



Local Control Accountability Plan

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

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

General Information

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

Pajaro Valley Unified School District ("PVUSD" or the "District") covers a 150 square mile, predominantly rural and agricultural area that includes the communities of Watsonville and Aptos in Santa Cruz County, and Pajaro in the northern tip of Monterey County. The District serves 19,968 students at sixteen elementary schools, six middle schools, three high schools, five charter schools, a virtual academy, a continuation high school and two alternative schools. The majority (65%) of our students are or were at one time English learners, 81% are low-income, including 10% classified as migrant, and 15% receive special education services. In addition, we have 59 foster youth and 14% of our students meet the criteria for homelessness largely due to multiple families living under one roof. Data examination and stakeholder feedback regularly inform an expanded definition of student success and fuel efforts that value innovation, rigor and joy, as students are prepared to be college, career and life ready upon graduation. This forward momentum is supported by collaborative community partner organizations (non-profits, higher education partners, community service agencies, foundations and others) who serve as additional valued stakeholders in this collective process. Our initiatives are often led collaboratively with community partners and stakeholders: Educational Equity Audit and Blueprint Development Process, YouthTruth Survey, College and Career Collaborative, National Science Foundation Computer Science for All Collaborative, and Early Literacy Collaborative.

For five years now, there has also been an expanded focus on supporting the whole child as evidenced by: continued investment in socio-emotional counselors and mental health clinicians, enhanced Visual and Performing Arts (VAPA) programming at all schools, elevated PBIS implementation and renewed emphasis on Career and Technical Education (CTE) at all secondary sites featuring articulation and/or dual enrollment. Student agency in learning has emerged as a call to action in recent years and PVUSD has responded with several innovative pilot to scale instructional programs that maintain students at the core.

Our Foundation:

Pajaro Valley Unified School District's Vision, Goals and Core Values support and strengthen one another in a cycle that serves our mission to ensure that all high school students graduate college and career ready.

Our Vision: Through High Quality Learning Environment, Parent and Community Partnerships, Quality staff and Positive Behavior Supports, all students will be college and career ready upon high school graduation.

Our Core Values:

- High Expectations. Promote trust, belief and confidence among all students, staff, families and community.
- Equity. Assure that all students have equitable access to resources and supports to promote success and guarantee that "All means All".
- Integrity. Inspire honest, respectfulness and strong moral principles as demonstrated by our words and actions.
- Empowerment. Grow every day to become stronger and more confident to take ownership of who we are now and who we want to become.
- Sustained Excellence. Commit to using patience, grit and perseverance to consistently be our best selves.
- Innovation. Take calculated and creative risks and reflect on our words and actions to positively impact our students.

Reflections: Successes

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

Pajaro Valley Unified School has put a strong focus on early literacy in our elementary schools. This effort has produced increased literacy as shown on the CAASPP SBAC English Language Arts Test as well as our local indicator, NWEA's Measure of Academic Progress (MAP). Over the past four years, elementary MAP reading scores have consistently increased starting with our youngest learners. Additionally, the alignment of high school graduation requirements with four year college readiness increased the number of students who were four year college ready. Over the last six years, PVUSD has seen an increase in students eligible for the UC ready rate, from 27% to 46% (2020). Over the past five years, Pajaro Valley Unified has increased the visual and performing arts offerings in grades TK-12. Students at the elementary level have access to visual art, dance, and band through various grants and the addition of art release teachers. For career technical education, the areas of greatest progress since the prior 3-year LCAP reflect the district's central value of putting students at the center of decision-making and prioritization of programming. Reflecting that, PVUSD CTE pathways have undergone a rigorous review using the Association of Career Technical Education's 12 Elements of High-Quality CTE Programs. The academic and

industry-established standards that comprise the 12 Elements are used as a mirror to guide the assessment and improvement goals of the CTE Program in PVUSD.

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.

As identified by the 2019 California School Dashboard, the following areas are in need of improvement.

1. The overall suspension rate. PVUSD is currently in Orange with 4.9% of students suspended at least once.
2. Chronic Absenteeism of Foster Youth. This student group is currently two levels below the all student performance level with a 32.4% chronic absenteeism rate.
3. Graduation Rate for students with disabilities. This student group is currently in the red, two levels below the all student performance.

A review of the performance indicators on the English Language Arts and mathematics (grades 3-8, 11) shows no change in the orange rating for both English Language Arts and Mathematics. For English Language Arts (overall 45.6 points below standard), our, African American, White and Foster Youth subgroups all declined in performance while English Learners (red), Students with Disabilities (red), Hispanic/Latino (orange), and Socioeconomically Disadvantaged students (orange) had no change. The only subgroup to increase in performance was Homeless (orange). In mathematics (77.7 points below standard), PVUSD maintained in performance of Hispanic/Latino (orange), socioeconomically disadvantaged (orange), White (green), English Learners (yellow). We decreased with Foster Youth (red), Students with Disabilities (red) and African Americans (red).

Our LCAP plan includes significant actions to support each of these students groups under goals 1,4, 5, and 6. In looking at data, PVUSD needs to increase college and career readiness starting in elementary school, ensure we have quality PBIS programs on all school sites to decrease student suspensions and expulsions, increase math performance, increase English Learner reclassification rate, decrease student dropout rate and increase student high school graduation rate through grade level standards based curriculum and strong professional development and coaching grounded in cultural and linguistic teaching. Two years ago, we adopted an English Language Arts and English Language Development curriculum for our elementary schools, and are planning a pilot and adoption for a standard curriculum in high school. For math, using the new state mathematics framework, PVUSD will evaluate the effectiveness of our middle school math program and adjust as necessary. Additionally, we PVUSD has a need to increase access to secondary electives for English learners and students with a disability. PVUSD also has a need to identify researched based interventions for in-time supports for students and start adding restorative practices in our schools. The in-time supports will be addressed through the build out of the MTSS systems and supports. In the last LCAP, we put in place a designated foster liaison at each site and need to increase the outreach to students and guardians. Additionally, we have changed our attendance process to be in-house so it is now PVUSD employees who are monitoring student attendance and not an outside agency. Lastly, due to the pandemic, our community, especially our English Learners, foster youth, and economically disadvantaged has a need for social emotional support and systems. Under Goal 6, the district is assessing effectiveness of its system of support and will adjust accordingly.

LCAP Highlights

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

Pajaro Valley Unified's Local Control and Accountability Plan was written taking in the voice of our stakeholders. Pajaro Valley Unified's demographics is comprised of 81% of students socioeconomically disadvantaged and 65% Ever-English Learners. Due to this, actions implemented across the district will have a direct impact on these two subgroups. The LCAP is designed to meet the needs of all students, including our students with disabilities, and students in transition (homeless). Students in transition, which is 14% of our students, include 59 foster youth. Highlights of the LCAP are as follows:

Goal 1 (College, career and life ready): For academic achievement, a standard rigorous and engaging curriculum is a priority action item. Achievement actions focused on the implementation of core curriculum, delivering professional development and coaching supports to staff, particularly teachers. Student support in academics will happen through the build out of the multi-tiered systems of support, expansion of research based Dual Language Programs, expansion of least restrictive environments (LRE) to include mainstream classrooms through inclusion for our students with disabilities and our Foster Youth support system for academics and engagement.

Goal 2 (CTE): The build out of Career Technical Education (CTE) pathways that are aligned to high-skill, high-demand, high-wage professions within our regional industry ecosystem leading to a habit of lifelong learning and postsecondary options which include 4 and 2 year colleges, technical training, and/or certification-based employment.

Goal 3 (Visual and Performing Arts): In goal 3, there are action items to increase music and art opportunities district-wide and to increase visual and performing arts access for students with disabilities and English language learner students.

Goal 4 (Personnel, Facilities and instructional materials): The recruitment, hiring and developing highly qualified staff remains a priority action item. In addition, Goal 4 addresses updating school libraries, having appropriate instructional materials and the upkeep of school facilities.

Goal 5 (English Language Learner Supports): The alignment of programs based on English Learner needs remains a priority in Goal 5. PVUSD is further developing the International Academy New Comer Program, development of A-G pathways for all levels of English Learners and a strong focus in professional development for both integrated and designated English Language Development.

Goal 6 (Safe, supportive and positive school environment): Goal 3 highlights the communication and resources for students to feel engaged, supported and safe in our learning environments. To do this, PVUSD will implement trauma informed training for staff, strengthen PBIS practices, pilot restorative practices on three schools, add a Family Engagement and Wellness Center and monitor the attendance and engagement of our students.

Goal 7 (Family Engagement): PVUSD continues to partner with students, staff, families and community members to ensure every student and family feels connected at every campus. Goal 7 highlights the parent engagement opportunities, trainings for staff and the soon to be built family welcome center.

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.

The following schools have been identified for Comprehensive Improvement and Support (CSI):

EA Hall Middle School
Rolling Hills Middle School
New School Community Day School

Support for Identified Schools

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

Analysis of data related to student achievement and site interviews three areas emerged; literacy, mathematics, and student connection. Based on last year's CSI plan implementation and review of the impacts, a temporary position specializing in MTSS, PBIS, and Climate and Culture was created. The presence of this support has resulted in positive growth for both individual student needs and the facilitation of faculty knowledge and implementation of best practices in social emotional learning. E.A. Hall will continue to this temporary position. Rolling Hills will also have access to the same position to address this increasing need in addition to added periods of coaching supports for new mathematics teachers through the use of veteran trained high performing staff. New School and Renaissance will further work of; training of restorative practices, embedded supports within the general education, modeling, debriefing, coaching, goal setting, and resilience with challenging coursework. New School will begin implementation of project cycles and continued CTE explorations. Renaissance will embark of increasing the a signature CTE pathway as well as opening two additional pathways in the coming year. The district will continue oversight of the CSI plans and assisting in establishment of metrics to indicate success of alterations need to the established plans.

Monitoring and Evaluating Effectiveness

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

The district currently uses data points for academic performance through NWEA MAP results, CAASPP, and climate and culture metrics of Youth Truth and Tiered Fidelity Inventory for PBIS. Our SIS, student information system, also will also open up an MTSS module which will allow us to assess students in a whole child view.

Stakeholder Engagement

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

For the past several years, Pajaro Valley Unified School District has continuously engaged our community to reflect on progress and support the transparency of the LCAP. Yearly we engage with our students, staff, families, union, advisory groups and community organizations through meetings and surveys. The Pajaro Valley Unified School District (PVUSD) is committed to providing clear, consistent, timely and specific communication of information to students, families, staff, and community partners in their preferred language through district and site websites, district weekly communications, parent/student text messages and emails. PVUSD has continued with and enhanced opportunities for students, families, staff, and community partners to provide ongoing feedback through established structures such as student forums, site parent meetings, parent leadership forums such as DELAC/DAC/CAC/PAC, involvement of union leadership and multiple surveys to District stakeholders groups. Over the last 15 months, PVUSD has expanded two-way communication and created new systems such as the use of Thought Exchange, weekly Conversations with the Superintendent and weekly Ask Dr. Rodriguez FAQs. Specifically, Thought Exchange was used during over 17 input sessions with students, parents, staff and community members which allowed 1072 participants to provide 23,255 feedback points around the Expanded Learning Opportunity Grant. Through our district communication tool, directions and the link to the Thought Exchange survey was sent to all families in the district. The Parent Engagement team, set-up a system for parents who needed help completing the survey or that did not have access to technology. Parents could call into the parent engagement team and give their responses verbally, in their own home language. School site and department input to the LCAP was also sought during "conversations with the Superintendent" and finally superintendent's cabinet reviewed data, and discussed goals and actions weekly from March through June. The following parent groups were engaged in the process of feedback, thoughts and ideas for the 2021 LCAP.

District Advisory Committee (DAC) and District English Language Advisory Committee (DELAC): 4/20/21 and 5/18/21
Parent Advisory Council (PAC - our Migrant Parent Leadership Group): 5/4/21
Community Advisory Council (CAC - our Special Education Parent Leadership Group): 4/27/21

In addition, at School English language Advisory Committee (ELAC) meetings, school sites used the Thought Exchange to ask parents for feedback and input for what should be placed into the Local Control Accountability Plan. And finally, consultation with the special education local plan area director took place in March during the leadership meeting, in April during the CAC meeting and in May.

A summary of the feedback provided by specific stakeholder groups.

Stakeholder feedback from surveys, forums and small group meetings had some common areas of concern and recommendations for the 2021-2022 Local Control Accountability Plan. The overall summary feedback from stakeholders was that PVUSD needs to update libraries with books, furniture and infrastructures for students to go before and after school, add intervention teachers, lower class sizes, add counselors, create programs that focus on social emotional health, keep arts in the schools, allow English Learners and Students with disabilities access to electives, return to school full time and accelerate student learning. A summary of the different stakeholder groups is below.

Staff: Staff would like better library facilities, hiring of intervention teachers, smaller class sizes, higher wages, more art course offerings, more anti-racist training opportunities and professional development in English Language Development strategies.

Students: Students would like increased access to the College and Career centers, mental health services, support for anxiety, more variety of class offerings, better technology, classes to help prepare for life, supports for students who are struggling and increased number of student clubs.

Families: Families would like access to mental health services, more parent education class offerings on school curriculum and college, mentoring programs and small group learning, quality education for their student, increased extra-curricular activities, hands-on learning and college readiness.

Community Members: Increased access for English Learners and students with a disability to access visual and performing art classes, increased counseling services, ensure all students have access to well-prepared teachers using culturally relevant practices and support for credit recovery.

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

The following action items were influenced by the voices from our community.

- Keeping a focus on visual and performing arts and adding the action to increase access for English Learners and students with disabilities.
- Action items to increase social emotional counselors
- Add trauma informed training
- Action items to create an after school learning space for students to go and complete work
- Increase student access to college & career centers
- Creation of the family engagement and wellness center for mental, physical and emotional support and wrap around services
- Professional development grounded in culturally and linguistically relevant practices
- Expand student opportunities for credit recovery
- The addition of more parent engagement opportunity and classes
- The expansion of Social emotional student check-in and monitoring
- Professional development for integrated English Language Development

Goals and Actions

Goal

Goal #	Description
1	By 2024, increase the number of TK-12 students performing at or above grade level and completing A-G course work to prepare all students to graduate from PVUSD ready to enter into a four year college or career by at least 20%.

An explanation of why the LEA has developed this goal.

PVUD has a goal to ensure all students are college, career and life ready upon graduation from high school. After reviewing our data, PVUSD recognizes the need to increase our student achievement data and recognize the achievement gaps in test scores among student subgroups. All students deserve to learn a challenging and inspiring curriculum that is aligned to state standards and effectively taught. Stakeholder engagement called for the development and implementation of Culturally and Linguistically Responsive Teaching.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Language Arts SBAC Performance (grades 3-8, 11) -Overall Status: Points above or below "standard met" Change: Growth/decline in points compared to previous year	Indicator: Orange Status: -45.6 Change: -0.4				Indicator: Green Status: +1 Change: +15
Math SBAC Performance (grades 3-8, 11) - Overall Status: Points above or below "standard met" Change: Growth/decline in	Indicator: Orange Status: -77 Change: -0.4				Indicator: Green Status: -5 Change: +15

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
points compared to previous year					
English Language Arts SBAC Performance (grades 3-8, 11) - Hispanic Status: Points above or below "standard met" Change: Growth/decline in points compared to previous year	Indicator: Orange Status: -60.1 Change: +0.6				Indicator: Green Status: +1 Change: +20
Math SBAC Performance (grades 3-8, 11) - Hispanic Status: Points above or below "standard met" Change: Growth/decline in points compared to previous year	Indicator: Orange Status: -93.5 Change: -0.7				Indicator: Yellow Status: -10 Change: +15
English Language Arts SBAC Performance (grades 3-8, 11) - Economically Disadvantaged Status: Points above or below "standard met"	Indicator: Orange Status: -60.4 Change: +2.4				Indicator: Green Status: +1 Change: +20

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Change: Growth/decline in points compared to previous year					
Math SBAC Performance (grades 3-8, 11) - Economically Disadvantaged Status: Points above or below "standard met" Change: Growth/decline in points compared to previous year	Indicator: Orange Status: -93.5 Change: +0.4				Indicator: Yellow Status: -10 Change: +15
English Language Arts SBAC Performance (grades 3-8, 11) - Foster Youth Status: Points above or below "standard met" Change: Growth/decline in points compared to previous year	Indicator: Red Status: -100.2 Change: -19.8				Indicator: Yellow Status: -15 Change: +20
Math SBAC Performance (grades 3-8, 11) - Foster Youth	Indicator: Red Status: -122.5 Change: -19.6				Indicator: Yellow Status: -20 Change: +25

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Status: Points above or below "standard met" Change: Growth/decline in points compared to previous year					
English Language Arts SBAC Performance (grades 3-8, 11) - Students with Disabilities Status: Points above or below "standard met" Change: Growth/decline in points compared to previous year	Indicator: Red Status: -110.3 Change: -2.4				Indicator: Yellow Status: -15 Change: +25
Math SBAC Performance (grades 3-8, 11) - Students with Disabilities Status: Points above or below "standard met" Change: Growth/decline in points compared to previous year	Indicator: Red Status: -141 Change: -12.3				Indicator: Yellow Status: -20 Change: +20
English Language Arts SBAC Performance (grades	Indicator: Orange Status: -71.8 Change: +6.1				Indicator: Yellow Status: -5 Change: +5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3-8, 11) - Homeless (Students in transition) Status: Points above or below "standard met" Change: Growth/decline in points compared to previous year					
Math SBAC Performance (grades 3-8, 11) - Homeless (Student in Transition) Status: Points above or below "standard met" Change: Growth/decline in points compared to previous year	Indicator: Orange Status: -100.3 Change: +3				Indicator: Yellow Status: -10 Change: +20
A-G completion rates Percent of PVUSD 12th graders graduating four year college eligible	All students:41% Latino/Hispanic:37% Male:34% Female:49% Identified another way: N/A Economically Disadvantaged: 41% Foster Youth: 50% Students with Disabilities: 7.59% English Learners: N/A%				All students: 65% Latino/Hispanic:65% Male:65% Female:65% Identify another way: 65% Economically Disadvantaged:65% Foster Youth:65% Students with Disabilities:65% English Learners:65% Students in Transition:65%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students in Transition: N/A%				
High School Graduation Rate State Indicator (9-12) - Overall Status: Cohort graduation rate compared to state targets Change: Growth/decline compared to previous year	Indicator: Yellow Status: 89.9% Change:-0.2%				Indicator: Green Status: 92% Change: +3
High School Graduation Rate State Indicator (9-12) - Hispanic Status: Cohort graduation rate compared to state targets Change: Growth/decline compared to previous year	Indicator: Green Status: 90.4% Change: +1.6%				Indicator: Green Status: 92% Change: +2%
High School Graduation Rate State Indicator (9-12) - Economically Disadvantaged Status: Cohort graduation rate	Indicator: Yellow Status: 89.7% Change: +0.6%				Indicator: Green Status: 92% Change: +2.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
compared to state targets Change: Growth/decline compared to previous year					
High School Graduation Rate State Indicator (9-12) - Students with Disabilities Status: Cohort graduation rate compared to state targets Change: Growth/decline compared to previous year	Indicator: Red Status: 69.5% Change: -13.6%				Indicator: Yellow Status: 85% Change: +15%
High School Graduation Rate State Indicator (9-12) - Homeless (Students in Transition) Status: Cohort graduation rate compared to state targets Change: Growth/decline compared to previous year	Indicator: Green Status: 86.3% Change: +3.9%				Indicator: Green Status: 90% Change: +4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of Advanced Placement examinations taken with a score of 3 or higher	All students: 66%				All students: 70%
Percent of students "ready" or "conditionally ready" in Early Assessment Program (EAP) in both math and English Language Arts	All students :N/A Latino/Hispanic: N/A Economically Disadvantaged: N/A Students with Disabilities: N/A English Learners N/A Students in Transition: N/A				All students:70% Latino/Hispanic:70% Economically Disadvantaged:70% Students with Disabilities:70% English Learners:70% Students in Transition: 70%
Percent of students (grades 2-10) making one years academic growth or more in math as measured by MAP	All students: 27% Latino/Hispanic: 25% Economically Disadvantaged: 24% Foster Youth: N/A Students with Disabilities: 23% English Learners:20% Students in Transition: 21%				All students: 60% Latino/Hispanic: 60% Economically Disadvantaged: 60% Foster Youth: 60% Students with Disabilities: 60% English Learners: 60% Students in Transition: 60%
Percent of students (grades 2-10) making one years academic growth or more in reading as measured by MAP	All students: 28% Latino/Hispanic: 27% Economically Disadvantaged: 27% Foster Youth: 60% Students with Disabilities: 19% English Learners: 25%				All students: 60% Latino/Hispanic: 60% Economically Disadvantaged: 60% Foster Youth: 60% Students with Disabilities: 60% English Learners: 60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students in Transition: 25%				Students in Transition: 60%
Percent of 8th grade students reading at or above grade level norm as measured by MAP	All students: 26% Latino/Hispanic: 21% Economically Disadvantaged: 21% Foster Youth: N/A Students with Disabilities: 5% English Learners: 3% Students in Transition: 3%				All students: 50% Latino/Hispanic: 50% Economically Disadvantaged: 50% Foster Youth: 50% Students with Disabilities: 35% English Learners: 35% Students in Transition: 50%
Percent of 8th grade students at or above grade level norm in math as measured by MAP	All students: 27% Latino/Hispanic: 21% Economically Disadvantaged: 19% Foster Youth: N/A Students with Disabilities: 3% English Learners: 3% Students in Transition: 4%				All students: 50% Latino/Hispanic: 50% Economically Disadvantaged: 50% Foster Youth: 50% Students with Disabilities: 35% English Learners: 35% Students in Transition: 50%
Percent of 5th grade students reading at or above grade level as measured by MAP	All students: 25% Latino/Hispanic: 20% Economically Disadvantaged: 19% Foster Youth: N/A Students with Disabilities: 12% English Learners: 6%				All students: 50% Latino/Hispanic: 50% Economically Disadvantaged: 50% Foster Youth: 50% Students with Disabilities: 40% English Learners: 35%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students in Transition:4%				Students in Transition:50%
Percent of PVUSD preschool students ready for kindergarten as measured by the DRDP	N/A				65%
Ca School Dashboard Indicator: Implementation of Academic Standards. Providing Professional learning for teaching to the adopted academic standards and/or curriculum frameworks.	ELA Common Core Standards - 4 out of 5 Mathematics Common Core Standards - 4 out of 5 History-Social Science - 4 out of 5 English Language Development - 4 out of 5 Next Generation Science Standards - 3 out of 5				ELA Common Core Standards - 5 out of 5 Mathematics Common Core Standards - 5 out of 5 Mathematics Common Core Standards - 5 out of 5 English Language Development - 5 out of 5 Next Generation Science Standards - 5 out of 5
Ca School Dashboard Indicator: Implementation of Academic Standards - Implementing policies/programs to support staff in identifying areas where they can improve in delivering instruction aligned to adopted standards and/or curriculum	ELA Common Core Standards - 4 out of 5 Mathematics Common Core Standards - 4 out of 5 History-Social Science Standards - 4 out of 5 English Language Development - 3 out of 5 Next Generation Science Standards - 3 out of 5				ELA Common Core Standards - 5 out of 5 Mathematics Common Core Standards - 5 out of 5 History-Social Science Standards - 5 out of 5 English Language Development - 5 out of 5 Next Generation Science Standards - 5 out of 5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
frameworks (e.g., collaborative time, focused classroom walkthroughs, instructional feedback)					
Percent of 3rd grade students reading at or above grade level as measured by MAP	All students: 23% Latino/Hispanic: 20% Economically Disadvantaged: 16% Foster Youth: N/A Students with Disabilities: 13% English Learners: 8% Students in Transition:2%				All students: 50% Latino/Hispanic: 50% Economically Disadvantaged: 50% Foster Youth: 50% Students with Disabilities: 40% English Learners: 35% Students in Transition:
Percent of 11th and 12th grade students enrolled in Advanced Placement Courses	All: 35.56% English:12.7% Math:7% Science:8.7% World Language:10.2%				All: 45%
As measured by the YouthTruth Survey, percent of high school students who agree or strongly agree their school has helped understand the steps needed in order to have their career wanted.	Overall: 43% Hispanic, Latinx, or Spanish:46% White: 32% Black or AA: 25% Economically Disadvantaged:47% Non-Economically Disadvantaged: 36% Male: 43% Female: 43% Identified another way: 34%				Overall: 60% Hispanic, Latinx, or Spanish:60% White: 60% Black or AA: 60% Economically Disadvantaged: 60% Non-Economically Disadvantaged: 60% Male: 60% Female: 60% Identified another way: 60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English Language Learner: 54% Non-English Language Learner: 38% Students with Disabilities: 59%				English Language Learner: 60% Non-English Language Learner: 60% Students with Disabilities: 59%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Early Literacy: Maintain SIPPS implementation and coaching	Continue the focused effort on Early Literacy by maintaining one Early Literacy Coordinator, one coach and add one additional coach for the Dual Immersion Elementary Schools 23-24 year. Contract with CORE to provide training and implementation feedback of the SIPPS program.	\$488,155.00	Yes
2	Early Childhood Education	Create a coherent continuum of instruction between Early Childhood Education and Elementary Schools, including the development of detailed Tier 1 supports and intensive supports to accelerate the learning of students entering elementary school at Tier 2 or 3 so all students enter Kindergarten ready.	\$25,000.00	Yes
3	Core Instruction Program	Provide supplemental instructional materials, resources and professional development that support the ECE-12 Core Adopted Curriculum and Instructional Framework. In all subject areas, this includes unit plans, writing prompts, formative assessments, Language Development Approach and intellectual preparation protocol.	\$1,657,185.00	Yes
4	Professional Development	Provide professional development on an on-going and as needed basis to build teacher capacity in delivering California Content	\$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Standards and differentiated teaching for all learner abilities. This would include a four day training for all new teachers to PVUSD in their core content area. This also includes regular professional development for instructional associates, coaches, principals, coordinators and directors of instructional subject areas. Through work with principals, all teachers will receive effective professional development, collaboration and feedback to improve their instructional practice.		
5	Professional Development	Utilizing our content instructional coaches, provide site-based coaching in the core curriculum with a focus on core actions. This includes time and resources for teachers to participate in coaching cycles. This also includes a required coaching cycle for all new teachers in their first year at PVUSD.	\$1,439,416.00	Yes
6	Educational Technology	Provide students access to adaptive educational technology to supplement the core instructional program and meet their individual needs. This includes the annual evaluation of the programs to ensure effectiveness, usage and friendly interface. Educational technology programs include things such as Naviance, Lexia, PowerUp, ALEKS, etc.	\$1,058,674.00	Yes
7	Culturally Responsive Classrooms and Teaching	Further develop and implement Culturally and Linguistically Responsive Teaching and Ethnic Studies within the district. This includes implementation of courses at the high school, middle school and curricular adjustments at elementary. This also includes professional development in culturally responsive and relationship-based pedagogy as well as the Ethnic Studies Academy.	\$226,840.00	Yes
8	Core Instructional Program	Using the district instructional framework, PVUSD will deepen the implementation of the core, board approved instructional program, design classroom activity, structures, scaffolds and extensions that provide equitable access for all students.	\$1,121,784.00	Yes

Action #	Title	Description	Total Funds	Contributing
9	College and Career Development	Offer engaging instruction in all classes, offer multiple credit recovery options, and offer jump start programs to all 9th graders as a transition to high school. PVUSD will offer a range of programs and experiences across the district including AVID, Career Technical Education pathways, Dual Enrollment at Cabrillo College, and Project Based Learning.	\$1,567,000.00	Yes
10	College and Career Development Actions	Continue to build out our academic counseling services and personnel. This includes partnering with UCSC to provide additional counseling support, transcript evaluation services and build out of our high school college centers. This also includes professional development and training for counselors in student placement, student academic supports, and other counseling needs. Secondary counselors will offer college and career guidance to families as well as take the lead with our college week.	\$320,000.00	Yes
11	College and Career Development	Assess and refine support for student success in AP courses at the high schools to increase offerings, enrollment and scores.	\$36,800.00	Yes
13	Multi-Tiered Systems of Support	Continue to build out and train staff on the academics of Tier 1, Tier 2, and Tier 3 explicit instruction, universal screeners, and targeted academic interventions. This includes specific resources and knowledge for schools to support struggling students to accelerate their learning of master grade-level standards. This also includes differentiated instruction for GATE students.	\$60,000.00	Yes
14	Dual Language Programs	Expand the Dual Language Program by two schools for the next three consecutive years. This includes targeted professional development to build capacity in the area of biliteracy instruction, instructional materials, personnel, coaching, and walkthroughs.	\$291,411.00	Yes

Action #	Title	Description	Total Funds	Contributing
15	Foster Youth	All Foster Youth will be fully included in all MTSS, intervention and acceleration supports. In addition, Pajaro Valley Unified will monitor the progress of foster youth on a monthly basis and will ensure priority access to tutoring, credit recovery, extended learning, and other academic and socio-emotional supports. All foster youth will have a case manager to monitor progress and be the supportive adult in the school environment. Additionally through the actions of the newly formed Foster Youth working group, PVUSD and community partners will use improvement science to identify leverage points to improve outcomes.	\$64,000.00	Yes
16	Expanded Learning	Align all extended learning programs (summer school, after-school, academic clubs, winter recess) to the day program and implement core instructional program during extended learning for support, intervention and acceleration for students. This also includes access to updated school libraries after the school day.	\$1,200,000.00	Yes
17	Inclusion Practices	Expand the inclusive instructional setting for all students with appropriate "push-in" support provided by instructional associates and/or teachers. Continue professional development and training for inclusionary practices in the classroom to ensure students with disabilities are placed in the Least Restrictive Environment.	\$525,000.00	No
18	Leadership Development	Assistant Superintendents will develop a clear articulation of site leadership development plan to increase the ability of site leadership to provide regular coaching to all teachers, and instructional associates.	\$0.00	No
19	Assessments	Refine district-wide assessment plan and timeline to have a clear vision, rationale and assessment instruments to monitor COVID learning loss and student growth and acceleration for effective data-	\$344,000.00	No

Action #	Title	Description	Total Funds	Contributing
		driven instruction to be able to respond to student learning needs. Continue to utilize a comprehensive system to house all student assessment data.		
20	Enrichment Opportunities	Provide resources for school sites for after school STEAM, Robotics and other enrichment classes and clubs.	\$30,000.00	Yes
21	Technology Professional Development	Tech Coaches Academies, Trainings, and Coaching sessions by technology staff and coaches to support teachers in implementing engaging lessons.	\$1,000,000.00	No
22	Virtual Academy electives	For families choosing our on-line schooling option, providing a robust and engaging elective course offerings that include art, technology, coding, world language and others.	\$131,000.00	Yes
23	Personnel	Academic Coordinators at elementary schools to facilitate the assessment and multi-tiered systems of support on the school campus for the identification of student academic growth, intervention services and supports.	\$2,040,070.00	Yes
24	Support for students with disabilities	Support personnel for students with disabilities for small group instruction and push in services	\$14,588,000.00	No
25	TK-3 Class Size	Keep TK-3 class size lower than the state requirement	\$5,126,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	By 2024, ensure Pajaro Valley Unified provides Career Technical Education (CTE) pathways that are aligned to high-skill, high-demand, high-wage professions within our regional industry ecosystem and that also affirm, as strengths, our students' lived experience, resilience and persistence inherent student cultural capital and persistence, leading to a habit of lifelong learning and postsecondary options which include 4 and 2 year colleges, technical training, and/or certification-based employment.

An explanation of why the LEA has developed this goal.

During and since the former LCAP was formulated, the CTE in PVUSD has been a significant focus and now reflects the attributes of PVUSD's commitment to supporting student academic achievement in combination with rich experiences that prepare students for college, career and community engagement postsecondary. The CTE pathways that were transitioned from the Santa Cruz County Office of Education ROP, in combination with the existing CTE programs in PVUSD have provided the foundation upon which to build and improve programs for students has been undertaken with intentionality. The resources provided to build out Signature CTE Pathways at what are now four school sites as well as the significant work to review existing programs has been well received and CTE is increasing in quality within PVUSD at pace. Notable in overarching improvements are measures that report data via CALPADS to be used as part of the metrics and measures that inform the California Dashboard College & Career Readiness Indicator (CTE pathway completion rates, number of students in work-based learning and students earning industry-recognized certifications).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent towards an established CTE pathways at four high schools characterized by: 1. minimum of two a-g designated course sequence reflecting	25% Completion				90% Completion

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standards-aligned curriculum and State CALPADS-aligned courses 2. Acquisition of college credit through Articulation and/or Dual-Enrollment opportunities linked to the CTE pathways 3. Certification opportunities as appropriate by course level 4. Work-based learning continuum of opportunities culminating internship opportunities in the Capstone courses 5. Career Technical Education (CTE) student leadership opportunities via FFA, CA Alternate form of student leadership or Federally approved CTSO					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Graphic Design & Product Innovation	Build out of the Graphic Design Pathway and Product Innovation at Renaissance High School.	\$250,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Pathway Exploration	Plan for the design and implementation of the CTE pathway at New School	\$40,000.00	Yes
3	Professional Development	Professional Development for all teachers who teach CTE courses	\$42,000.00	No
4	Dual Enrollment	Collaborate and Expand articulation agreements and dual enrollments with local colleges.	\$15,000.00	No
5	WHS CTE Pathway Conversion	Continue to build out clearly articulated CTE pathways at Watsonville High School incorporating the established academies.	\$15,000.00	
6	CTE Pathways Support	Personnel to oversee the CTE Pathways which includes the coordinator and counselor and Tech support and CTE teachers	\$2,200,000.00	No
7	CTE Curriculum	Adopt and implement standards-aligned curriculum equally across the CTE course programs.	\$10,000.00	Yes
8	Student Leadership	Create, advertise and recruit for student leadership opportunities to provide equal access across the programs.	\$1,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	By January 2024, to develop students talents, passions and interests, all TK-12 students will have access to the arts as part of our commitment to the whole child learning and development.

An explanation of why the LEA has developed this goal.

This goal was developed due to PVUSDs commitment to the whole child development, to develop students talents, to allow students to pursue their passions and interests and from the voice of our community stakeholders and students who would like sequential arts programming across the district.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of elementary students with access to visual and performing arts through a teacher outside of their primary teacher.	69% of elementary students have VAPA during the school week.				100%
Percent of secondary students with access to VAPA courses with the ability to take multiple courses in a given discipline repeatedly to increase their skill or talent.	53%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Elementary Visual and Performing Arts	Continue to provide a comprehensive visual and performing arts at all elementary sites through the expansion of the Save the Music Program and Release Specialty Teachers.	\$2,272,205.00	Yes
2	Elementary Visual and Performing Arts	Provide the materials, resources and professional development needed to implement music and art at the elementary school sites.	\$20,000.00	No
3	Elementary Visual and Performing Arts	Align the elementary visual and performing art units of study to the ELA core adopted curriculum.	\$44,500.00	Yes
4	El Sistema	Partnering with El Sistema-Santa Cruz, continue the El Sistema program at the four elementary schools and add one school for a total of 4 El Sistema schools where students are learning to read and play music	\$200,000.00	Yes
5	Middle School Visual and Performing Arts	Maintain choir and band at all six comprehensive middle schools for students to have access to their choice of program. The staffing allocation will be based on program development and student interest.	\$438,529.00	Yes
6	Middle School Visual and Performing Arts	Provide the necessary instruments and professional development needed to implement music and choir at the middle school sites.	\$70,000.00	Yes
7	High School Visual and Performing Arts	Maintain a full time choir and full time band teacher at all three comprehensive high schools for students to have access to their choice of program.	\$271,430.00	Yes
8	High School Visual and Performing Arts	Provide the necessary resources (instruments, method books and uniforms, etc.) and professional development needed to implement music and choir at the high school sites.	\$70,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
9	Latino Film Institute Youth Cinema Project	Ensure students have equitable access to film and performance opportunities with Latino Film Institute Youth Cinema Project at Starlight Elementary, Pajaro Middle School, Cesar Chavez Middle School and Pajaro Valley High School. Through a core content class, students will study, create, and produce films and animations.	\$518,587.00	Yes
10	Expand Save the Music at Elementary Schools	Provide music teachers to elementary sites to expand the Save the Music Program	\$125,889.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	Ensure educational needs are met for all students by providing engaging 21st Century learning environments, appropriately credentialed teachers, and quality, standards-aligned instructional materials through fiscally solvent practices.

An explanation of why the LEA has developed this goal.

This goal was developed to maximize our return on investment, to create welcoming learning environments, recruit and retain highly qualified teachers and provide students with common core aligned, engaging and rigorous instructional materials.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Ca Dashboard Indicator Basics: Facilities. Instances where facilities do not meet the "good repair" standard	81%				20
Ca Dashboard Indicator Basics Teachers. Mis-Assignments of English Learners	0%				0
Ca Dashboard Indicator Basics: Instructional Materials. Percent of students without access to their own copies of standards-aligned Instructional Materials	0%				0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
for use at school and at home					
Yearly expenditures will be within 15% of projections or we will provide an explain why	Met objective				Meet Objective
Certificated Staffing based on individual school-level needs	Met Objective				Meet Objective
Classified Staffing based on individual school-level needs	Met Objective				Meet Objective
Implementation and Review of purchasing practices to ensure solvent fiscal practices and to improve efficiency of deliveries	N/A				Yearly review and modifications
Percent of classroom assignments filled on the first day of school	99%				100%
Percent of non-classroom assignments filled on the first day of school	99%				100%
Percent of certificated staff who are successfully meeting standards are retained for the following year	99%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Facility Cleanliness	Adjust custodial and maintenance staff to keep the school sites at an acceptable level that is conducive to a welcoming environment	\$1,766,884.00	No
2	Maintenance and Operations Systems	Refine the work order system to be able to utilize the data and create efficient processes	\$50,000.00	No
3	Core Instructional materials	Evaluation, Revision, Replacement and Implementation of our core curriculum to ensure alignment with Common Core State Standards and Next Generation Science Standards	\$2,551,641.00	Yes
4	School Libraries	Add resources (books, technology and furniture) to school libraries to create after school learning hubs for student use.	\$250,000.00	Yes
5	Recruitment of personnel	Hire highly qualified staff through recruitment practices in and out of the county as well as partnering with universities.	\$1,000.00	No
6	New Teacher Support	Partner with New Teacher Project to provide induction for our probationary 1 and probationary 2 teachers. Additionally all new teachers to PVUSD will have professional development in their assigned content area before the start of school.	\$625,363.00	No
7	Personnel	Risk and Safety Manager to support the 21st century learning environments	\$167,574.00	No
8	21st Century Learning Tools	Purchase engaging technologies, VR, Robotics, Coding, Video, 3d Printing, Piper Kits, etc.	\$50,000.00	Yes
9	Virtual Academy Classroom Platform	The purchase of a Learning Management System for Virtual Academy students and families to access instruction and classes.	\$11,500.00	No

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
5	Increase percent of English learners who demonstrate at least one year of progress toward English fluency and decrease the number of Long Term English Learners (LTEL)

An explanation of why the LEA has developed this goal.

Sixty five percent of PVUSDs student population are or were an English Learner student. In looking at data, we recognize we have an achievement gap in test scores with English Learner students as compared to English Only students. This goal exists to bolster English Language Development efforts and to tighten our systems of supports and access for our English Language Learners.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Language Arts SBAC Performance (grades 3-8, 11) - English Learners Status: Points above or below "standard met" Change: Growth/decline in points compared to previous year	Indicator: Red Status: -79.5 Change: -0.4				Indicator: Yellow Status: -20 Change: +20
Math SBAC Performance (grades 3-8, 11) - English Learners Status: Points above or below "standard met"	Indicator: Red Status: -107.2 Change: -2.4				Indicator: Yellow Status: -10 Change: +20

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Change: Growth/decline in points compared to previous year					
English Learner Progress State Indicator Status: Percentage of students making progress towards English language proficiency	47.4%				60%
English Learner Reclassification Rate	7%				20%
Percent of students classified as Long Term English Learners	21.3%				15%
High School Graduation Rate State Indicator (9-12) - English Learners Status: Cohort graduation rate compared to state targets Change: Growth/decline compared to previous year	Indicator: Green Status: 82.8% Change: +5.1%				Indicator: Green Status: 89.8%
Course Access for English Learner students, as	42% of EL students have access to all course offerings				75% of English Learner students will

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
measured by a local audit of pre-requisites and course offerings per the secondary mater schedules.					have access to all course offerings
Percent of English Learner Students enrolled in elective courses at the middle and high schools.	63%				100%
Students receiving the Seal of Biliteracy Award	Total number of students: 148 Percent Ever ELs: 86%				Total number of students: 200 Percent Ever ELs: >82%

Actions

Action #	Title	Description	Total Funds	Contributing
1	English Language Learner Identification	English Language Learners will be properly identified and placed in appropriate language level/pathways and/or specialized program (ie. International Academy) and services. Placement will be informed by formative and summative academic and language development results.		Yes
2	Elementary Professional Development	The teachers and administrators will be provided professional development to consistently and masterfully implement the English Language Development Standards along with the CCSS as described in the English Learner Master Plan. This includes designated and integrated ELD during the instructional day; invest in resources and professional development to provide focused support for our EL students to build their home language assets.	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Course Access	Ensure equal access to board approved curriculum to increase English Language proficiency which includes access to electives and CTE pathways.	\$50,000.00	Yes
4	English Language Development Enrollment	Build English Language Development course enrollment and groupings based on English Language Development by proficiency using formative and summative assessments.		Yes
5	International Academy	Develop the curriculum and courses in the International Academy at the middle school and high school level to focus on English Development for quick transition to mainstream courses. The International Academy is for students who have been in the country for less than one and half years and is at a L1 proficiency level.	\$278,976.00	Yes
6	International Academy Social Emotional Support	Sown to Grow implementation in the New Comer, International Academy, along with bi-monthly check-ins with the SEL counselor for all students enrolled.	\$65,000.00	Yes
7	Professional Training	Specific counselors will receive professional development to be able to evaluate transcripts from non-U.S. schools so that students can be accurately placed and receive credit for courses taken and passed outside of the United States.	\$15,000.00	Yes
8	College and Career Ready	To increase the number of English Learner students who graduate A-G ready, the district will create pathways to A-G courses for ELs entering high school with different English Language Development proficiency levels.	\$293,911.00	Yes

Action #	Title	Description	Total Funds	Contributing
9	Secondary Professional Development	The teachers and administrators will be provided professional development to consistently and masterfully implement the English Language Development Standards along with the adopted ELD curriculum. This includes focused support for our EL students to build their home language assets.	\$20,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
6	Create a culture where all adults provide a safe, supportive and positive school environment, grounded in culturally and linguistically responsive teaching, that encourages positive behavior, provides more opportunities for students' sense of connectedness and increases engagement.

An explanation of why the LEA has developed this goal.

After reviewing social emotional/culture climate data, including attendance, chronic absenteeism, suspension rates, PVUSD recognizes a need for supports to attend to the social emotional well-being of our students. Social Emotional Learning (SEL) helps students acquire the skills to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Furthermore, stakeholder engagement feedback asked for coaching and training of staff to increase cultural competency, build trauma-informed practices and develop restorative practices.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism	Overall: 11.9% White: 12.5% Hispanic: 11.8% English Learners: 10.5% Students with Disabilities: 17.3% Economically Disadvantaged: 12.5% Foster Youth: 32.4% Homeless: 12.4%				Overall: 9.9% White: 8.9% Hispanic: 8.9% English Learners: 7.8% Students with Disabilities: 12.3% Economically Disadvantaged: 10% Foster Youth: 22.4% Homeless: 9.9% English Learners: 8.9%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Attendance Rate	Overall: 96.82% White: N/A Hispanic: N/A English Learners: 96.56% Students with Disabilities: 95.51% Economically Disadvantaged: 96.55% Foster Youth: 94.61% Homeless:				Overall: 97% White: 97% Hispanic: 97% English Learners: 97% Students with Disabilities: 96.5% Economically Disadvantaged: 97% Foster Youth: 96% Homeless: 97%
CA School Dashboard Indicator: Suspension Rate - Overall. Students who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once. Change is Decrease/Increase compared to the previous year.	Indicator: Orange Status: 4.9% Change: +0.5%				Indicator: Green Status: 3.5% Change: > -0.2%
CA School Dashboard Indicator: Suspension Rate - White. Students who have been suspended at least once in a given school year. Students who are suspended multiple times are only	Indicator: Orange Status: 3% Change: +0.4%				Indicator: Green Status: 2.5% Change: > -0.2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
counted once. Change is Decrease/Increase compared to the previous year.					
CA School Dashboard Indicator: Suspension Rate - Hispanic. Students who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once. Change is Decrease/Increase compared to the previous year.	Indicator: Orange Status: 5.4% Change: +0.6%				Indicator: Green Status: 3.9% Change: > -0.2%
CA School Dashboard Indicator: Suspension Rate - English Learners. Students who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once. Change is Decrease/Increase compared to the previous year.	Indicator: Orange Status: 5.4% Change: +1%				Indicator: Green Status: 3.9% Change: > -0.2%
CA School Dashboard Indicator: Suspension	Indicator: Red Status: 10%				Indicator: Green Status: 6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rate - Students with Disabilities. Students who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once. Change is Decrease/Increase compared to the previous year.	Change: +1.3%				Change: > -0.2%
CA School Dashboard Indicator: Suspension Rate - Economically Disadvantaged. Students who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once. Change is Decrease/Increase compared to the previous year.	Indicator: Orange Status: 5.6% Change: +0.6%				Indicator: Green Status: 4% Change: > -0.2%
CA School Dashboard Indicator: Suspension Rate - Foster Youth. Students who have been suspended at least once in a given school year. Students who are suspended	Indicator: Red Status: 23.7% Change: 6.6%				Indicator: Green Status: 10% Change: > -0.2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
multiple times are only counted once. Change is Decrease/Increase compared to the previous year.					
CA School Dashboard Indicator: Suspension Rate - Homeless. Students who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once. Change is Decrease/Increase compared to the previous year.	Indicator: Orange Status: 5.4% Change: +0.6%				Indicator: Green Status: 3.9% Change: > -0.2%
High School dropout rate - Overall Percent of PVSD students who did not graduate from high school	All students: 1.27% Economically Disadvantaged: 1.53% Foster Youth: 9.38% Students with Disabilities: 3.23% English Learners: 2.38% Homeless: 1.19%				All students: 1% Economically Disadvantaged: 1% Foster Youth: 3% Students with Disabilities: 1.5% English Learners: 1.2% Homeless: 1 %
Expulsion Rate	Overall: 0.10% Hispanic: 0.12% English Learners: 0.12%				Overall: 0.05% Hispanic: 0.06% English Learners: 0.06%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students with Disabilities: 0.25% Economically Disadvantaged: 0.09% Foster Youth: 0.09% Homeless: 0.10%				Students with Disabilities: 0.12% Economically Disadvantaged: 0.04% Foster Youth: 0.04% Homeless: 0.05%
As rated on the YouthTruth Survey, the percent of elementary school students who agree or strongly agree they feel like a real part of their school community.	Overall: 67% Hispanic, Latinx, or Spanish: 70% White: 68% Black or AA: 72% Male: 69% Female: 68%				Overall: 85% Hispanic, Latinx, or Spanish: 85% White: 85% Black or AA: 85% Male: 85% Female: 85%
As rated on the YouthTruth Survey, the percent of elementary school students who agree or strongly agree students behave well in class.	Overall: 40% Hispanic, Latinx, or Spanish: 38% White: 38% Black or AA: 39% Male: 42% Female: 37%				Overall: 50% Hispanic, Latinx, or Spanish: 50% White: 50% Black or AA: 50% Male: 50% Female: 50%
As rated on the YouthTruth Survey, the percent of middle school students who agree or strongly agree when they are feeling upset, stressed or having problems, they know some ways to make themselves	Overall: 69% Hispanic, Latinx, or Spanish: 69% White: 76% Black or AA: 45% Male: 70% Female: 70% Identifies another way: 63% English Language Learner: 67%				Overall: 80% Hispanic, Latinx, or Spanish: 80% White: 80% Black or AA: 80% Male: 80% Female: 80% Identifies another way: 80% English Language Learner: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
feel better or cope with it.	Non-English Language Learner: 75%				Non-English Language Learner: 80%
As rated on the YouthTruth Survey, the percent of middle school students who agree or strongly agree they can usually be themselves around other students.	Overall: 62% Hispanic, Latinx, or Spanish: 61% White: 67% Black or AA: 58% Male: 70% Female: 57% Identifies another way: 40% English Language Learner: 63% Non-English Language Learner: 56%				Overall: 80% Hispanic, Latinx, or Spanish: 80% White: 80% Black or AA: 80% Male: 80% Female: 80% Identifies another way: 80% English Language Learner: 80% Non-English Language Learner: 80%
As rated on the YouthTruth Survey, the percent of middle school students who agree or strongly agree the discipline in the school is fair.	Overall: 52% Hispanic, Latinx, or Spanish: 52% White: 62% Black or AA: 58% Male: 51% Female: 56% Identifies another way: 48% English Language Learner: 52% Non-English Language Learner: 56%				Overall: 70% Hispanic, Latinx, or Spanish: 70% White: 70% Black or AA: 70% Male: 70% Female: 70% Identifies another way: 70% English Language Learner: 70% Non-English Language Learner: 70%
As rated on the YouthTruth Survey,	Overall: 56%				Overall: 70%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
the percent of middle school students who agree or strongly agree when they are feeling upset, stressed, or having problems, their school has programs or services that can help them.	Hispanic, Latinx, or Spanish: 58% White: 61% Black or AA: 40% Male: 57% Female: 57% Identifies another way: 48% English Language Learner: 59% Non-English Language Learner: 58%				Hispanic, Latinx, or Spanish: 70% White: 70% Black or AA: 70% Male: 70% Female: 70% Identifies another way: 70% English Language Learner: 70% Non-English Language Learner: 70%
As rated on the YouthTruth Survey, the percent of high school students who agree or strongly agree when they are feeling upset, stressed or having problems, they know some ways to make themselves feel better or cope with it.	Overall: 71% Hispanic, Latinx, or Spanish: 72% White: 77% Black or AA: 62% Male: 73% Female: 72% Identifies another way: 55% English Language Learner: 73% Non-English Language Learner: 74%				Overall: 80% Hispanic, Latinx, or Spanish: 80% White: 80% Black or AA: 80% Male: 80% Female: 80% Identifies another way: 80% English Language Learner: 80% Non-English Language Learner: 80%
As rated on the YouthTruth Survey, the percent of high school students who agree or strongly agree they can usually	Overall: 56% Hispanic, Latinx, or Spanish: 58% White: 61% Black or AA: 40% Male: 57% Female: 57%				Overall: 70% Hispanic, Latinx, or Spanish: 70% White: 70% Black or AA: 70% Male: 70% Female: 70%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
be themselves around other students.	Identifies another way: 48% English Language Learner: 59% Non-English Language Learner: 58%				Identifies another way: 70% English Language Learner: 70% Non-English Language Learner: 70%
As rated on the YouthTruth Survey, the percent of high school students who agree or strongly agree the discipline in the school is fair.	Overall: 49% Hispanic, Latinx, or Spanish: 50% White: 57% Black or AA: 12% Male: 48% Female: 53% Identifies another way: 59% English Language Learner: 52% Non-English Language Learner: 51%				Overall: 65% Hispanic, Latinx, or Spanish: 65% White: 65% Black or AA: 65% Male: 65% Female: 65% Identifies another way: 65% English Language Learner: 65% Non-English Language Learner: 65%
Percent of elementary students who check-in on their social, emotional, or academic health and receive quality feedback from an adult at least once a month.	3.1% of elementary students				100%
Percent of middle school students who check-in on their social, emotional, or	3.8% of middle school students				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
academic health and receive quality feedback from an adult at least once a month.					
Percent of high school students who check-in on their social, emotional, or academic health and receive quality feedback from an adult at least once a month.	1.7% of high school students				100%
Middle School dropout rate - Overall Percent of PVSD students who did not graduate from high school	All students:0.48% Latino/Hispanic:0.31% Economically Disadvantaged:0.41% Foster Youth:0% Students with Disabilities: 0.45% English Learners:0.45% Students in Transition:0.28%				All students:0% Latino/Hispanic:0% Economically Disadvantaged:0% Foster Youth:0% Students with Disabilities: 0% English Learners:0% Students in Transition:0%
As rated on the YouthTruth Survey, the percent of high school students who agree or strongly agree when they are feeling upset, stressed, or having problems, their school has programs or	Overall: 49% Hispanic, Latinx, or Spanish: 51% White: 50% Black or AA: 12% Male: 50% Female: 52% Identifies another way: 25%				Overall: 70% Hispanic, Latinx, or Spanish: 70% White: 70% Black or AA: 70% Male: 70% Female: 70% Identifies another way: 70%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
services that can help them.	English Language Learner:56% Non-English Language Learner: 49%				English Language Learner: 70% Non-English Language Learner: 70%
Percent of students identified as needing tier 2 and tier 3 social, emotional and mental health support as measured by the MTSS model	n/a				15%
Percent of School scoring high enough on the Tiered Fidelity Inventory (TFI) to be recognize at the Bronze level or higher by PBIS World Coalition	7				28 schools

Actions

Action #	Title	Description	Total Funds	Contributing
1	Family Engagement and Wellness Centers	PVUSD will maintain a community wellness center for mental, physical and emotional support. The Wellness Centers will be staffed by PVUSD staff, including three mental health clinicians and will partners with community agencies for wrap around services and family referrals.	\$540,000.00	Yes
2	Trauma Informed Training and Practices	PVUSD will provide trauma responsive training and support to all staff	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Positive Behavior Interventions and Supports (PBIS)	All sites will have PBIS teams to facilitate the PBIS best practices for Tier 1 whole school implementation	\$15,000.00	Yes
4	Multi-Tiered Systems of Supports (MTSS)	Utilizing the MTSS model, PBIS tier II and III strategies and supports (cico, social intervention groups,etc.) to provide responsive data driven interventions and services will be implemented on all sites.	\$40,000.00	Yes
5	Restorative Practices	Pilot Restoratives Practices framework at three sites to determine effectiveness and ability to expand	\$0.00	Yes
6	Interactive Dialogue Process	Utilizing site wellness teams, continue tiered system of student referral based on behavior, attendance and social emotional health and wellbeing.	\$0.00	Yes
7	SEL Counselors	Monitor and adjust (increase/decrease) socio-emotional counselors based on student need	\$1,358,587.00	Yes
8	Foster Youth	Socio-emotional Counselors will maintain a trimester check-in with any foster youth attending their school sites	\$0.00	Yes
9	Personnel	Student Services Coordinator to work with site liaisons and counselors to maintain Individual Learning Plans for Foster Youth and coordinate McKinney Vento Services	\$160,000.00	Yes
10	Personnel	Addition of coordinator for academic and social emotional counselors to align work across the district to ensure students have appropriate supports needed		Yes

Action #	Title	Description	Total Funds	Contributing
11	Community Resource for Counseling	Coordinate with Pajaro Valley Prevention and Student Assistance for student and family counseling	\$300,000.00	Yes
12	Drug and Alcohol prevention	Collaborate with PVPESA to provide the VALOR program for drug and alcohol prevention and counseling for students who have multiple suspensions or expelled	\$100,000.00	Yes
13	Healthy Start	Provide support for Healthy Start services for families in transition or homeless	\$200,000.00	Yes
14	Data Collection	Distribute the YouthTruth Survey to families, students and staff yearly to take to collect data on the health and well-being of our community	\$63,280.00	No
15	Clubs and Social Activities	Provide support for student-led clubs for school sites to offer a range of different interests at each high school and middle school. Each school's Associated Student Body or Leadership Class organize school-wide events to promote student connectedness. This also includes club advisory stipends.	\$10,000.00	Yes
16	Secondary sports	Coaching stipends for middle and high school to be split between equal male and female sports. Additionally, prep period for athletic directors and officiating and trainers	\$1,120,517.00	Yes
17	Secondary sports	Transportation for students to attend sporting events.	\$50,000.00	
18	Social Emotional Strategies and Monitoring	Pilot Sown to Grow to monitor students' social emotional well-being, for students to recognize social emotional health, learn SEL strategies and implement to help cope.	\$17,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
7	By 2024, increase parent and family engagement in their children's education through a variety of opportunities that promote greater parent capacity and empowerment by adding opportunities throughout the school district.

An explanation of why the LEA has developed this goal.

Our diverse student population are served best when our community comes together. Students, parents, staff and community members must effectively communicate, work together and learn together to meet students' and families' needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
As measured by the Youth Truth Survey, percent of elementary parents who agree or strongly agree about feeling comfortable approaching the administration about concerns.	all:85% Hispanic, Latinx or Spanish: 86% White: 89% Parent: 85% Guardian: 81% Spanish speaking: 86% English speaking: 85% Language not Spanish or English:94%				all: 90% Hispanic, Latinx or Spanish: 91% White: 94% Parent: 90% Guardian: 86% Spanish speaking: 91% English speaking: 90% Language not Spanish or English:98%
As measured by the Youth Truth Survey, percent of middle school parents who agree or strongly agree about feeling comfortable approaching the	all:80% Hispanic, Latinx or Spanish: 81% White: 86% Parent: 81% Guardian: 67% Spanish speaking: 79%				all:85% Hispanic, Latinx or Spanish: 86% White: 91% Parent: 86% Guardian: 75% Spanish speaking: 84%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
administration about concerns.	English speaking: 84% Language not Spanish or English:65%				English speaking: 89% Language not Spanish or English:75%
As measured by the Youth Truth Survey, percent of high school parents who agree or strongly agree about feeling comfortable approaching the administration about concerns.	all:72% Hispanic, Latinx or Spanish: 76% White: 74% Parent: 73% Guardian:60% Spanish speaking: 76% English speaking: 71% Language not Spanish or English:63%				all:77% Hispanic, Latinx or Spanish: 81% White: 79% Parent: 78% Guardian: 75% Spanish speaking: 81% English speaking: 76% Language not Spanish or English:75%
As measured by the Youth Truth Survey, percent of elementary parents who agree or strongly agree they feel engaged with their child(ren)'s school	all:73% Hispanic, Latinx or Spanish: 78% White: 67% Parent: 74% Guardian: 74% Spanish speaking: 80% English speaking: 68% Language not Spanish or English:78%				all:78% Hispanic, Latinx or Spanish: 83% White: 75% Parent: 79% Guardian: 79% Spanish speaking: 85% English speaking: 75% Language not Spanish or English:83%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
As measured by the Youth Truth Survey, percent of middle school parents who agree or strongly agree they feel engaged with their child(ren)'s school	all:68% Hispanic, Latinx or Spanish: 70% White: 64% Parent: 69% Guardian: 45% Spanish speaking: 70% English speaking: 66% Language not Spanish or English: 82%				all:75% Hispanic, Latinx or Spanish: 75% White: 75% Parent: 75% Guardian: 75% Spanish speaking: 75% English speaking: 75% Language not Spanish or English:87%
As measured by the Youth Truth Survey, percent of high school parents who agree or strongly agree they feel engaged with their child(ren)'s school	all:51% Hispanic, Latinx or Spanish: 57% White: 50% Parent: 52% Guardian: 40% Spanish speaking: 64% English speaking: 45% Language not Spanish or English:47%				all:75% Hispanic, Latinx or Spanish: 75% White: 75% Parent: 75% Guardian: 75% Spanish speaking: 75% English speaking: 75% Language not Spanish or English:75%
As measured by the Youth Truth Survey, percent of elementary parents who agree or strongly agree they feel empowered to play a meaningful role in decision-making at	all:65% Hispanic, Latinx or Spanish: 73% White: 56% Parent: 67% Guardian: 59% Spanish speaking: 77%				all:75% Hispanic, Latinx or Spanish: 78% White: 75% Parent: 75% Guardian: 75% Spanish speaking: 82%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
their child(ren)'s school	English speaking: 56% Language not Spanish or English:76%				English speaking: 75% Language not Spanish or English:81%
As measured by the Youth Truth Survey, percent of middle school parents who agree or strongly agree they feel empowered to play a meaningful role in decision-making at their child(ren)'s school	all:62% Hispanic, Latinx or Spanish: 65% White: 53% Parent: 63% Guardian: 42% Spanish speaking: 69% English speaking: 55% Language not Spanish or English:68%				all:75% Hispanic, Latinx or Spanish: 75% White: 75% Parent: 75% Guardian: 75% Spanish speaking: 75% English speaking: 75% Language not Spanish or English:75%
As measured by the Youth Truth Survey, percent of high school parents who agree or strongly agree they feel empowered to play a meaningful role in decision-making at their child(ren)'s school	all:46% Hispanic, Latinx or Spanish: 54% White: 39% Parent: 47% Guardian: 44% Spanish speaking: 62% English speaking: 37% Language not Spanish or English:%				all:75% Hispanic, Latinx or Spanish: 75% White: 75% Parent: 75% Guardian: % Spanish speaking: 75% English speaking: 75% Language not Spanish or English:75%
Number of school-wide family engagement	NA				4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>opportunities at the elementary schools.</p> <p>These Opportunities are defined as events centered on Academic Content, Tools and Technology, Leadership Training, Social-Emotional Supports or Community/Current Events</p>					
<p>Number of school-wide family engagement opportunities at the middle schools</p> <p>These Opportunities are defined as events centered on Academic Content, Tools and Technology, Leadership Training, Social-Emotional Supports or Community/Current Events</p>	NA				4
<p>Number of school-wide family engagement opportunities at the high schools</p>	NA				4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
These Opportunities are defined as events centered on Academic Content, Tools and Technology, Leadership Training, Social-Emotional Supports or Community/Current Events					
Percent of schools that create a family engagement plan	0%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Family Welcome Center	Creation of a centralized enrollment process. The enrollment center will be housed staff from student services, healthy start, and family community liaisons. If needed, family will be referred to the Family Engagement and Wellness Centers.	\$0.00	No
2	Parent Education Specialists	Three parent education specialists to support site parent engagement activities, develop district-wide workshops, family nights and parent education conferences.	\$189,661.00	Yes
3	Professional Development	District Social-emotional and academic counselors will receive training from our Parent Education Office on how to engage families. One time in the Fall, one time in the Spring.	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Family Engagement Plan	In collaboration with the parent engagement team, each school site will create a family engagement plan based on their own YouthTruth data.	\$231,810.00	Yes
5	College and Career Night	During College Week, a family college and career family night will be held to engage and familiarize families with different post high school options.	\$5,000.00	No
6	District Parent Engagement Opportunities	The Parent Engagement Office will continue with the coordination of monthly DELAC, district-wide family opportunities as well as the Parent Education Conference and Migrant Parent Education Conference. The coordination of parent outreach efforts will encompass all departments in the district office and mostly with Educational Services, Extended Learning, Migrant Education, Special Services, and Student Services.	\$50,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
8	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
9	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
10	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
27.80%%	42,871,634

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.

G1A1: In order to increase the percent of English Learner students reading at grade level in 3rd grade, we will continue with the SIPPS implementation for early literacy. This action is being provided on an LEA-wide bases and we expect that all students will benefit. However, because of the lower percentage of English learners reading at grade level, we expect large gains with our English learner students to support the transition to English fluency.

G1A3: In order to increase the SBAC English Language Arts and Math performance of our English Learners, Foster Youth, and low-income students, professional development and resources will be provided to teachers to effectively implement the core adopted curriculum using the English Learner master Plan's Language Development approach. These action items are being provided on an LEA-wide bases and we expect that all students will benefit. However, because of the low academic achievement of our English learners, low-income and foster youth, we expect the academic achievement of these subgroups to have higher gains than our English Only, non socioeconomically disadvantaged students.

G1A4: In order to increase the SBAC English Language Arts and Math performance as well as percent graduating from high school of our English Learners, Foster Youth, and low-income students, wrap around professional development for teachers, instructional associates and administrators to build teacher capacity and ability to interact with students from different backgrounds. These action items are being provided on an LEA-wide bases and we expect that all students will benefit. However, because of the low academic achievement of our English learners, low-income and foster youth, we expect the academic achievement of these subgroups to have higher gains than our English Only, non socioeconomically disadvantaged students.

G1A4: In order to increase the SBAC English Language Arts and Math performance as well as percent graduating from high school of our English Learners, Foster Youth, and low-income students, we will provide access to adaptive educational technology. The needs

assessment shows English Learners, low income and foster youth a larger gap to make up to be at standard met than the overall student population. Access to adaptive educational technology action items are being provided on an LEA-wide bases and we expect that all students will benefit. However, because of the low academic achievement of our English learners, foster youth, and low income students we expect the adaptive computer programs to help fill academic gaps which will increase academic achievement of these subgroups to have higher gains than our English Only, non socioeconomically disadvantaged students.

G1A7:G1A4: In order to increase the SBAC English Language Arts and Math performance as well as percent graduating from high school of our English Learners, Foster Youth, and low-income students, professional development grounded in culturally responsive classrooms and teaching will build teacher capacity and ability to interact with students from different backgrounds. These action items are being provided on an LEA-wide bases and we expect that all students will benefit. However, because the majority our teaching staff does not reflect the background of our unduplicated students, we expect the academic achievement of these subgroups to have higher gains than our English Only, non socioeconomically disadvantaged students.

G1A9: In order to increase the graduation rate from high school of our English Learners, Foster Youth, and students in Transition, we will provide multiple pathways for credit recovery. The needs assessment shows English Learners, students in transition and foster youth have a lower graduation rate and need the most credits to recover to be on track to graduate. This is due to having a high percentage of F's (ELs), and missing courses (students in transition and foster youth). The multiple pathways will be LEA wide and benefit all students but will have a higher impact on ELs, FY and students in transition.

G1A10: In order to increase the graduation rate from high school of our English Learners, Foster Youth, and students in Transition, we will provide college and career support. The needs assessment shows English Learners, students in transition and foster youth have a lower graduation rate and lower entrance rate to colleges. The professional development to counselors to support families in the awareness and steps for college or career is important. English Learner student families may not be aware of the high school credit system, college entrance requirements and needed classes. Foster Youth and students in transition may not have access to out of school support systems to help with their college and career goal. The college and career will be LEA wide and benefit all students but will have a higher impact on ELs, FY and students in transition.

G1A13: In order to increase the SBAC English Language Arts and Math performance of our English Learners, Foster Youth, and low-income students, a multi-tiered system of support will be fully developed with targeted academic interventions. The MTSS systems of support are being provided on an LEA-wide bases and we expect that all students will benefit. However, because of the low academic achievement of our English learners, low-income and foster youth, we expect the the academic achievement of these subgroups to have higher gains than our English Only, non socioeconomically disadvantaged students.

G1A14: In order to increase the percent of English Learner students academic achievement, we are expanding our Dual Language programs based on research based best practices . This action is being provided on an LEA-wide bases and we expect that all students will benefit from learning two languages. However, because of the lower percentage of English learners reading at grade level, we expect the support in the literacy of the home language coupled with strong English skills will produce large academic gains with our English learner students.

G1A20: In order to increase the SBAC English Language Arts and Math performance of our Foster Youth, and low-income students, enrichment resources for afterschool hands on learning and clubs will be added. The enrichment programs will be offered on an LEA-wide bases and we expect that all students will benefit. However, because the actions meet needs most associated with the chronic stresses

and experiences of social-economically disadvantaged and foster youth status, we expect the academic achievement of these subgroups to have higher gains than our non socioeconomically disadvantaged students.

G1A23: In order to increase the SBAC English Language Arts and Math performance of our English Learners, Foster Youth, and low-income students, academic coordinators will be assigned to all elementary schools. This action items are being provided on an LEA-wide bases and we expect that all students will benefit. However, because of the low academic achievement of our English learners, low-income and foster youth, we expect the academic achievement of these subgroups to have higher gains than our English Only, non socioeconomically disadvantaged students.

G2A1: In order to increase the graduation rate of our most vulnerable students from high school of our English Learners, Foster Youth, and students in Transition at Renaissance High, we will create the opportunity of a graphic design CTE pathway. The needs assessment shows English Learners, students in transition and foster youth have a lower graduation rate. The addition of a CTE pathway at an alternative high school will give students motivation and an opportunity to graduate with a CTE certificate. The CTE pathway is provided school wide and benefit all students but will have a higher impact on ELs, FY and students in transition.

G2A2: In order to increase the graduation rate of our most vulnerable students from high school of our English Learners, Foster Youth, and students in Transition at New School, we will create the opportunity of a CTE pathway. The needs assessment shows English Learners, students in transition and foster youth have a lower graduation rate. The addition of a CTE pathway at an alternative high school will give students motivation and an opportunity to graduate with a CTE certificate. The CTE pathway is provided school wide and benefit all students but will have a higher impact on ELs, FY and students in transition.

G2A5: In order to increase the graduation rate from high school of our English Learners, Foster Youth, and students in Transition at Watsonville High School, we will create the opportunity of clear articulated CTE pathways. The needs assessment shows English Learners, students in transition and foster youth have a lower graduation rate. The CTE pathway at the high school will give students motivation and an opportunity to graduate with a CTE certificate. The CTE pathway is provided school wide and benefit all students but will have a higher impact on ELs, FY and students in transition.

G2A7: In order to increase the graduation rate from high school of our English Learners, Foster Youth, and students in Transition, we need high quality, standard and industry aligned CTE curriculum. The needs assessment shows English Learners, students in transition and foster youth have a lower graduation rate. The high quality, established CTE pathways at the high schools will give students motivation and an opportunity to graduate with a CTE certificate and pathway completer that is A-G aligned. The CTE pathway is provided school wide and benefit all students but will have a higher impact on ELs, FY and students in transition.

G3A1,2 and G3A5,6 and G3A7,8: In order to increase the attendance rate of foster youth, decrease the suspension rates of low-income students and to increase the SBAC English Language Arts and Math performance of our English Learners, Foster Youth, and low-income students, PVUSD is expanding the performing arts in the elementary, middle and high schools. Low income students and foster youth may not have access to music instruction due to their circumstances. Additionally, students involved in something they are passionate about at school, will increase their desire to attend school. These action items are being provided on an LEA-wide bases and we expect that all students will benefit. However, because the identified subgroups may not have access to VAPA out of school or will support in learning other content, we expect the academic achievement of these subgroups to have higher gains than our English Only, non socioeconomically disadvantaged students.

G3A9: In order to increase the attendance rate of foster youth, decrease the suspension rates of low-income students and to increase the SBAC English Language Arts and Math performance of our English Learners, Foster Youth, and low-income students, PVUSD is expanding the performing arts in the elementary, middle and high schools. Low income students and foster youth may not have access to music

instruction due to their circumstances. Additionally, students involved in something they are passionate about at school, will increase their desire to attend school. These action items are being provided on a school-wide basis and we expect that all students will benefit. However, because the identified subgroups may not have access to acting and film making out of school or will support in learning other content, we expect the academic achievement of these subgroups to have higher gains than our English Only, non socioeconomically disadvantaged students.

G3A4 and 10: In order to increase the attendance rate of foster youth, decrease the suspension rates of low-income students and to increase the SBAC English Language Arts and Math performance of our English Learners, Foster Youth, and low-income students, PVUSD is expanding the performing arts in the elementary, middle and high schools. Low income students and foster youth may not have access to music instruction due to their circumstances. Additionally, students involved in something they are passionate about at school, will increase their desire to attend school. These action items are being provided on a school-wide basis and we expect that all students will benefit. However, because the identified subgroups may not have access to music out of school or will support in learning other content, we expect the academic achievement of these subgroups to have higher gains than our English Only, non socioeconomically disadvantaged students.

G4A3: In order to increase the SBAC English Language Arts and Math performance of our English Learners, Foster Youth, and low-income students, core instructional materials will be provided to teachers to effectively implement the core adopted curriculum and students to use in their learning. These action items are being provided on an LEA-wide basis and we expect that all students will benefit. However, because of the low academic achievement of our English learners, low-income and foster youth, we expect the academic achievement of these subgroups to have higher gains than our English Only, non socioeconomically disadvantaged students.

G4A4: In order to increase the SBAC English Language Arts and Math performance of our Foster Youth, and low-income students, and increase connectedness to school, school libraries will be updated to be an after school learning space. These action items are being provided on an LEA-wide basis and we expect that all students will benefit. However, because of the circumstances of low-income and foster youth students, they may not have a space to go to do homework after school. Due to this, we expect the academic achievement of these subgroups to have higher gains than our non socioeconomically disadvantaged students.

G4A8: In order to increase the SBAC English Language Arts and Math performance of our English Learners, Foster Youth, and low-income students, engaging technology will be provided to teachers and students to use in their teaching and learning. These action items are being provided on an LEA-wide basis and we expect that all students will benefit. However, because of the low academic achievement of our English learners, low-income and foster youth, we expect the academic achievement of these subgroups to have higher gains than our English Only, non socioeconomically disadvantaged students due to an increased engagement in the classroom.

G6A2: In order to increase the attendance rate of foster youth, decrease the suspension rates of low-income students, teachers will have trauma informed training. This is an LEA-wide action, but due to the pandemic this is a necessity especially for students who were in unstable homes.

G6A2 and A4: The suspension rates of foster youth, low income students and English learners are higher than the overall percentage rate. In order to address this, we are strengthening our positive behavior intervention supports (PBIS) practices. These practices are being provided on an LEA-wide basis and we expect that we will have a decrease in suspensions for all students. However because of the high suspension rate, we expect a bigger impact with foster youth, low income and English learner students.

G6A5: The high school drop out rates of foster youth, English learners are higher than the overall percentage rate and the chronic absenteeism rate for low income and foster youth are high than the overall percentage rate. In order to address this, we are keeping the interactive dialogue process that started during Distance Learning. These practices are being provided on an LEA-wide basis and we

expect that we will have a positive impact on all students, however because of the process to reach out to students and families who are not attending school, we expect the dropout rate to lower for foster youth , English Learners and the chronic absenteeism rate to decrease for low income, and foster youth.

G6A7, 10, 11,16,17: The high school drop out rates of foster youth, English learners are higher than the overall percentage rate and the chronic absenteeism rate for low income and foster youth are high than the overall percentage rate. In order to address this, we are adding social emotional counselors. These practices are being provided on an LEA-wide bases and we expect that we will have a positive impact on all students, however because of the process to reach out to students and families who are not attending school, we expect the dropout rate to lower for foster youth , English Learners and the chronic absenteeism rate to decrease for low income, and foster youth.

G6A15: In order to increase the SBAC English Language Arts and Math performance of our Foster Youth, and low-income students, enrichment resources for afterschool hands on learning and clubs will be added. The enrichment programs will be offered on an LEA-wide bases and we expect that all students will benefit. However, because the actions meet needs most associated with the chronic stresses and experiences of social-economically disadvantaged and foster youth status, we expect the academic achievement of these subgroups to have higher gains than our non socioeconomically disadvantaged students.

G6A18: The suspension rates of foster youth and low income students are higher than the overall percentage rate. In order to address this, we are adding a social emotional well-being check-in for students. These practices are being provided on an LEA-wide bases and we expect that we will have a decrease in suspensions for all students. However because of the ability for the program to support students in their recognition of social emotional health and learn social emotional strategies which they may not learn outside of school,, we expect a bigger impact with foster youth, and low income students.

G7A2, 6: In order to increase the SBAC English Language Arts and Math performance as well as percent graduating from high school of our English Learners, Foster Youth, and low-income students, parent education specialists will support the development of school based and district wide workshops/trainings focused on academic content, social-emotional supports and technology tool trainings for parents. Access to the parent trainings are being provided on an LEA-wide bases and we expect that all students will benefit. However, because of the low academic achievement of our English learners, foster youth, and low income students we expect the workshops/trainings will support the at home learning to increase academic achievement of these subgroups to have higher gains than our English Only, non socioeconomically disadvantaged students.

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

PVUSD has a large percentage of students who are English Learners or are Reclassified English Learners and a large percentage of students who are classified as low-income students. As such, all of our actions are based on the need of our most vulnerable students in ensuring first basic needs are met then equitable supports are in place so that all students are college, career and life ready. The Family Engagement and Wellness Center will provide families with wrap around services to address any health and/or social emotional health to address the wellness disparities. Our parent education team works to reach out to families who speak a language other than English, and parents who may not have access to technology. Instructional strategies and professional development will be grounded in cultural and language responsive pedagogy to bridge cultural, structural and class gaps. The buildout of CTE pathways that are A-G aligned, will increase the unduplicated students who graduate college and career ready. Visual and Performing Arts in the schools support the whole child education, not only in social emotional learning but also giving unduplicated students an opportunity to thrive in other areas. By providing a safe leaning environment with PBIS implementation, students will know the school expectations and we will close the gap in

suspensions between our unduplicated students and non-unduplicated students. Having grade-level engaging curriculum and support for AP enrollment, unduplicated students will increase academic growth and lead to higher percent graduating from high school prepared to go to a four year college. The hiring and recruiting of highly qualified teachers will allow our unduplicated students access to a stable and fantastic teacher who can support the individual needs. Having clean and beautiful facilities provides learning spaces where unduplicated students feel comfortable. The development of the multi-tiered systems of support will allow PVUSD to monitor, respond and develop individual plans for unduplicated students. By having equal behavioral and academic outcome expectations for all students, the MTSS structure will allow PVUSD to provide equitable resources to students who need it most.

Instructions

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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.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$45,826,902.00	\$1,516,437.00	\$35,000.00	\$3,303,840.00	\$50,682,179.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$40,287,702.00	\$10,394,477.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Early Literacy: Maintain SIPPS implementation and coaching	\$456,155.00	\$32,000.00			\$488,155.00
1	2	English Learners Foster Youth Low Income	Early Childhood Education	\$25,000.00				\$25,000.00
1	3	English Learners Foster Youth Low Income	Core Instruction Program	\$1,657,185.00				\$1,657,185.00
1	4	English Learners Foster Youth Low Income	Professional Development	\$50,000.00				\$50,000.00
1	5	English Learners Foster Youth Low Income	Professional Development	\$1,439,416.00				\$1,439,416.00
1	6	English Learners Foster Youth Low Income	Educational Technology	\$1,058,674.00				\$1,058,674.00
1	7	English Learners Foster Youth Low Income	Culturally Responsive Classrooms and Teaching				\$226,840.00	\$226,840.00
1	8	English Learners Foster Youth Low Income	Core Instructional Program	\$1,121,784.00				\$1,121,784.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	9	English Learners Foster Youth Low Income	College and Career Development	\$105,000.00			\$1,462,000.00	\$1,567,000.00
1	10	English Learners Foster Youth Low Income	College and Career Development Actions	\$320,000.00				\$320,000.00
1	11	English Learners Foster Youth Low Income	College and Career Development	\$36,800.00				\$36,800.00
1	13	English Learners Foster Youth Low Income	Multi-Tiered Systems of Support	\$60,000.00				\$60,000.00
1	14	English Learners	Dual Language Programs	\$291,411.00				\$291,411.00
1	15	Foster Youth	Foster Youth			\$35,000.00	\$29,000.00	\$64,000.00
1	16	English Learners Foster Youth Low Income	Expanded Learning	\$200,000.00			\$1,000,000.00	\$1,200,000.00
1	17	Students with Disabilities All	Inclusion Practices		\$525,000.00			\$525,000.00
1	18	All	Leadership Development					\$0.00
1	19	All	Assessments	\$344,000.00				\$344,000.00
1	20	Foster Youth Low Income	Enrichment Opportunities	\$30,000.00				\$30,000.00
1	21	All	Technology Professional Development	\$1,000,000.00				\$1,000,000.00
1	22	English Learners Foster Youth Low Income	Virtual Academy electives				\$131,000.00	\$131,000.00
1	23	English Learners Foster Youth Low Income	Personnel	\$2,040,070.00				\$2,040,070.00
1	24	Students with Disabilities	Support for students with disabilities	\$14,588,000.00				\$14,588,000.00
1	25	All	TK-3 Class Size	\$5,126,000.00				\$5,126,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	1	English Learners Foster Youth Low Income	Graphic Design & Product Innovation	\$250,000.00				\$250,000.00
2	2	English Learners Foster Youth Low Income	Pathway Exploration	\$40,000.00				\$40,000.00
2	3	All Low Income	Professional Development	\$42,000.00				\$42,000.00
2	4	All	Dual Enrollment	\$15,000.00				\$15,000.00
2	5	English Learners Foster Youth Low Income	WHS CTE Pathway Conversion	\$15,000.00				\$15,000.00
2	6	All	CTE Pathways Support	\$2,200,000.00				\$2,200,000.00
2	7	English Learners Foster Youth Low Income	CTE Curriculum	\$10,000.00				\$10,000.00
2	8	All	Student Leadership	\$1,000.00				\$1,000.00
3	1	English Learners Foster Youth Low Income	Elementary Visual and Performing Arts	\$2,272,205.00				\$2,272,205.00
3	2	All	Elementary Visual and Performing Arts	\$20,000.00				\$20,000.00
3	3	English Learners Foster Youth Low Income	Elementary Visual and Performing Arts	\$44,500.00				\$44,500.00
3	4	English Learners Foster Youth Low Income	El Sistema	\$200,000.00				\$200,000.00
3	5	English Learners Foster Youth Low Income	Middle School Visual and Performing Arts	\$438,529.00				\$438,529.00
3	6	English Learners Foster Youth Low Income	Middle School Visual and Performing Arts	\$70,000.00				\$70,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	7	English Learners Foster Youth Low Income	High School Visual and Performing Arts	\$271,430.00				\$271,430.00
3	8	English Learners Foster Youth Low Income	High School Visual and Performing Arts	\$70,000.00				\$70,000.00
3	9	English Learners Foster Youth Low Income	Latino Film Institute Youth Cinema Project	\$518,587.00				\$518,587.00
3	10	English Learners Foster Youth Low Income	Expand Save the Music at Elementary Schools	\$125,889.00				\$125,889.00
4	1	All	Facility Cleanliness	\$1,766,884.00				\$1,766,884.00
4	2	All	Maintenance and Operations Systems		\$50,000.00			\$50,000.00
4	3	English Learners Foster Youth Low Income	.Core Instructional materials	\$1,707,204.00	\$844,437.00			\$2,551,641.00
4	4	Foster Youth Low Income	School Libraries	\$50,000.00			\$200,000.00	\$250,000.00
4	5	All	Recruitment of personnel	\$1,000.00				\$1,000.00
4	6	All	New Teacher Support	\$625,363.00				\$625,363.00
4	7	All	Personnel	\$167,574.00				\$167,574.00
4	8	English Learners Foster Youth Low Income	21st Century Learning Tools	\$50,000.00				\$50,000.00
4	9	All	Virtual Academy Classroom Platform	\$11,500.00				\$11,500.00
5	1	English Learners	English Language Learner Identification					
5	2	English Learners	Elementary Professional Development				\$20,000.00	\$20,000.00
5	3	English Learners	Course Access	\$50,000.00				\$50,000.00
5	4	English Learners	English Language Development Enrollment					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	5	English Learners	International Academy	\$278,976.00				\$278,976.00
5	6	English Learners	International Academy Social Emotional Support		\$65,000.00			\$65,000.00
5	7	English Learners	Professional Training	\$15,000.00				\$15,000.00
5	8	English Learners	College and Career Ready	\$293,911.00				\$293,911.00
5	9	English Learners	Secondary Professional Development				\$20,000.00	\$20,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$19,785,301.00	\$24,065,578.00
LEA-wide Total:	\$16,485,027.00	\$19,529,304.00
Limited Total:	\$1,899,687.00	\$3,004,687.00
Schoolwide Total:	\$1,697,017.00	\$1,828,017.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Early Literacy: Maintain SIPPS implementation and coaching	LEA-wide	English Learners Foster Youth Low Income	All Schools K-8	\$456,155.00	\$488,155.00
1	2	Early Childhood Education	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$25,000.00	\$25,000.00
1	3	Core Instruction Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,657,185.00	\$1,657,185.00
1	4	Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	\$50,000.00
1	5	Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,439,416.00	\$1,439,416.00
1	6	Educational Technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,058,674.00	\$1,058,674.00
1	7	Culturally Responsive Classrooms and Teaching	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$226,840.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	8	Core Instructional Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,121,784.00	\$1,121,784.00
1	9	College and Career Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$105,000.00	\$1,567,000.00
1	10	College and Career Development Actions	Schoolwide	English Learners Foster Youth Low Income	All Schools 6-12	\$320,000.00	\$320,000.00
1	11	College and Career Development	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	9-12	\$36,800.00	\$36,800.00
1	13	Multi-Tiered Systems of Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$60,000.00	\$60,000.00
1	14	Dual Language Programs	LEA-wide	English Learners	Specific Schools: Freedom, Starlight, Amesti, HA Hyde	\$291,411.00	\$291,411.00
1	15	Foster Youth	LEA-wide	Foster Youth	All Schools		\$64,000.00
1	16	Expanded Learning	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$200,000.00	\$1,200,000.00
1	20	Enrichment Opportunities	LEA-wide	Foster Youth Low Income	All Schools	\$30,000.00	\$30,000.00
1	22	Virtual Academy electives	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Virtual Academy		\$131,000.00
1	23	Personnel	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools	\$2,040,070.00	\$2,040,070.00
2	1	Graphic Design & Product Innovation	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Renaissance High School	\$250,000.00	\$250,000.00
2	2	Pathway Exploration	Schoolwide	English Learners	Specific Schools: New School	\$40,000.00	\$40,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income			
2	3	Professional Development		Low Income	6-12	\$42,000.00	\$42,000.00
2	5	WHS CTE Pathway Conversion		English Learners Foster Youth Low Income	Specific Schools: Watsonville High	\$15,000.00	\$15,000.00
2	6	CTE Pathways Support			All Schools	\$2,200,000.00	\$2,200,000.00
2	7	CTE Curriculum	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: High Schools 9-12	\$10,000.00	\$10,000.00
2	8	Student Leadership			Specific Schools: High Schools 9-12	\$1,000.00	\$1,000.00
3	1	Elementary Visual and Performing Arts	LEA-wide	English Learners Foster Youth Low Income	ECE-6	\$2,272,205.00	\$2,272,205.00
3	2	Elementary Visual and Performing Arts			ECE-6	\$20,000.00	\$20,000.00
3	3	Elementary Visual and Performing Arts	LEA-wide	English Learners Foster Youth Low Income	ECE-6	\$44,500.00	\$44,500.00
3	4	El Sistema	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Valencia, Duncan Holbert, Mintie White, Radcliff, MacQuiddy, Virtual Academy	\$200,000.00	\$200,000.00
3	5	Middle School Visual and Performing Arts	LEA-wide	English Learners Foster Youth Low Income	6-8	\$438,529.00	\$438,529.00
3	6	Middle School Visual and Performing Arts	LEA-wide	English Learners Foster Youth Low Income	6-8	\$70,000.00	\$70,000.00
3	7	High School Visual and Performing Arts	LEA-wide	English Learners	Specific Schools: Watsonville High,	\$271,430.00	\$271,430.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
			Schoolwide	Foster Youth Low Income	PV High, Aptos High School		
3	8	High School Visual and Performing Arts	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: New School, Renaissance, WHS, PVHS, AHS	\$70,000.00	\$70,000.00
3	9	Latino Film Institute Youth Cinema Project	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Starlight Elementary, Pajaro Middle, Cesar Chavez Middle, Pajaro Valley High	\$518,587.00	\$518,587.00
3	10	Expand Save the Music at Elementary Schools	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$125,889.00	\$125,889.00
4	3	.Core Instructional materials	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,707,204.00	\$2,551,641.00
4	4	School Libraries	LEA-wide	Foster Youth Low Income	All Schools	\$50,000.00	\$250,000.00
4	8	21st Century Learning Tools	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	\$50,000.00
5	1	English Language Learner Identification	Limited to Unduplicated Student Group(s)	English Learners	All Schools		
5	2	Elementary Professional Development	Limited to Unduplicated Student Group(s)	English Learners	All Schools TK-5		\$20,000.00
5	3	Course Access	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$50,000.00	\$50,000.00
5	4	English Language Development Enrollment	Limited to Unduplicated Student Group(s)	English Learners	All Schools		
5	5	International Academy	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Rolling Hills Middle, Watsonville High School	\$278,976.00	\$278,976.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
5	6	International Academy Social Emotional Support	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: International Academy Schools		\$65,000.00
5	7	Professional Training	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: High Schools	\$15,000.00	\$15,000.00
5	8	College and Career Ready	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: High Schools	\$293,911.00	\$293,911.00
5	9	Secondary Professional Development	Limited to Unduplicated Student Group(s)	English Learners	6-12		\$20,000.00

Annual Update Table Year 1 [2021-22]

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

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