

PGUSD LCAP 2024-25 Board Study Session

April 22, 2025

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- Stakeholder Engagement Timeline
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 - CORE SEL: Social-Emotional Health Trends
- Qualitative Input: Cultural Proficiency Team
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Purpose of the LCAP Process

01 What is the LCAP?

The Local Control and Accountability Plan (LCAP) is a key part of Pacific Grove Unified School District's funding and planning. It requires all California LEAs to align resources with student needs & community priorities.

02 Legal Requirements and Role

The LCAP is developed in three-year cycles and updated annually. It outlines district goals, actions, services, and expenditures to improve outcomes, focusing on marginalized groups like English learners and socioeconomically disadvantaged students.

03 Importance of Stakeholder Engagement

Districts engage students, families, educators, and community members to gather input that informs decision-making. This input guides the LCAP development to effectively address student needs and community priorities.

Goal #1

Academic Program


PGUSD will create a **“culture of we”** at every school site where educators and **families work together as partners**, sharing responsibility, leadership, and advocacy for the academic success of all students. **All PGUSD families will feel welcome** and fully invested in their student’s education through authentic partnerships with teachers and site leaders in **a safe, nurturing, and culturally responsive school environment**. All district and school policies and practices will be equitable and inclusive for all students and families **creating a culture of belonging** where students of every economic circumstance, culture, religion, race, ethnicity, gender, sexual orientation, learning ability, and language feel welcome and a **sense of connection**.

Goal 1 Key Metrics

01

Graduation Rate

85.6% in 2022-23

 93.4% in 2023-24

97.5%

Desired outcome 2026-2027

02


A-G/CTE

37.2% % met A-G

13.5% completed CTE

In 2022-2023

 **57.4%** meet A-G

 **16.4%** complete CTE

in 2023-2024

03

AP Pass Rate

76.6% in 2022-23

 **91%** in 2023-24

80%

Desired outcome 2026-2027

Goal #2

Social Emotional Learning

All schools will nurture **learning environments that are intellectually, physically, and emotionally safe**. Our educators will create an environment that **promotes positive relationships among students and staff to increase school connectedness** and a sense of belonging. **Every student will feel connected** to a minimum of one adult on campus who cares for them, watches out for them, checks in with them regularly, and to whom they can turn during times of need.

Goal 2 Key Metrics

01

Chronic Absenteeism

15.8% in 2022-23

 15.8% in 2023-24

10%

Desired outcome 2026-27

02

Caring Adult

Students : "Do the teachers and grown ups care about you?."

2023-24

83% Yes Most or All of the Time

2024-25

 95% Yes Most or All of the Time

03

Active Partner

Parents : 82% "School encourages me to be an active partner."

2023-24

 89%

2024-25

90% Desired Outcome 2026-2027

Goal #3

Academic Support


Unduplicated students (low socio-economic, foster youth, and English Learners) as well as homeless students and students with disabilities will **receive the necessary differentiation and support** to make accelerated growth to **close the achievement gap**. When necessary, **targeted intervention** using a variety of strategies, programs, and small group instruction will be implemented for students requiring additional tiered support. These programs will be designed to show an **increase in our state testing scores for all groups** and an **improvement in our English learner reclassification rate**.

Goal 3 Key Metrics

01

ELA CAASPP results

70.07% met/exceeded
45.1 distance above standard
2022-23


 **72.78%** met/exceeded
53.4 distance above standard
2023-24

85% met/exceeded
60.0 distance above
Standard 2026-27

02

Math CAASPP results

56.88% met/exceeded
9.6 distance above standard
2022-23

 **57.93%** met/exceeded
16.3 distance above standard

70% met/exceeded
30 distance above standard
2026-27

03

EL progress rate

54.4% making progress in
2022-23

 **70.4%** making progress
2023-24

65% making progress
2026-27

Goal #4

Cultural Proficiency

PGUSD will strive to create a **“Culture of We”** at every school site where **educators and families work together as partners**, sharing responsibility, leadership, and advocacy for the success of ALL students. **All PGUSD families will feel welcome** and fully invested in their student’s education through authentic partnerships with teachers and site leaders in a safe, nurturing, and culturally responsive school environment. All district and school policies and practices will be equitable and inclusive for all students and families creating a **culture of belonging** where students of every economic circumstance, culture, race, ethnicity, gender, sexual orientation, learning ability, or language feel a **strong sense of connection**.

Goal 4 Key Metrics

01

Bullying

Answered "never" or "once or twice" - racial bullying

2023-2024

All: 77% (90)

African American: 38% (90)

American Indian: 100% (100)

Asian Filipino: 97% (90)

Hispanic/Latino: 85% (90)

Pacific Islander: 100%

Two or more: 77% (90)

White: 94% (90)

02

Diverse Curriculum

Answered "Disagree" or "Strongly Disagree" to: "This school provides instructional materials that reflect my child's culture, ethnicity, and identity."

2023-2024

All: 19%

2024-25

All: 16%

2026-27

5%



03

Belonging

Agree or strongly agree - I belong at my school.

2023-2024

All: 65.8%

African American: 41.7%

American Indian: 91.7%

Asian: 85.7%

Filipino: 62.5%

Hispanic/Latino: 54.4%

Pacific Islander: 85.7%

Two or more: 59.5%

White: 70.3%

Goal 4 Key Metrics

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American Indian: 100% (100)

Asian Filipino: 97% (90)

Hispanic/Latino: 85% (90)

Pacific Islander: 100% (100)

Two or more: 77% (90)

White: 94% (90)

01

Bullying

Answered "never" or "once or twice" - racial bullying

2024-2025

All: 94.5%

African American: 87.5%

American Indian: 100%

Asian Filipino: 83%

Hispanic/Latino: 89.7%

Pacific Islander: 87.8%

Two or more: 95.5%

White: 100%

Goal 4 Key Metrics

03

Belonging

Agree or strongly agree - I belong at my school.

2023-2024

All: 65.8%

African American: 41.7%

American Indian: 91.7%

Asian: 85.7%

Filipino: 62.5%

Hispanic/Latino: 54.4%

Pacific Islander: 85.7%

Two or more: 59.5%

White: 70.3%

03

Belonging

Agree or strongly agree - I belong at my school.

2024-2025

All: 83.8%

African American: 75%

American Indian: 88.8%

Asian: 80%

Filipino: 83.3%

Hispanic/Latino: 69.2%

Pacific Islander: 75%

Two or more: 84.4%

White: 86.6%

Stakeholder Engagement Timeline



Data Collection Approach

Quantitative Data Collection

Quantitative data sources included the California Healthy Kids Survey (CHKS), CAASPP, and ELPAC assessments, providing standardized and validated measures of school climate, student well-being, and academic performance.

Qualitative Data Collection

Qualitative data was gathered through focus group interviews, leadership team meetings, and community engagement events, including Cultural Proficiency Team and Ethnic Studies community partner sessions, and Student Advisory Committee meetings.

Integration and Triangulation

The mixed-methods approach integrated and triangulated data from statistical trends and lived experiences, using in vivo coding to identify recurring themes and frequency analysis to inform LCAP goals and actions.



Student Survey Highlights (CHKS)



01 Elementary Student Survey

74% to 84% feel close, happy, and part of school; 89% say school buildings are neat; 86% feel safe; 94% treated with respect. Growth areas: 14% frequent sadness, 24% late bedtime.

02 Middle School Student Survey

60% feel connected; 62% report caring adult relationships; 66% motivated academically; 20% report chronic sadness; 42% experienced harassment; 17% report late bedtime.

03 High School Student Survey

Academic motivation high at 74% (9th grade) and 64% (11th grade); high expectations 68%-69%; physical fights down to 2%-6%; life satisfaction stable at mid-60s%; social-emotional distress around 23%-31%; late bedtime 15%-31%.

04 Key Areas for Growth

Elementary students show notable sadness and late bedtimes; middle school students report harassment; high school students face social-emotional distress. These areas highlight the need for targeted support.

Family and Staff Survey Insights

Family CHKS Survey Highlights

- This school has adults who really care about students increased from 41% to 52%.
- My child's teachers are responsive to my child's social and emotional needs increased from 79% to 87%.
- School communicates importance of respecting different cultural beliefs and practices increased from 33% to 41%.
- Harassment and bullying as a problem decreased from 14% to 7%.
- School actively seeks parent input before decisions increased slightly from 23% to 28%.
- School motivates students to learn increased minimally from 33% to 35%.

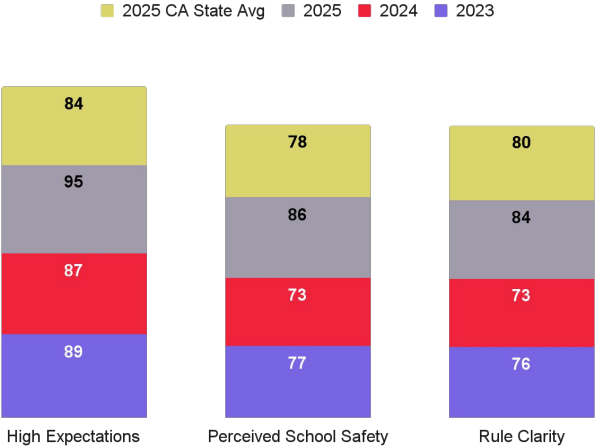
Staff CHKS Survey Highlights

- Adequate counseling and support services for students perception improved from 44% to 53%.
- Anti-bullying climate agreement increased from 31% to 37%.
- Meaningful participation for students in decision-making rose from 35% to 39%.
- Student depression as a problem perception decreased from 65% to 57%.
- Social emotional supports agreement showed slight improvement from 34% to 36%.
- Parent involvement perceptions remained steady at 38% to 37%.

The 2024-25 CHKS surveys reveal improvements in family perceptions of caring adults and teacher responsiveness, alongside staff perceptions of counseling and anti-bullying climate. Challenges remain in increasing parent involvement and enhancing social-emotional supports for students.

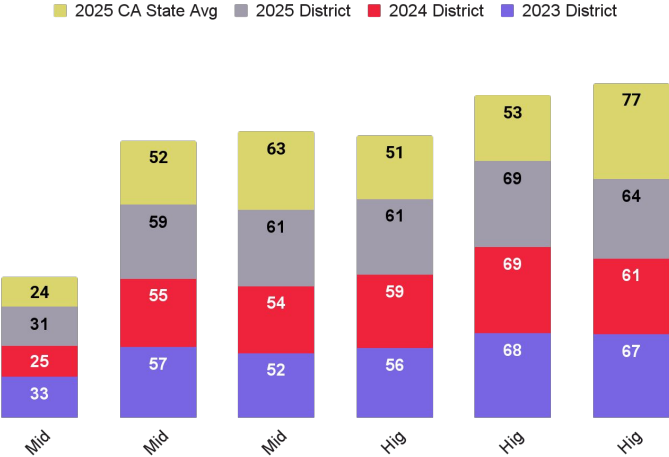
School Climate Report Cards

Elementary School Climate Report Cards



Strong scores in high expectations & school safety exceed state averages. Rule clarity needs focused improvement.

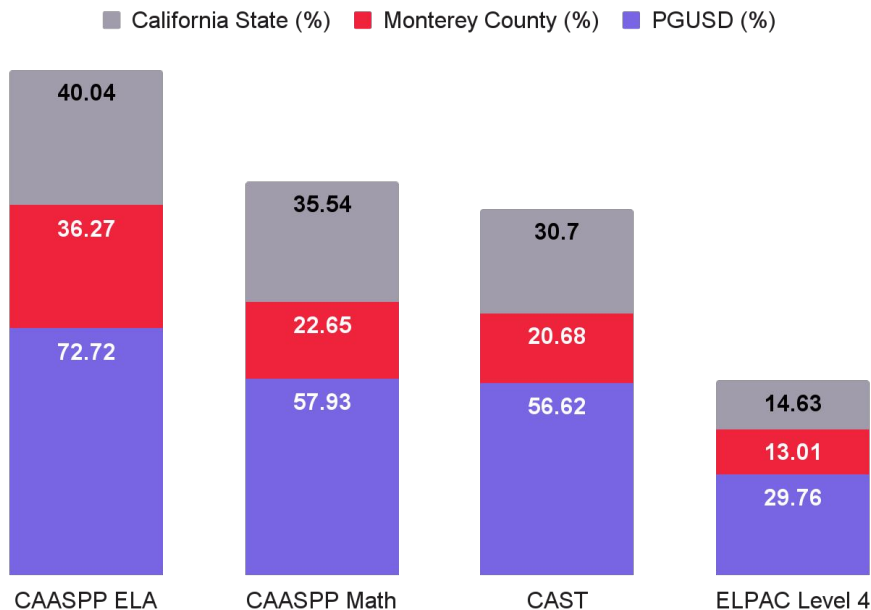
Middle & High School Climate Report Cards



Middle & high schools show gains in participation & parental involvement but struggle with mean rumors below state averages.

State Testing Performance

PGUSD 2023-24 State Assessment Results Compared to County and State Averages



PGUSD maintains higher proficiency rates than county and state averages across key state assessments, reflecting effective instruction and support.

California Dashboard Summary

01	Academic Performance	PGUSD scored Very High in ELA and Math, and EL Progress, and High in College/Career readiness according to the 2024 California Dashboard.
02	Chronic Absenteeism	Chronic Absenteeism was rated LOW, indicating a need for continued focus on student attendance and engagement.
03	Outcomes	Graduation Rate was High, reflecting strong student completion rates within the district.
04	Conditions and Climate	Suspension Rate was rated MEDIUM, showing an area for improvement in relation to other dashboard indicators

Local Assessment Data (MAP, DIBELS, CORE SEL)

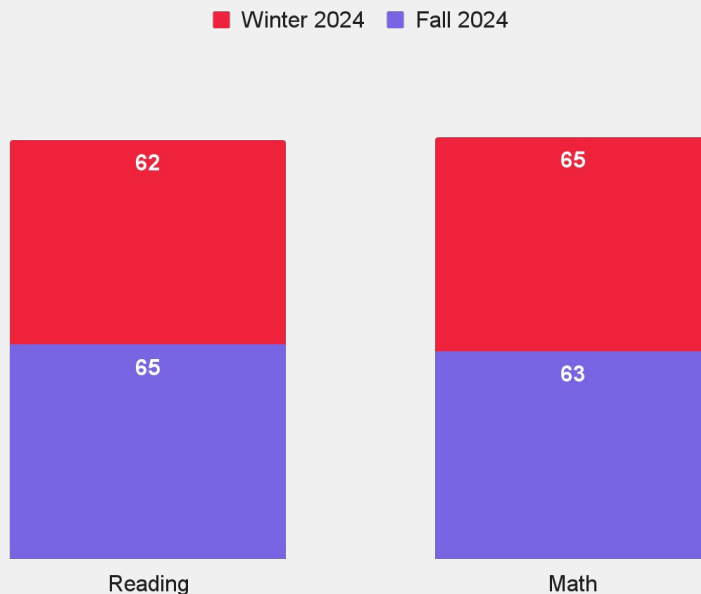
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|----|--|---|
| 01 | MAP Assessments | MAP assessments provide data on student growth in reading & math. These adaptive tests adjust to performance levels, offering insights into strengths and growth areas, informing instruction and school improvement efforts district-wide. |
| 02 | DIBELS Assessments | DIBELS assessments track early literacy development, helping educators identify students needing support and tailor interventions. Data highlights literacy trends and impact of targeted reading programs. |
| 03 | CORE SEL Overview | The CORE SEL survey measures self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, providing insights into students' social-emotional competencies. |
| 04 | Elementary & Middle CORE SEL Findings | Elementary results show 42% at Level 4 (Healthy) and 25% at Level 2 (Slightly Unhealthy). Middle school shows 41% at Level 4 and 21% at Level 2. Gender and ethnicity data noted with small sample size limitations. |
| 05 | High School CORE SEL Findings | High school data shows 39% at Level 2 (Slightly Unhealthy) and 22% at Level 4 (Healthy). Female and non-binary students report higher unfavorable rates, consistent with trends at other levels. |

MAP Median Percentiles: Fall vs. Winter

Analysis and Recommendations

- Reading median percentile decreased from 65 (fall) to 62 (winter), indicating limited progress.
- Math median percentile increased from 63 to 65, showing a slight improvement in student performance.
- Students in the lowest quartile continue to need targeted interventions, with winter percentiles at 28 (reading) and 25 (math).
- We are awaiting spring MAP results to see if they reflect efficacy of reading intervention efforts

MAP Median Percentile Scores: Fall vs. Winter 2024



Dibels

Decrease in Intensive Support

Students requiring intensive support dropped from 96 in the fall to 92 in the winter, showing positive response to targeted interventions.

2024-2025 All Grades Status - DIBELS 8th Edition
District: Pacific Grove USD

DIBELS® Data System

Grade	Beginning	Middle	End
K	<p>n=103 27 (26%) 24 (23%) 22 (21%) 30 (29%)</p>	<p>n=99 15 (15%) 31 (31%) 33 (33%) 20 (20%)</p>	No students with data.
1st	<p>n=97 19 (20%) 14 (14%) 27 (28%) 37 (38%)</p>	<p>n=96 16 (17%) 17 (18%) 26 (27%) 37 (39%)</p>	No students with data.
2nd	<p>n=97 13 (13%) 8 (8%) 35 (36%) 41 (42%)</p>	<p>n=97 8 (8%) 12 (12%) 33 (34%) 44 (45%)</p>	No students with data.
3rd	<p>n=134 13 (10%) 12 (9%) 48 (36%) 61 (46%)</p>	<p>n=134 17 (13%) 17 (13%) 37 (28%) 63 (47%)</p>	No students with data.
4th	<p>n=112 7 (6%) 22 (20%) 49 (44%) 34 (30%)</p>	<p>n=115 16 (14%) 17 (15%) 28 (24%) 54 (47%)</p>	No students with data.
5th	<p>n=140 17 (12%) 21 (15%) 49 (35%) 53 (38%)</p>	<p>n=135 20 (15%) 13 (10%) 42 (31%) 60 (44%)</p>	No students with data.
6th	No students with data.	No students with data.	No students with data.
All	<p>n=683 96 (14%) 101 (15%) 230 (34%) 256 (37%)</p>	<p>n=676 92 (14%) 107 (16%) 199 (29%) 278 (41%)</p>	No students with data.

Legend n = Number of Students Intensive Support Strategic Support Core Support Core^ Support
Results Based On DIBELS 8 Composite Score

CORE SEL: Social-Emotional Health Trends

Elementary CORE SEL

Elementary CORE SEL results show Level 4 (Healthy/Favorable) as highest with 42% of students, followed by Level 2 (Slightly Unhealthy) at 25%. Small ethnic subgroup sizes limit reliable comparisons. Male students show higher Level 2 scores (22%).

Middle CORE SEL

Middle school CORE SEL shows 37% at Level 2 (Slightly Unfavorable) and 28% at Level 3 (Moderately Healthy). Small ethnic subgroup sizes limit comparisons. Gender distribution is balanced without large disparities.

High School/CHS CORE SEL

High school CORE SEL data shows 39% at Level 2 (Slightly Unhealthy) and 22% at Level 4 (Healthy). Small ethnic groups limit analysis. Female and non-binary students report higher unfavorable scores.

Qualitative Input: Cultural Proficiency Team



Fostering a Culture of 'WE'

Themes include fostering a 'Culture of WE' through student and parent engagement as emphasized in site presentations from the January 29th meeting.



Curriculum Diversification

Building culturally relevant libraries and diversifying the curriculum, including adopting curriculum reflecting Goal 4 values such as Ethnic Studies and ELA adoption.



Equity in Grading and Instruction

Adopting more equitable grading practices and ensuring curriculum implementations align with cultural proficiency goals from the LCAP.

Community Engagement Highlights



01 Academic Goal Input

Themes: Enhancing academic rigor & college/career readiness, addressing learning gaps, promoting equitable access. Quotes: "Talk to recent graduates from PGHS about AP class rigor." "Finding ways for students to focus on specific fun areas like aviation, marine science, nursing."

02 Social Emotional Learning (SEL)

Themes: Fostering belonging, inclusion, positive climate; addressing safety & respectful interactions; improving communication & engagement. Quotes: "Events like chalk art, falcon fest promote belonging." "We still see racist language in schools."

03 Intervention and Support

Themes: Expanding targeted academic support; enhancing teacher differentiation; addressing systemic barriers in support access. Quotes: "One-to-one connection with teacher for struggling students." "Sometimes feels like all or nothing; some students unaware how to get support."

04 Cultural Proficiency

Themes: Enhancing curriculum for cultural understanding; promoting equity; addressing bullying & bias. Quotes: "Continue heritage month activities with diverse representation." "My daughter asked to buy skin cream to lighten skin; schools must better respond to racism."

Parent Advisory Committee (PAC) Perspectives

Enhancing Student Well-being

"Very few after hours activities. Clubs exist at middle school but more options like art, ceramics, photography, theater are needed to build friendships." "Seeking more "third" places outside school hours for students to connect."

Improving Academic Support

"Online learning is not the best to close gaps; more live teacher support is needed." "Foreign/world language options are limited; 7th & 8th graders share Spanish class, but language is key to success."

Extracurricular Engagement

PAC members desire more diverse and accessible after-school activities to foster social connections and student engagement beyond academics.

Strengthening School-Home Collaboration

Improve communication & collaboration by exploring better event formats, engaging parents as volunteers, and providing clear info on academic & social-emotional supports.

DELAC and SAC Input

DELAC Feedback

DELAC met on April 4th, 2025 with 5 parent members from different language backgrounds. They suggested more contact with parents from teachers/counselors, Synergy tutorials, more academic language in classrooms, and parent reminders via Catapult with translation.

Student Advisory Committees (SAC)

Student focus groups and observations at all sites in March and April provided feedback on LCAP progress and suggestions for school, academic, and social-emotional improvements.

Facility Improvement Needs

Students highlighted needs for better water fountains, improved bathrooms (deeper sinks, bigger stalls), vaping sensors, and updates to athletic facilities like baseball field fountains, pools, and locker rooms.

LCAP Goal 1: Academic Achievement

Enhancing Academic Rigor & Readiness

"Talk to recent graduates who say AP classes don't always match college rigor." "Explore focused areas like aviation, marine science, nursing, culinary, using local resources to expand career tech ed."

Addressing Learning Gaps

"Hard for kids to catch up once behind; strengthen middle school math & history, and elementary math to prevent deficits."

Equitable Access & MTSS Implementation

"Aim for even programs across classrooms so all benefit." Growth area: Strengthen MTSS with consistent interventions, staff training, and data-driven support decisions.

LCAP Goal 2: Social Emotional Learning

Fostering Belonging and Inclusion

Events like chalk art and Falcon Fest create a sense of belonging. The Buddy system fosters relationships between older and younger students. Promoting a diverse and inclusive environment builds community and trust.

Addressing Safety and Respect

Concerns remain about racist language and safety, especially at PGHS. Stakeholders want assurance that SEL work continues despite external challenges and a focus on respectful interactions.

Improving Communication and Engagement

More parent presence and authentic engagement are needed. Some feel that SEL messaging lacks sincerity. Ongoing efforts should seek meaningful stakeholder input and demonstrate consistent SEL integration to build trust.

LCAP Goal 3: Intervention and Support

Expanding and Improving Academic Support

"One to one connection with teacher or staff member in areas students struggle with and receiving feedback." "More accessibility to support outside instructional hours for students to work together."

Enhancing Teacher Capacity

"Teachers break down content & teach in multiple ways to meet diverse student needs.
Differentiation/Scaffolding."
Academic counseling check-ins at high school provide feedback and accountability.

Equitable Support Systems (MTSS)

"Sometimes feels like all or nothing. Students with IEPs get a lot; others may not know how to get support." Creating a cohesive system with clear tiers, streamlined access, consistent implementation, and info accessible to students & families.

LCAP Goal 4: Cultural Proficiency

Enhancing Curriculum and Instruction

"Continue with the activities at each site for heritage months and ensure representation across all cultural groups." "What is the standard for all teachers to represent cultural diversity in the classroom? Teachers knowing or not knowing how to respond to racism and bullying on campus."

Promoting Equity and Addressing Disparities

"Advertising should include (Vendors) diverse populations in its advertising. Students representing diverse populations that our students represent." "Equality vs Equity wants to see the school with the most diversity have more resources (financial)."

Fostering Inclusive Environments

"My daughter asked me to buy skin cream to lighten her skin. Schools need to better respond to racism and bias. Celebrating all cultures and teaching diversity and inclusion." "Students of color face higher bullying rates (LCAP survey)."

Student Voice: Elementary, Middle, High

01

Elementary Student Input

Students feel included and value their school community, appreciating programs like art, music, and PE. They requested improvements in playground equipment, auditorium facilities, and landscaping to enhance their environment.

02

Middle School Student Input

Students highlighted a positive social environment with belonging and support, enjoying hands-on labs and group projects. They noted workload challenges and called for facility repairs like playground and sewage fixes.

03

High School Student Input

Students value caring staff and a diverse community. They appreciate hands-on learning but want more academic support, especially in honors classes. Facility needs include better water fountains, bathrooms, vaping sensors, and athletic upgrades.

Summary of Key Findings

Strengths Across Data Sources

High academic motivation and expectations reported by students, improved perceptions of caring adult relationships, increased feelings of safety and connectedness, and strong performance on state assessments compared to county and state averages.

Areas for Growth

Needs include addressing student sadness and social-emotional distress, enhancing consistent implementation of academic supports (MTSS), improving school climate factors like rule clarity and bullying prevention, and increasing parent involvement and communication.

Stakeholder Feedback Highlights

Input emphasized fostering belonging and inclusion, expanding targeted academic support, promoting equity and cultural proficiency, improving communication and collaboration between home and school, and addressing facility improvements to enhance student experience.



Next Steps for LCAP Development

Complete LCAP Draft

Incorporate all stakeholder input from community engagement, advisory committees, and data analysis to finalize the 2024-25 LCAP draft by May 16th, 2025.

Revised LCAP draft
Incorporated stakeholder feedback
Alignment with district goals and data

Public Hearing

Hold a public hearing to present the LCAP draft to the community (May 15), gather final input, and ensure transparency and inclusiveness in the approval process.

Public hearing presentation
Community feedback documentation

Finalize Board Packet

Prepare and submit the final LCAP board packet May 2025, including all revisions and supporting documentation for board review.

Final LCAP board packet
Supporting documents
Revision summary

Board Approval & Engagement

Present the LCAP for board approval on June 5th, 2025 and continue ongoing engagement with stakeholders to monitor implementation and outcomes.

Board approval resolution
Ongoing stakeholder communication plan
Implementation monitoring framework