

## Program Team Review: SMCOE 2023-24 LCAP Clarification Table

District: **La Honda-Pescadero Unified School District**

***By August 15th:***

The following items need clarification in your 2023-24 LCAP. If the response you submit is determined to be sufficient, you will be notified, and a copy of this clarification table will be posted with your LCAP on the SMCOE website.

The components of the LCAP for the 2022-23 LCAP year must be posted as one document assembled in the following order:

1. The 2023-24 Budget Overview for Parents
2. The 2023-24 LCAP
3. The Action Tables for the 2023-24 LCAP
4. The Instructions for the LCAP Template

SELPA					
Page # in the LCAP	Item	Clarification Needed	District Response	COE Response to District	Additional District Response (if Needed)
		No clarification needed.			

Plan Summary					
Page # in the LCAP	Item	Clarification Needed	District Response	COE Response to District	Additional District Response (if Needed)
		See notes in external form.			



Engagement with Educational Partners					
Page # in the LCAP	Item	Clarification Needed	District Response	COE Response to District	Additional District Response (if Needed)
	Prompt 1	<p>Include how the required educational partners were engaged in the LCAP process.</p> <p><input type="checkbox"/> Include: other school personnel.</p>	<p><b>Other school personnel were in attendance at the May 31st staff meeting to review board goals.</b></p>	<p>No further clarification needed.</p>	<p><b>Added to lcaph</b></p>
	Prompt 2	<p>Update for current context and describe and summarize Educational Partners' feedback.</p> <p>For the analysis of Educational Partners' feedback, indicate ideas, trends, and inputs from feedback.</p>	<p><b>Educational partners feedback trends:</b></p> <p><b>Communication/ community engagement- Parents, Parents of English Learners</b></p> <p><b>Maintain small</b></p>	<p>No further clarification needed.</p>	

Engagement with Educational Partners					
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			<p>class sizes- teachers, parents, parents of English Learners</p> <p>Provide strong academic supports in combination classes.- Parents, teachers, parents of English Learners, Parents of Special Education students</p>		
	Prompt 3	Include Goals or Actions that were	Goals were	No further	



Engagement with Educational Partners					
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		influenced by specific input from educational partners for the current LCAP year.	established in 2020-2021 through a comprehensive engagement process with educational partners. In 2022-2023, Educational Partners shared the following feedback which informed goals and actions for 2023-2024  1.5 Engage	clarification needed.	



## Engagement with Educational Partners

Page # in the LCAP	Item	Clarification Needed	District Response	COE Response to District	Additional District Response (if Needed)
			<p>Families- Actions and investment in Community Liaison and Engagement staff due to educational partner feedback that some families feel disconnected from school staff due to language and cultural barriers.</p> <p>2.4 Communicating</p>		



Engagement with Educational Partners					
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			outcomes. Partners (Board, families) shared that communication strategies need further development to adequately engage all families. LHPUSD has a strong basic model of communication such as website, newsletters, text notices, etc but needs to deepen		

Engagement with Educational Partners					
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			<p>understanding of the best way to communicate with all families.</p> <p><b>3.4 Curriculum:</b> The Instructional Framework and the piloting of new literacy curriculum was informed by teacher feedback regarding existing literacy and ELD programs.</p> <p><b>3.10</b></p>		





## Engagement with Educational Partners

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			Collaboration and Prep Time was influenced by staff feedback that the piloting of new materials and the adoption of the Instructional framework required time and support for teachers to successfully implement.		



Goals and Actions					
Page # in the LCAP	Item	Clarification Needed	District Response	COE Response to District	Additional District Response (if Needed)
Page 25	Goal 1: Goal Analysis-  Prompt 2	Include information about Action 1.7 in Prompt 2 of the Goal Analysis.	<b>1.7 Not implemented in 2022-2023.</b>	No Further Clarifications Necessary.	
Page 30	Goal 2: Goal Analysis-  Prompt 4 is empty	Complete Prompt 4 in the Goal Analysis section. If there are no changes planned for this Goal, Actions, and Metrics, then you may put an 'N/A' so that the box isn't empty.	<b>N/A</b>	No Further Clarifications Necessary.	
Page 38	Goal 3: Goal Analysis-  Prompt 2	Include information in Prompt 2 of the Goal Analysis for the following Actions in Goal 3: 3.13, and 3.14.	<b>3.13 -There was a material difference between budgeted expenditures and actuals. Technological devices were provided</b>	No Further Clarifications Necessary.	



Goals and Actions					
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			to students utilizing devices purchased in 2021-2022. 121 chromebooks were deployed in 2022-2023. 3.14 There was a material difference in budgeted expenditures due to a late teacher resignation (July 30, 2022) resulting in shifting the teacher who had been hired in this position to the vacant position.		

Increased or Improved Services					
Page # in the LCAP	Item	Clarification Needed	District Response	COE Response to District	Additional District Response (if Needed)
41-42	Prompt 1	For Action 3.4, what specific need does the Director of Curriculum, Assessment, Instruction and Design specifically address for English Learners, Foster Youth, and Low Income Students. Include this specific need in the narrative.	<b>The Director analyzes academic data of our Unduplicated Pupils and supports intervention services for Unduplicated Pupils who are performing below standard. The Director selects and directs the piloting of new curriculum materials to address literacy</b>	No further clarification needed.	



			and <b>ELD</b> needs. <b>The Director</b> also engages in <b>Data Chats</b> with teachers to review data by subgroup of students and collaborate with the classroom teacher to determine instructional strategies to address the need.		
41-42	Prompt 1	For Action 3.10, what specific needs does Collaboration and Prep time for K-5 Teachers specifically address for English Learners, Foster Youth, and Low Income Students. Include this specific need in the narrative.	<b>Collaboration and Prep</b> allows teachers the time to develop lessons specific to the needs of <b>English Learners, Foster Youth and Low-Income</b>	No further clarification is needed.	



			<p>students through the evaluation of assessment data. TK-5 teachers are piloting new materials related to the Science of Reading as well as new literacy assessments and intervention supports. Collaboration and prep time allows teachers the time to thoughtfully implement this new curriculum. 6th-12th grade teachers are implementing a new Instructional Framework which individualizes and</p>		
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			<p>personalizes learning for students. The Instructional Framework specifically focuses on teachers identifying and addressing the specific needs of students. This shift of Instructional Framework supports Unduplicated Pupils through a rigorous review and response to data and is reinforced through Data Chats.</p>		
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41-42	Prompt 1	For Action 3.12, what specific needs does Maintaining Small Class Sizes specifically address for English Learners, Foster Youth, and Low Income Students. Include this specific need in the narrative.	<b>- Maintaining Small Class Sizes addresses the needs of Unduplicated Pupils. LHPUSD students TK-5 are in combination classes at all but one of the TK-5th grade classrooms. Maintaining small class sizes, is essential to ensuring that classrooms do not exceed 2 grade levels. English Learners, Foster Youth and Students who are Low Income benefit from a smaller range of</b>		
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			abilities in the classroom (2 grades rather than 3) allowing the teacher more time and attention to grade level specific instruction.		
41-42	Prompt 1	For Action 3.14 communicate the specific needs of English Learners, Low Income and Foster Youth students that Student Support addresses, how the action addresses those needs, and how the action will help unduplicated students achieve the associated goal.	Action 3.14 was sunsetted for 2023-2024 due to staffing shortages	No further clarification needed.	



### Contributing Action Table

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		No clarification needed.			

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