District Chronic Absences Decrease to 4%	3.2 P2 District Chronic Absences 8.1% (CALPADS report 14.1 for 2019/20)
3.3 Pupil Suspension/Expulsion rate Decrease to 1% Suspension rate Maintain 0% Expulsion rate	3.3 Pupil Suspension/Expulsion rate (CALPADS report 7.10 for 2019/20) 1.2% Suspension rate - increased 1.1% 0% Expulsion rate

Expected	Actual
3.3 Stakeholder Survey - school safety Increase to >90%	3.3 Stakeholder Survey - school safety - spring 2020 95.4%
3.3 Student Survey- school safety & bullying Maintain >90% feeling of safety Maintain <10% bullying	3.3 Student Survey- school safety & bullying – spring 2020 79.3% Usually; 18.4% Sometimes 13.8% bullying a problem
3.4 Stakeholder Survey Involvement valued, and Input valued Involvement valued Maintain >90% Input valued Increase to 65%	3.4 Stakeholder Survey Involvement valued, and Input valued – spring 2020 Involvement valued: 92.3% Input valued: 79.7%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>3.1 Continue to maintain current facilities in a safe and operational manner. Attain FIT report where condition is rated exemplary. Make repairs to facilities as needed</p> <p>Continue to maintain routine Restricted Maintenance Fund</p>	<p>a. \$16,071 (Base) b. \$ 10,634 (Base) c. \$ 41,663 (Base) d. \$15,000 (Base)</p> <p>a. Classified Support Salaries b. Classified Benefits c. Prof. Services d. Contributions to Routine Restricted Maintenance Fund</p>	<p>a. \$ 18,052 (Base) b. \$ 7,053 (Base) c. \$ 36,178 (Base) d. \$ 24,721 (Base)</p> <p>a. Classified Support Salaries b. Classified Benefits c. Prof. Services d. Contributions to Routine Restricted Maintenance Fund</p>
<p>3.2 Monitor daily Attendance Develop and implement an attendance monitoring/notification system Provide school bus transportation services to and from school for all in-district students and to designated stops for inter-district students</p>	<p>a. \$18,500 (Base) b. \$10,900 (Base) c. \$2,750 (Base) d. \$5,000 (Base) e. \$6,000 (Base)</p> <p>a. Classified Salaries b. Classified Benefits c. Contracted Services d. Repairs, Rentals, Leases e. Supplies</p>	<p>a. \$ 12,528 (Base) b. \$ 4,967 (Base) c. \$ 2,912 (Base) d. \$ 8,797 (Base) e. \$ 3,441 (Base)</p> <p>a. Classified Salaries b. Classified Benefits c. Contracted Services d. Repairs, Rentals, Leases e. Supplies</p>
<p>3.3 Continue to support safety, a positive school climate, and promote parental participation for all students including unduplicated students and students with exceptional needs. Review and adjust safe school plans to facilitate safer more positive school climate. Purchase an Emergency Monitoring System Continue to provide instruction in Second Step and Steps to Respect Continue to provide an updated web site</p>	<p>a. \$3,526 (Base)</p> <p>a. 5800 Prof. Services</p>	<p>a. \$ 4,414 (Base)</p> <p>a. 5800 Prof. Services</p>

Goal Analysis

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

Funds budgeted for Actions/Services for Goal 3 were spent to support planned actions and services to students. Of the \$130,041 budgeted for Goal 3 actions and services, 95% was spent as planned. The unspent portion was due to an employee requesting reduced hours and reduced fuel cost because of stay-at-home orders.

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

Successes:

Facilities were maintained as documented in the October 2020 Facilities Inspection Tool (FIT) where we scored Exemplary, increasing from Good the previous year. The Safety Plan was revised with input from local law and fire personnel. An Emergency Monitoring System was purchased and implemented in February 2020. Prior to March, we regularly practiced drills and reflected on the outcomes. This work on school safety contributed to an increase from 82.7% in 2019 to 95.4% in 2020 of stakeholders feeling the school is safe. We added several activities to increase student engagement. Monthly assemblies were scheduled with an emphasis on learning about one character trait per month, recognizing student birthdays, and rewarding the class with the best attendance for the month and the class with the most spirit for the month. In addition, the whole school gathered on the black-top on Fridays to say the pledge of allegiance together.

Challenges:

Challenges were inconsistent implementation of the anti-bullying curriculum with outdated curriculum in some grade levels and despite closely monitoring student attendance and regularly communicating with parents regarding attendance, our chronic absence rate increased. Maintaining student engagement during spring 2020 distance learning was challenging. For the most part, parents felt communication was the right amount: communication from the school 81.7% Just Right and communication from teachers 76.8% Just right. Students enjoyed being on Zoom with their classmates and the teachers worked hard to find engaging activities for students. It was challenging to maintain a sense of the school community, we missed the Fridays at the flagpole and monthly assemblies where we celebrated accomplishments.

Actions Not Implemented Because of COVID:

Action 3.3 was not fully implemented. Although we purchased an Emergency Monitoring System, we were not able to implement the system and practice the drills prior to school closure in March 2020.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Comprehensive data management and assessment system to support instructional planning/delivery, ensure continuous improvement, and identify students in need of intervention to close the achievement gap. (Illuminate)	\$2,954	\$2,953.75	Y
Provide interventions and supports to address the academic needs of all students but especially Socioeconomically Disadvantaged, English learners, foster youth (currently none), and students with disabilities.	\$79,853	\$68,833.57	Y
Support for teachers providing English Language Development to ensure that English learners make expected progress in attaining English and in academic achievement.	\$6,392	\$6432.53	Y

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

Actions and services for in-person learning were carried out as planned. The \$11,000 difference in budgeted and actual expenditures is the result of a veteran staff member retiring mid-year and a beginning paraprofessional being placed in the position.

Analysis of In-Person Instructional Offerings

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

Pleasant Grove students returned to Monday-Friday, part-day, in-person instruction in stages in November 2020. Health and safety guidelines of health screening, cleaning, healthy practices, physical distancing, student groups, and face coverings were strictly followed.

Successes:

Teachers and students met daily for whole class instruction, small group instruction, daily social-emotional learning instruction, and intervention blocks to address those student groups who have been most impacted during the school closures. Cohorts of students remained together throughout the day and teachers moved among the classrooms in 6th-8th grades. During classroom-based instruction students were taught grade level content using standards-based adopted curriculum in all core subjects. Teachers focused assessments and instruction on identified priority standards. We have a balanced assessment system

to help teachers identify what students can do which allows teachers to build on student strengths as well as plan to address specific needs. At the start of the school year, in winter, and again in spring, students in grades 1-8 participated in standardized, grade-level appropriate universal screening in Language Arts and Mathematics. Benchmark test results were analyzed for mastery of critical grade level standards and students were identified for service. Targeted intervention was provided by teachers and support staff while students were on campus as well as in the afternoons via Zoom meetings. Approximately 10% of students received Tier II or Tier III intervention in individual or small groups to address skills gaps. Progress monitoring data showed gains in skills. A local math assessment showed 70% of all students Met Standard in March 2020, 77% in fall 2020, and 72% in winter 2021.

Challenges:

Although we tried to operate our in-person program as close to “normal” as possible, there were differences and challenges. Because teachers had to also teach their students choosing to stay on distance learning, in-person instruction was only about four hours per day, this created hardships for some families. Teachers were teaching and planning for in-person instruction and distance learning and meeting with distance learning students on Zoom after in-person students were dismissed at 12:10. Existing classified staff were spread very thin covering additional duties around temperature checks, increased recesses so classes could be kept separate, meal preparation for daily breakfast and lunch as well as for weekly meal pick-up for students still distance learning, and increased safety and cleaning measures required when working with a student. Staff had to be vigilant about keeping groups of students separate and reminding students to wear masks correctly. Returning to distance learning throughout the year had challenges for families also. Due to staffing and health and safety concerns we were not able to offer transportation or before and after-school care.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Hourly rate paid to teachers as negotiated in the CBA for engaging in professional learning opportunities outside their contract to improve skills necessary for teaching in a distance learning environment and best practices to mitigate learning loss.	\$71,727	\$25,905	Y
Learning Management Systems/Programs to support distance learning (Google \$1080, Writable \$560, Renaissance \$3,950)	\$5,590	\$5,590	N
Individual supplies for student to have at home while distance learning (math kits)	\$971	\$ 971	N
Technology: Devices (40 Chromebooks, \$11,844.10), 60 Kajeet hotspots (\$23,814.31), webcam and replacement/additional technology as needed	\$45,824	\$68,700	Y
Additional staff time to support technology during distance learning	\$5,362	\$3895	Y

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

Actions and services for Distance Learning were implemented as planned. The substantive difference between the Total Budgeted Funds and Estimated Actual Expenditures was an error in the calculated cost for the additional staff time for professional development activities outside of contract time.

Analysis of the Distance Learning Program

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

The 2019/20 school year started with distance learning instruction that continued through the first trimester with additional periods of distance learning from the end of November to mid-January 2021. When classroom-based instruction resumed, parents were given appropriate notification and those who wished to stay in distance learning continued to do so.

Successes:

Continuity of Instruction: The use of the same standards aligned, adopted curriculum, the same grading policies, and the same procedures and expectations supported the transition between distance learning and classroom-based instruction. Teachers identified standards upon which to focus lesson planning and instruction. Lesson format and academic expectations for distance learning were consistent with those of classroom-based instruction.

The district's distance learning plan included a combination of synchronous (live) and asynchronous (video, classwork, online programs) learning. The distance learning model was flexible and included breaks. Teachers used Zoom and Google Classroom to deliver instruction. Using a standard learning platform was helpful to families. Distance learning schedules mirrored classroom-based schedules. Breaks, PE, and lunch times were the same across grade levels to ease scheduling for families with multiple children engaged in distance learning.

Access to Devices and Connectivity: PG already had 1:1 in grades 2-8 so few additional devices were needed. Forty Chromebook touch screen devices for TK-1st grade students were ordered and deployed. Every effort was made to assist students in connecting at home and if this was not possible PG offered the loan of a hotspot for internet connectivity. Sixty hotspots were loaned to families. Distribution and assessment of technology continued throughout the year as needs of families frequently changed.

Pupil Participation and Progress: Pupil attendance and participation included a combination of daily synchronous (live) instruction and asynchronous (video, classwork, online programs) instruction. PGJUSD established a process to measure attendance and participation during distance learning and staff was trained and received support in the process. Student attendance was entered each day in the Student Information System (SIS), Alma. Each afternoon teachers contacted the parent of any student who did not engage in distance learning for the day. If a student missed three days in a week or 60%, the reengagement process started.

Distance Learning Professional Development: To enhance teachers' skills in the use of a Learning Management System, training in the use of Google and Google Classroom was provided. To further support the distance learning program, including technology support, staff was provided access to and/or participated in ongoing professional learning in the following areas: use of Google Classroom as the LMS for a virtual/blended environment; administration of district common assessments and use of resulting data to drive instruction, including the use of Illuminate to administer/build assessments; monitoring student engagement, participation, and progress; Zoom trainings; Freckle and Writable trainings; Bridges Math trainings; and attendance/engagement log and new SIS, Alma training. A digital file was created as a clearinghouse of educational resources ranging from technology tutorials to strategies for engaging the learner during distance learning.

Staff Roles and Responsibilities: COVID-19 and the resulting distance learning model significantly impacted the roles and responsibilities of staff. Teachers and instructional support staff became technology experts as they used Google Classroom and Zoom to deliver instruction, meet with students, and assess student learning. While in distance learning teachers were responsible for monitoring attendance and engagement using multiple measures unlike in-person where a student's attendance is determined by their presence or absence in class. Instructional aides supported the deployment of technology as well as supported students and parents in the use of the technology. To meet the academic and social-emotional needs of students all instructional aide staff were assigned to classrooms to support students during lessons, work with small groups or individual students, and follow up with students who were not engaged in learning.

Classified staff previously assigned to other duties supported students during synchronous learning and met with students for intervention, monitored student online engagement, and connected with families to resolve issues preventing student participation.

Supports for Pupils with Unique Needs: A tiered intervention system was put in place for all students, with special attention to English learners, pupils with exceptional needs, pupils in foster care, and pupils who are experiencing homelessness. Students were assessed three times per year and intervention was provided daily. Additionally, special education staff provided instructional support for students in accordance with their Individualize Education Plan (IEP). Classroom teachers met with students by grade level band/EL level each day on Zoom for designated ELD instruction. Teacher led office hours were offered to all students with an emphasis on meeting with foster youth, English learners, and low-income students. This provided students additional time for reteach and/or reassessments or a little more time with the teacher. During office hours teachers checked-in with students and their parents to assess the needs of the family and determine if there were barriers to distance learning. Additionally, increased instructional aide support and virtual intervention times allowed all students but especially foster youth, low-income, and EL students greater access to instructors who provided targeted, individualized academic assistance.

Challenges:

Challenges during distance learning included: Intermittent internet and Zoom problems; learning how to use computers for some students and parents; getting students engaged in their learning and attending classes; checking for understanding during a lesson; and gauging the social emotional well-being of students. It was challenging to remotely assess students to get accurate assessment data. We sometimes struggled getting students to attend intervention sessions and struggling students got even further behind. Teachers noted the challenge of teaching letter formation and penmanship skills during distance learning. Students missed their peers and the social interaction that comes with in-person school. One aspect of schooling is teaching children to listen, speak to others, and to work cooperatively, this was very difficult to accomplish during distance learning. It was difficult to establish a connection with the parents in an online environment.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
On-line benchmark and progress monitoring system (FastBridge Assessment System)	\$1,087	\$1,087.50	Y
Comprehensive data management and assessment system to support instructional planning/delivery, ensure continuous improvement, and identify students in need of intervention to close the achievement gap. (Illuminate)	See In-person Instruction section	See In-person Instruction section	Y
Provide interventions and supports to address the academic needs of all students but especially Socioeconomically Disadvantaged, English learners, foster youth (currently none), and students with disabilities.	See In-person Instruction section	See In-person Instruction section	Y

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

There was no substantive difference between the budgeted amount and estimated actual expenditures for addressing pupil learning loss.

Analysis of Pupil Learning Loss

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

PGJUSD recognizes one of the most significant impacts of the emergency distance learning initiated in March 2020 is the loss of learning, both in academic content and skills. To address this, a comprehensive system including universal assessments and progress monitoring was put in place.

Successes:

Within the first six weeks of school, in early February, and again in May students were assessed and results from all assessments were compiled to get a complete picture of each student’s academic level, learning loss, and progress on grade level standards. Based on results of the data, teachers determined at-risk students in need of intervention. Curriculum-based or teacher created summative assessments and daily formative assessments conducted by teachers during live instruction and asynchronous activities regularly monitored learning loss and academic needs of students. Skill deficiencies across the entire class

were taught during whole class live instruction. Teachers monitored and reassessed students on an on-going basis to determine if other deficient skills needed to be taught. All grade levels had scheduled intervention time when teachers met with small groups of students or one-on-one to work on targeted skills. Instructional aides supported specific students during distance learning live instruction.

English learners focused on the same grade-level academic standards expected of all students and received a program of designated and integrated English language development (ELD) instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program. Students with disabilities were included in all offerings by using the Individualized Education Plan (IEP) process to customize educational opportunities and provide support when necessary. Special education teachers collaborated with general education teachers to ensure appropriate accommodations, modifications, and support were provided during distance learning and in-person instruction.

Effectiveness of the efforts to address Pupil Learning Loss:

Comparing assessment results has been somewhat hampered with the suspension of CAASPP testing in spring 2020 and our change of local assessment system. Our previous assessment system and our new system are both norm-referenced and identify students who meet or exceed, are on watch, and who need intensive intervention. There was the expected increase in students scoring Intensive between winter 2020 and fall 2020 in ELA (17% to 21%). There was only an increase of 2% in students scoring Intensive in Math between the winter 2020 and fall 2020 tests, however there was a large increase in students scoring Intensive between winter 2020 and winter 2021 in ELA (17% to 32%). Approximately 10% of our students are receiving Tier II or Tier III intervention in individual or small groups to address learning loss and progress monitoring data shows gains in skills.

Challenges:

Identifying pupil learning loss has been challenging. Without state data from CAASPP and ELPAC testing we relied solely on local assessment data. In the fall we were distance learning, so all assessments were administered remotely. Some assessments were new to us so the comparison to previous data was not exact. In some cases, we were unsure about the reliability of the data due to the remote setting. Staffing and reduction of instructional time has made it difficult to provide intervention within the school day and some students meet virtually with staff in the afternoon for support. Other learning loss such as social-emotional, fine motor, and the ability to “be a student” have been noted.

Analysis of Mental Health and Social and Emotional Well-Being

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

Successes:

All classes started their day with a morning meeting whether class was held through distance learning or in person. Once school opened to in-person learning, teachers found ways for students to safely interact both inside and outside the classroom. In February of 2021, we acquired a part-time counselor who provided support for social and emotional health through weekly virtual lessons for all grade levels, as well as small group and one on one counseling sessions. We added in some of our whole school spirit activities such as, “blue shirt Friday” and gathering on the playground as a school on Fridays to say the pledge of allegiance. Teachers report that students have learned to be adaptable.

Challenges:

There were challenges including screening and monitoring, difficulties getting students to engage, and opportunities to meet with students in person. The Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) was a new tool for us and there were some technical difficulties in the fall. The school year started via distance learning, so teachers did not complete the screener. Some upper grade teachers had their students complete the online portion in the fall, but it wasn't consistent throughout the school. Training for teachers was not held so we will wait to implement. Staff tried to connect with students who had social emotional challenges during distance learning by meeting one-on-one, but many students didn't want to engage or seek support. During in-person instruction, the school day was shortened, and teachers didn't have an opportunity to meet with students individually. Due to the shortened day and safety constraints our primary students did not have the opportunity for center work and socialization time.

Analysis of Pupil and Family Engagement and Outreach

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

Successes:

All teachers tracked attendance using the Student Information System and Weekly Engagement logs. If a student was absent, teachers reached out to families to make contact and find out the reason for the absence. Our Attendance Clerk followed up as needed. Attendance letters were sent, and several attendance meetings were held. We provided devices and internet access to any family expressing a need. Teachers worked with families to support student access to distance learning platforms and materials. A few students worked on campus when all other means of engaging them failed to change their engagement. Offering Board, Site Council, and Parents' Club meetings via Zoom has increased attendance and opened avenues for family engagement.

We promoted parent engagement for all students including unduplicated students and students with exceptional needs through regular communication and meetings held via Zoom. On a spring 2021 parent survey, 86.9% of parents feel that their input is valued, an increase from 79.7% in 2020. Eighty-two percent of parents say they have been given options to be involved in the school, an increase from 76.5% in 2020. Our focus on school safety has resulted in an increase in parents feeling the school is safe from 82.7% in 2019, 95.4% in 2020, to 96.2% in 2021.

Challenges:

The Weekly Engagement Logs took a great deal of staff time to complete and monitor. There were some students who, despite our letters, phone calls, and meetings, still did not engage in their learning. We miss the connection we have with families since we didn't have classroom volunteers, chat with them at pick-up and drop-off times, or have in-person parent conferences or meetings this year.

Analysis of School Nutrition

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

Successes:

During distance learning Pleasant Grove School operated a “Grab and Go” pick up at the school campus each Wednesday between 12:30 and 2:30. Staff trained in food safety procedures assembled meals that met nutritional guidelines. Since most of our families live outside the district, parents liked having to pick up food only once a week. Once students returned to in-person learning, “Grab and Go” breakfast was offered to all students to eat either before school or during break. “Grab and Go” lunches were also offered to all students to take with them at the end of the school day. Students continuing to distance learn while the school opened to in-person instruction, still had the option of picking up weekly “Grab and Go” breakfast and lunch.

Challenges:

The food we are offering is mostly prepackaged rather than the “homemade” food normally served. It was challenging to know how much food to prepare for the weekly “Grab and Go” breakfast and lunch offering for students on distance learning. Families were asked to preorder, but many didn’t.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A				

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

N/A

Overall Analysis –

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

PGJUSD reflected on lessons learned from implementing in-person and distance learning programs when developing goals and actions for the 2021-24 LCAP. Students and staff missed the community building and student engagement activities we had implemented in the first part of the 2019/20 school year. Holding our Friday at the Flagpole and some limited assemblies in spring 2021 supported student engagement and our sense of community. We want to continue the work we were doing to support student engagement and connection to school. Goal 2, Action 2.2 and Goal 1, Action 1.5.

The learning loss for our unduplicated students was much greater than for our All student group and their recovery has been much slower. Part of our work during the 2020/21 school year has been to identify priority standards for each grade level and professional development in the area of learning acceleration. These factors emphasize the need to fund enough certificated staff to have single-grade, smaller classes. Goal 1, Action 1.2. The absence of state data in the form of CAASPP and ELPAC results have made local assessments even more important. In the 2020/21 school year we changed local assessment systems in the hope of gaining actionable data in a less time-consuming process. Learning this system and the progress monitoring capabilities will be a focus in the upcoming school year. Our existing process of assessment, progress monitoring, and intervention has supported improvements in student achievement therefore we will continue those actions in the 2021/22 school year. Goal 1, Action 1.4.

Teachers and parents noted an increased need for support regarding social-emotional health. A part-time counselor provided social-emotional learning resources to teachers as well as worked with students and classes in spring 2021. Goal 2, Action 2.3 will support the anticipated need for additional focus on social-emotional health in the 2021/22 school year.

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

Pupil learning loss, especially for pupils with unique needs, continues to be assessed and addressed in the 2021-24 LCAP through actions and services. A comprehensive system, including universal assessments and progress monitoring, is in place. Within the first month of school, in early February, and again in May, all students including low-income students, English learners, students with disabilities, foster youth, and homeless students, will be assessed using the San Diego Quick (reading level), STAR Math (normed math level), and CBM assessments within FastBridge (early reading skills, fluency, comprehension, and normed math level). Illuminate, a data and assessment system, may also be used to administer assessments similar to Interim Comprehensive Assessments, Interim Assessment Blocks, and ELD assessments. Results from all assessments will be compiled in Illuminate to get a complete picture of each student's academic level, learning loss, and progress on grade level standards. Based on results of the data, teachers will determine at-risk students in need of intervention. Goal 1, Action 1.4

In addition to academic monitoring, the social-emotional health aspect of learning loss will be measured and monitored. As part of our system of support for social-emotional health, three times per year (fall, winter, spring) teachers will fill out the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS for each student in their class. This tool screens student risk for social-emotional and behavior problems. During these same time periods, students in grades 2-8 will take the mySAEBRS, a 20 item screener of the same three subsections. Based on these results tiered support will be given. Goal 2, Action 2.2.

All grade levels will have scheduled intervention time when teachers or support staff meet with small groups of students or one-on-one to work on targeted skills. The Coordinator of Student Services will monitor all universal and progress monitoring assessments and work with teachers and support staff to plan and deliver Tier 1 instruction in grade level standards and Tier II and III intervention to fill in the gaps. Students participating in intervention will have their learning tracked over time to determine if learning is occurring. Periodic progress monitoring assessments will be given and adjustments to intervention are made. Goal 1, Action 1.4.

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

Any substantive difference for actions related to increased and improved services were explained in the appropriate sections above.

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

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

An analysis of student outcomes, stakeholder input, and 2019/20 LCAP and 2020/21 LCP successes and challenges drove the development of the 2021-24 LCAP. Our goals focus on student achievement and stakeholder engagement. Several actions from the 2019/20 LCAP will continue, some will have modifications, and some actions will be new based on reflections from the previous two years.

Prior to school closure in 2020, we had seen progress in several key indicators. On the California School Dashboard in ELA our All student group increased 8.1 points moving from 9.4 points above Standard Met (Yellow) to 17.5 points above Standard Met (Green). Our Socioeconomically Disadvantaged sub-group increased 19.1 points moving from 21.1 points below Standard Met (Orange) to 2 points below Standard Met (Green) in ELA. Feeling of school safety increased for parents from 82.7% in 2019, 95.4% in 2020, to 96.2% in 2021. More parents also feel the school is a friendly environment for students, parents, and families, 77.7% in 2019, 90.8% in 2020, to 91.8% in 2021.

Local assessments in ELA comparing winter 2020 to winter 2021 indicate a decline in Standard Met from 66% winter 2020 to 53% winter 2021. On the California School Dashboard in Mathematics, all student groups declined, however, on a local math assessment 70% of all students Met Standard in March 2020, 77% in fall 2020, and 72% in winter 2021. Our English learners, low-income students, and students with disabilities sub-groups also showed little or no learning loss in mathematics according to the local assessment. Teachers had the opportunity for professional development support in teaching mathematics in a virtual setting, and were provided priority standards and pacing guides from our curriculum.

Cornerstones of the LCAP and LCP plans was the need to provide high-quality first instruction and targeted interventions for all students especially those identified as low income, English learners, foster youth, homeless students, and students with special needs. In the development of the 2021-24 LCAP, we continue our commitment to professional development (Action 1.1), but we have identified the need to focus on the deep understanding of priority standards and practice in using data to understand student learning. We must refine our data/assessment process to insure timely, actionable data so teachers can provide targeted intervention to students (Action 1.4). To support the focus on grade level priority standards and the needs of our unduplicated pupils, we have added an action to fund enough certificated staff to maintain single-grade, small classes (Action 1.2).

As a result of outcomes and feedback, we developed Goal 2, *Enhance student engagement by providing enrichment activities, a positive and safe school climate, effective character education, and meaningful parent participation opportunities*, to focus actions on increasing family and student engagement and increase support for social-emotional health. Local survey results indicate a need for family and student engagement activities. Eighty-eight percent of 4th-8th

grade students say there are activities at school they enjoy participating in. Students missed our school-wide assemblies, Friday at the Flag, and Student Council led events. We have added a parent engagement action and modified our previous student engagement action. Families and teachers indicate an increased need for social-emotional learning resulting in a new action, to provide SEL support .

Instructions: Introduction

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

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

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

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

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

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

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

California Department of Education
January 2021

Local Control and 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
Pleasant Grove Joint Union School District	Dave Tarr Principal/Superintendent	davet@sutter.k12.ca.us (916) 655-3235

Plan Summary 2021/22

General Information

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

The Pleasant Grove Joint Union School District, located in rural south Sutter County, serves approximately 160 students in grades TK-8. Our student body is comprised of about 64% inter-district transfer students who come to us by choice due to our reputation for achievement and behavioral expectations. We accept all types of students for enrollment: students with behavioral problems, special education needs, or those who receive Title I services. The percentage of students who qualify for free and reduced breakfast and lunch is 33% currently. Our EL population is less than 3%.

The Pleasant Grove Joint Union School District (PGJUSD) has a rich history, traditional values, and progressive practices. As a learning community, we ardently believe failure is not an option and support our beliefs by putting effective practices into place. We are the only school in the Pleasant Grove School District. The school began serving students of the rural farming communities of South Sutter County in the mid 1800's, and many of our students' parents and grandparents, and even some of our current staff members, attended school here. We enjoy the many benefits of being a central part of a close knit, multigenerational farming community. Although we have strong roots in the past, we are a forward thinking, high quality school. Pleasant Grove students and staff all work hard and expect a lot of each other. We provide a unique educational experience, and everyone performs their best, no matter what their role.

We value strong, fundamental, standards-based education while employing innovative, engaging teaching techniques to meet the variety of learning needs and styles we encounter. We received Distinguished School Awards in 2008 and 2014 and a Title I Award in 2014. In 2016 we received the Gold Ribbon and Title I Awards. Never content to rest on our laurels, Pleasant Grove School continues to maintain a reputation of uncompromised commitment to academic growth.

Our vision is one of excellence in action and continuous learning, for all of us! We are not a complacent community of learners: everyone from community members to Board of Trustees to our custodians and bus drivers are integral to our success. We have partnerships with community groups such as 4-H, Kiwanis Club, and the local fire department who provide services for our students. Our parents are very supportive of and involved in our school as Parents' Club members and classroom volunteers. When moving to a standards-based system many years ago, our Parents Club and Site Council members were very instrumental in helping us move forward.

Reflections: Successes

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

Pleasant Grove School delivered instruction through distance learning and in-person during the 2020/21 school year. Regardless of delivery model, we maintained our focus of providing a comprehensive program, using standards aligned curriculum with engaging instruction. The district maintained a cycle of universal assessments for all students to address pupil learning loss. Students were assessed at the beginning of the 2020 school year and throughout the year using a comprehensive assessment system. Based on universal assessment data, we increased intervention, offering more one-on-one and small group opportunities. Professional development emphasized work on remote teaching and learning, health and safety of students, accelerating learning while addressing with learning loss, and technology use. Actions 1.1 and 1.4 will support this work in the 2021/22 school year.

Approximately 10% of students received Tier II or Tier III intervention in individual or small groups to address skills gaps. Progress monitoring data showed gains in skills. A local math assessment showed 70% of all students Met Standard in March 2020, 77% in fall 2020, and 72% in winter 2021. Teachers had the opportunity for professional development support in teaching mathematics in a virtual setting and with the support of priority standards and pacing guides from our curriculum. There was only an increase of 1% in students scoring intensive in Math between the winter 2020 and winter 2021 tests (12% to 13%). (Goal 1, Action 1.4)

In November 2020 we returned to Monday-Friday, part-day, in-person instruction. Health and safety guidelines of health screening, cleaning, healthy practices, physical distancing, student groups, and face coverings were strictly followed. Teachers and students met daily for whole class instruction, small group instruction, daily social-emotional learning instruction, and intervention blocks to address those student groups who have been most impacted during the school closures. Cohorts of students remained together throughout the day and teachers moved among the classrooms in 6th-8th grades. Social-emotional health will continue to be addressed in Goal 2, Action 2.3.

We promoted parent engagement for all students including unduplicated students and students with exceptional needs through regular communication and meetings held via Zoom. On a spring 2021 parent survey, 86.9% of parents feel that their input is valued, an increase from 79.7% in 2020. Eighty-two percent of parents say they have been given options to be involved in the school, an increase from 76.5% in 2020. Our focus on school safety has resulted in an increase in parents feeling the school is safe from 82.7% in 2019, 95.4% in 2020, to 96.2% in 2021. Our efforts to increase parent engagement will continue with Goal 2, Action 2.1.

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.

English Language Arts universal testing in winter 2021 showed an expected decline from previous testing in winter 2020 for all students but especially for students in the socio-economically disadvantaged group, English learners, and students with disabilities. On ELA universal assessments there was a large increase in students scoring intensive from winter 2020 (17%) to winter 2021 (32%). We must refine our data/assessment process to insure timely, actionable data so teachers can provide targeted intervention to students (Goal 1, Action 1.4) and continue our commitment to professional development (Goal 1, Action 1.1). To support the focus on grade level priority standards and the needs of our unduplicated pupils, we have added an action to fund enough certificated staff to maintain single-grade, small classes. (Goal 1, Action 1.2).

Local survey results indicate a need for family and student engagement activities. Twelve percent of 4th-8th grade students say there are not activities at school they enjoy participating in. Students missed our school-wide assemblies, Friday at the Flag, and Student Council led events. Families and teachers indicate an increased need for social-emotional learning. As a result of outcomes and feedback, we developed Goal 2, *Enhance student engagement by providing enrichment activities, a positive and safe school climate, effective character education, and meaningful parent participation opportunities*, to focus actions on increasing family and student engagement and increase support for social-emotional health.

Teachers and parents noted an increased need for support of social-emotional learning. A part-time counselor provided social-emotional learning resources to teachers as well as worked with students and classes in spring 2021. Goal 2, Action 2.3 will support the anticipated need for additional focus on social-emotional health in the 2021/22 school year.

LCAP Highlights

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

Working with stakeholders PGJUSD developed this LCAP to support the district's mission and vision.

Taking into consideration input from stakeholders and an evaluation of state and local data we have identified two LCAP goals.

Goal 1, *Ensure that all students are college and career ready by providing rigorous, relevant, and high-quality instruction that challenges all students and develops citizenship, leadership, and innovative thinking.*

Goal 2, *Enhance student engagement by providing enrichment activities, a positive and safe school climate, effective character education, and meaningful parent participation opportunities.*

Key features include: Refining a tiered academic intervention program for students needing strategic and intensive intervention; Increasing Social-emotional Learning supports for students and families; Funding enough certificated staff to maintain single-grade, small classes; and Further developing and coordinating a system that engages students and families.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

The district leadership staff began the process of reviewing the Annual Update in November 2020 and began gathering input from stakeholder groups in February 2021 and this process continued throughout the development of the LCAP. The following stakeholder meetings and surveys were used in the development of this document and considered before finalizing the LCAP.

Classified and Certificated Staff/Bargaining Unit: All staff had the opportunity to review and give input on progress toward prior LCAP goals. In February 2021 staff was asked for feedback on successes and challenges of the 2019/20 LCAP and the 2020/21 LCP. Certificated staff completed surveys for Local Priorities 2 and 3. Results of parents and student surveys was shared at a May 2021 meeting. The draft LCAP was available to staff for comment prior to final board approval. Staff members of our Site Council/LCAP Advisory Group participated in additional discussions regarding the Annual Update, data, and the 2021/22 LCAP during February and April 2021 meetings.

Students: Students in grades 4th-8th were surveyed in February 2021 via Google forms for their input on conditions of learning, engagement, and academics. Results were used for the annual update as well as metrics to drive goals and actions for the 2021-24 LCAP.

Site Council/LCAP Advisory Group (PG does not have an EL Parent Advisory Committee) and Parents: All parents were invited to attend our Site Council/LCAP Advisory Group meetings in February and April 2021 to review and discuss the progress toward the LCAP goals, as well as to provide input toward goals, actions, and services for the 2021/22 school year. The LCAP Advisory Group discussed draft goals and actions during the April 2021 meeting with final approval of the draft in May. Meetings and the availability of surveys were publicized through email messages and posted on our website. Parent surveys were used to obtain data for the annual update as well as metrics to drive goals and actions for the 2021-24 LCAP.

SELPA: District leaders met with the Sutter County SELPA Director in February 2021 for input on the Annual Update and 2021/24 LCAP.

Board of Trustees: Throughout the year the board received updates on progress of goals and actions, data outcomes, and survey results. After stakeholder input, a draft of the annual update and proposed goals and actions was presented for discussion in April 2021.

The draft LCAP was available on the district webpage for public comment prior to final board approval. Stakeholders were encouraged to email the school to submit input. A Public Hearing of the draft LCAP was held on June 8, 2021. The LCAP was adopted on June 10, 2021.

A summary of the feedback provided by specific stakeholder groups.

In developing LCAP goals and actions, feedback from all stakeholders was analyzed. Input was synthesized into the following areas.

The Staff/Bargaining Unit felt that our focus needs to be on learning loss recovery and learning acceleration. Smaller, single-grade classroom will support struggling students. Readily available, actionable data is needed to offer differentiated and targeted support to

students. Targeted intervention during the school-day and after-school is needed and we need more staff and possibly a credentialed intervention teacher. Social-emotional health of students is a concern and will need support. Staff also noted the loss of the school-wide activities.

Students report that they missed the social aspects of school and the whole school activities we had. They missed the assemblies and Honor Roll and Principal's List activities.

Site Council/LCAP Advisory Group and Parents noted our work on school safety has been effective and should continue. They also noted the need for intervention for students and social-emotional support. Students and families do not feel as connected to school, so we need to increase engagement opportunities.

Based on this input, metrics, goals, and actions were developed around two areas: student learning and student engagement/social-emotional health.

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

PGJUSD actively sought the involvement and input of all stakeholder groups as part of the LCAP annual update process and development of the 2021-24 LCAP and considered their input before finalizing the LCAP. The following summarizes the actions and services that have been influenced by specific stakeholder input.

Student Learning: Goal 1

Action 1.2 Fund enough certificated staff to maintain single-grade classrooms.

Action 1.4 Monitor learning and deliver targeted intervention.

Action 1.5 Enrichment: Increase student access to visual and performing arts programs and courses by funding an instructor and materials for a six-week art instruction program.

Student Engagement/Social-emotional Health: Goal 2

Action 2.2 Increase student engagement and regular school attendance by offering varied opportunities for students to engage in school and learning.

Action 2.3 Support SEL needs of all students by funding a part-time school counselor and purchasing and implementing curriculum.

Goals and Actions

Goal

Goal #	Description
1	Ensure that all students are college and career ready by providing rigorous, relevant, and high-quality instruction that challenges all students and develops citizenship, leadership, and innovative thinking.

An explanation of why the LEA has developed this goal.

English Language Arts universal testing in winter 2021 showed an expected decline from previous testing in winter 2020 for all students but especially for students in the socio-economically disadvantaged group, English learners, and students with disabilities. On ELA universal assessments there was a large increase in students scoring intensive from winter 2020 (17%) to winter 2021 (32%). A local math assessment showed 70% of all students Met Standard in March 2020, 77% in fall 2020, and 72% in winter 2021. On the local math assessment, 25% of our English learners scored Met Standard in winter 2021. Stakeholder surveys indicate the need for focused professional development, especially in supporting struggling students and an increased need for targeted intervention.

The actions and services linked to this goal concentrate on instructional, academic performance, and interventions across the grade levels. These actions and services support the implementation of content standards and increasing achievement. Services are in place to support the implementation of content standards and improve access to the curriculum, including the academic success of unduplicated pupils.

State Priorities: 1, 2, 4, 7, & 8

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Basic Services Percent of teachers appropriately assigned and fully credentialed. Source: SARC	February 2021 100%				February 2024 100%
Basic Services Percent of students with sufficient access to standards-aligned instructional materials Source: SARC	2020/21 100%				2023/24 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of State Standards Progress (1-5) in providing professional learning for teaching adopted academic standards for all students, including English learners. Source: Local Indicator Survey	February 2021 ELA: 4 ELD: 3 Math: 4 NGSS: 3 HSS: 2				February 2024 ELA: 5 ELD: 4 Math: 5 NGSS: 4 HSS: 4
Implementation of State Standards Percent of 3 rd -8 th grade English learners scoring Standard Met in ELA on local assessment (FastBridge). Source: Local Assessment	Winter 2021 0% (0/3 students)				Winter 2024 20%
Pupil Achievement – Distance from Standard Met on CAASPP Source: CA School Dashboard	Fall 2019 ELA 17.2 above – All 2.3 below – Low-income Math 4.1 below – All 29.6 below – Low-income				Fall 2023 ELA 20 above – All 3 above – Low-income Math 1 above – All 25 below – Low-income
Pupil Achievement Percent of students meeting and exceeding on CAASPP Summative Assessment (Grades 3-8) Source: CAASPP Data	Spring 2019 ELA 62% – All 54% – Low-income Math 53% – All 41% – Low-income Science 49% – All (5 th & 8 th)				Spring 2023 ELA 65% – All 58% – Low-income Math 57% – All 45% – Low-income Science 55% – All (5 th & 8 th)
Pupil Achievement - Percentage of EL pupils who make progress toward English proficiency as measured by ELPAC Source: CA School Dashboard	Fall 20219 No Dashboard data on making progress – less than 11 English learners. Local Data: 50% (2/4)				Fall 2023 60%
Pupil Achievement - EL Reclassification Rate Source: Local Data	2020/21 0/4 students were reclassified because there was no ELPAC testing in spring 2020				2023/24 1 student reclassified

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Course Access Progress (1-5) implementing academic standards for all students. Source: Local Indicator Survey	February 2021 2 CTE 3 VAPA				February 2024 3 CTE 4 VAPA
Course Access Percent of unduplicated and students with exceptional needs scoring <i>Standard Not Met</i> on local assessments, receiving tutoring or tiered intervention. Source: Attendance in Programs	2020/21 This program will be established and implemented in the 2021/22 school year				2023/24 80%
Other pupil outcomes Percent of 3 rd -8 th grade students scoring Standard Met on local assessment (FastBridge). Source: Local Assessment Data	Winter 2021 Reading 53% All 45% Low-income Math 72% All 61% Low-income				Winter 2024 Reading 65% All 50% Low-income Math 75% All 68% Low-income

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Certificated staff/Professional development	Ensure the development, effectiveness, and retention of highly qualified staff, through a comprehensive program of professional development, support, and compensation.	\$699,478	N
1.2	Certificated staff to reduce class sizes	Fund staff to reduce class sizes to better serve low-income students, English learners and foster youth.	\$86,366	Y
1.3	Standards-aligned instructional materials	Continue to provide standards-aligned instructional materials to all students.	\$4,000	N

Action #	Title	Description	Total Funds	Contributing
1.4	Monitoring learning and intervention	<p>Monitor the academic achievement of students and provide interventions and supports to address the academic needs of all students including Socioeconomically Disadvantaged, English learners, foster youth (currently none), and students with disabilities.</p> <ul style="list-style-type: none"> ○ Assessments and data management system ○ Staff to coordinate assessment system and evaluate assessment data ○ Coaching and instructional planning for lessons and intervention ○ Staff to provided targeted intervention to students 	\$157,123	N
1.5	VAPA	Increase student access to visual and performing arts programs and courses by funding an instructor and materials for a six-week art instruction program.	\$2,200	N
1.6	Technology	Provide teachers and students technology access and up-to-date tools to enhance and support curriculum.	\$10,000	N

Goal Analysis [LCAP Year]

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.

Not applicable.

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

Not applicable.

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

Not applicable.

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.

Not applicable.

Goal

Goal #	Description
2	Enhance student engagement by providing enrichment activities, a positive and safe school climate, effective character education, and meaningful parent participation opportunities.

An explanation of why the LEA has developed this goal.

This goal was developed to support the safety, engagement, and involvement of all stakeholders. When parents were asked if they have been provided ways to be involved in school, 82% Strongly Agree/Agree and 83.6% of parents say they have the opportunity to participate in decision making committees. Regarding whether the school keeps parents well-informed about school activities, 90.1% Strongly Agree/Agree. Ninety-six percent of parents say the school is a safe place and 85.2% of students said they feel safe at school and 11.4% of students said they sometimes feel safe at school. Twelve person of 4th-8th grade students say there are no activities they enjoy participating in at school. One the fall 2019 CA School Dashboard our chronic absenteeism rate is 7%, an increase of 2.8% and even higher for our low-income students at 12.5%. Thirty-three percent of our students are low-income and rely on home/school transportation and school meals. The actions in this goal are focused on creating and maintaining a positive school climate where everyone is encouraged to be an active participate in the school community.

State Priorities: 1, 3, 5, & 6

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Basic Services Level to which facilities are maintained and in good repair. Source: Facility Inspection Tool (FIT)	October 2020 Exemplary				October 2023 Exemplary
Parent Involvement Percent of parents who Strongly Agree/Agree, “I have opportunity to participate in decision making groups.” Source: Parent Survey	February 2021 83.6% All 84.2% Low-income 100% Students with exceptional needs				February 2024 90% All 90% Low-income 100% Students with exceptional needs

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Engagement Attendance rate Source: P2 Report	P2 2021 96.64%				P2 2024 >98%
Pupil Engagement Chronic Absenteeism Rate Source: CA School Dashboard	Fall 2019 6.2%				Fall 2024 <4%
Pupil Engagement Middle school dropout rate Source: CALPADS	EOY 2020 0%				EOY 2023 0%
School Climate Suspension & expulsion rates Source: CA School Dashboard	Fall 2019 .5%				Fall 2023 0%
School Climate Expulsion rate Source: CALPADS	EOY 2020 0%				EOY 2023 0%
School Climate Percent of parents, students, and staff who feel the school is safe. Source: Local Survey	February 2021 96.2% Parents 85.2% Students This is a baseline year for staff.				February 2023 98% Parents 90% Students 95% Staff
School Climate Percent of parents and students who feel a sense of connectedness to the school. Source: Local Survey	February 2021 91.8% Parents 88.4% Students				February 2023 95% Parents 90% Students

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Engagement	Promote parent engagement through regular communication and school events and activities.	\$2,256	N
2.2	Student Engagement and attendance	Increase student engagement and regular school attendance by offering varied opportunities for students to engage in school and learning. <ul style="list-style-type: none"> ○ Assemblies ○ School spirit activities and prizes ○ Attendance program ○ Teacher Stipends 	\$5,730	N
2.3	Support Social-emotional needs	Support SEL needs of all students by funding a part-time school counselor.	\$4,531	N
2.4	Transportation	Provide school bus transportation services to and from school for all in-district students and to designated stops for inter-district students.	\$38,482	N
2.5	Safe, clean facilities	Continue to maintain safe, clean, and well-maintained facilities by funding current cleaning and contracted services and hiring a part-time maintenance person.	\$91,992	N

Goal Analysis [LCAP Year]

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.

Not applicable.

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

Not applicable.

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

Not applicable.

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.

Not applicable.

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
5.76%	\$84,536

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.

Pleasant Grove School will receive \$84,536 in supplemental funding for the 2021/22 school year based on the number and concentration of English learners, low income, and foster youth and does not qualify for concentration grant funding. A review of the district's needs and metrics, along with stakeholder input, determined that the following services and programs would be the most effective use of supplemental funds to meet the goals for unduplicated pupils. The following actions are principally directed and effective in increasing performance for low-income students, English learners, and foster youth.

A review of local universal assessments for unduplicated students shows a performance gap between our All student group and our low-income, English learners, and foster youth student groups. Data indicates unduplicated pupils are not recovering from pandemic-related learning loss at the same rate as the All student group. In consideration of this performance gap and slower recovery rate, we are funding additional certificated staff to maintain small class sizes. "Smaller Class Sizes: Pros and Cons" Public School Review, May 2020, reports, "Several studies have shown that reducing class size increases overall student achievement, especially for younger, disadvantaged children." The article notes students get more individualized attention and have more interaction with the teacher in small classes. It also points out that smaller class sizes give the teacher the flexibility to use varied teaching methods, a benefit to struggling students. Students in smaller class sizes were found to be better behaved and more focused on learning. Goal 1, Action 1.2.

This action is being provided on an LEA-wide basis and we expect that all students, but especially those scoring, Standard Not Met on local and state assessments, will benefit. Because of the gap in performance and slow rate unduplicated pupils have recovered from pandemic related learning loss, we believe this action will support our unduplicated pupils in recovering from learning loss significantly more than other students.

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

PGJUSD serves 5.75% unduplicated population, low-income, English learners, and foster youth, that has generated a proportionate share of the total Local Control Funding Formula Supplemental allocation of \$84,536. Supplemental funds are allocated districtwide and principally

directed towards meeting the needs of unduplicated student groups. These funds are targeted to support the achievement of low-income, foster youth, and English learners.

Smaller Class Sizes

Small class sizes lead to increased one-on-one interaction with the teacher and supports identification of learning gaps for struggling students. Funding additional certificated staff to maintain small class sizes will allow teachers to focus on our neediest students and increase the quality of classroom instruction for all students but especially for our low-income, English learners, and foster youth. Classroom teachers will increase the quality of services to unduplicated pupils by collecting and analyzing formative assessments for low-income, English learners, and foster youth then reteaching as necessary. Goal 1, Action 1.

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