



Piedmont Unified
School District

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Piedmont Unified School District

CDS Code: 01-61275-0000000

School Year: 2022-23

LEA contact information:

Cheryl L. Wozniak

Assistant Superintendent, Educational Services

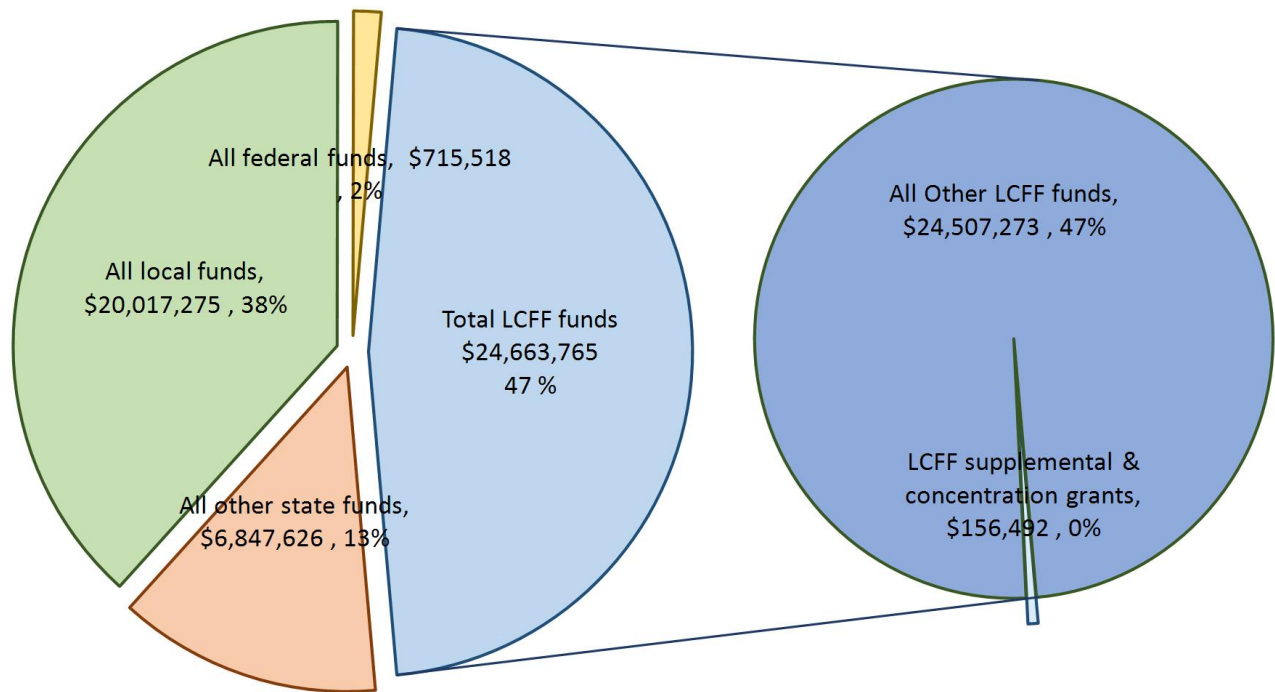
cwozniak@piedmont.k12.ca.us

510-594-2686

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

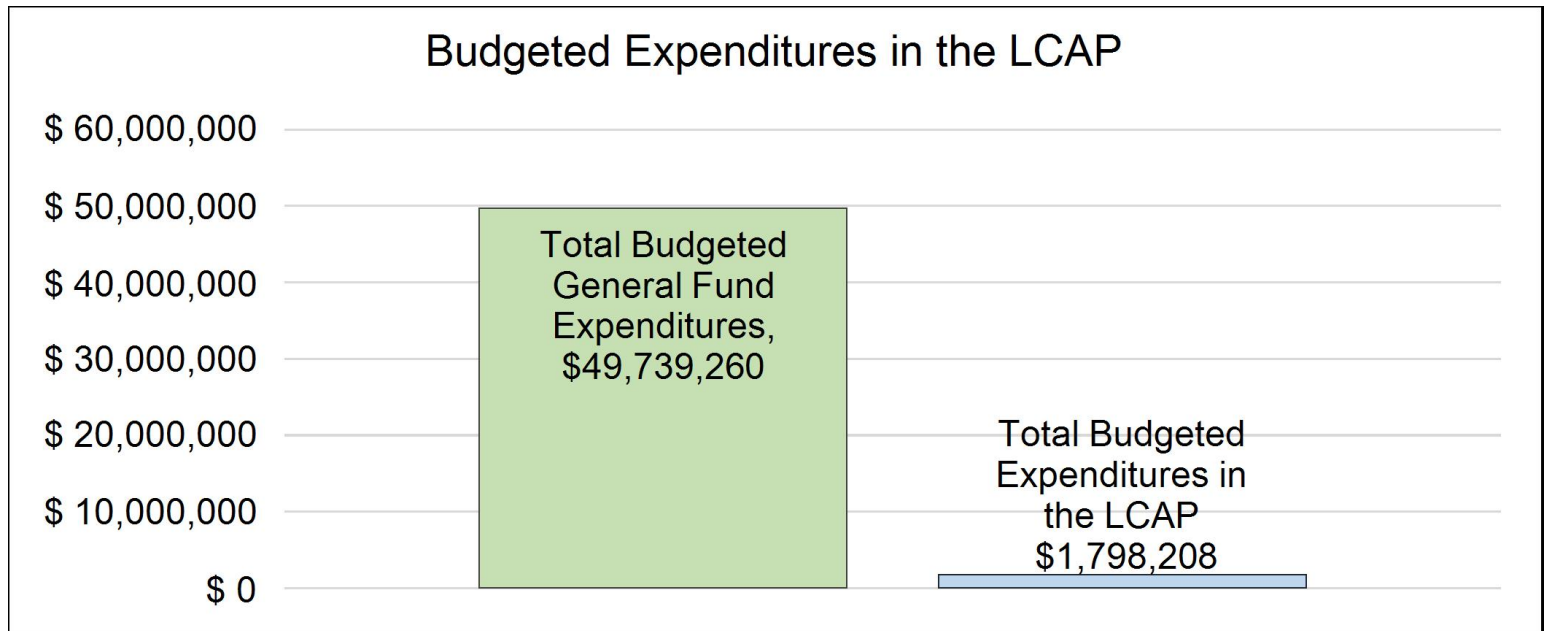


This chart shows the total general purpose revenue Piedmont Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Piedmont Unified School District is \$52,244,184, of which \$24,663,765 is Local Control Funding Formula (LCFF), \$6,847,626 is other state funds, \$20,017,275 is local funds, and \$715,518 is federal funds. Of the \$24,663,765 in LCFF Funds, \$156,492 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Piedmont Unified School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Piedmont Unified School District plans to spend \$49,739,260 for the 2022-23 school year. Of that amount, \$1,798,208 is tied to actions/services in the LCAP and \$47,278,829 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

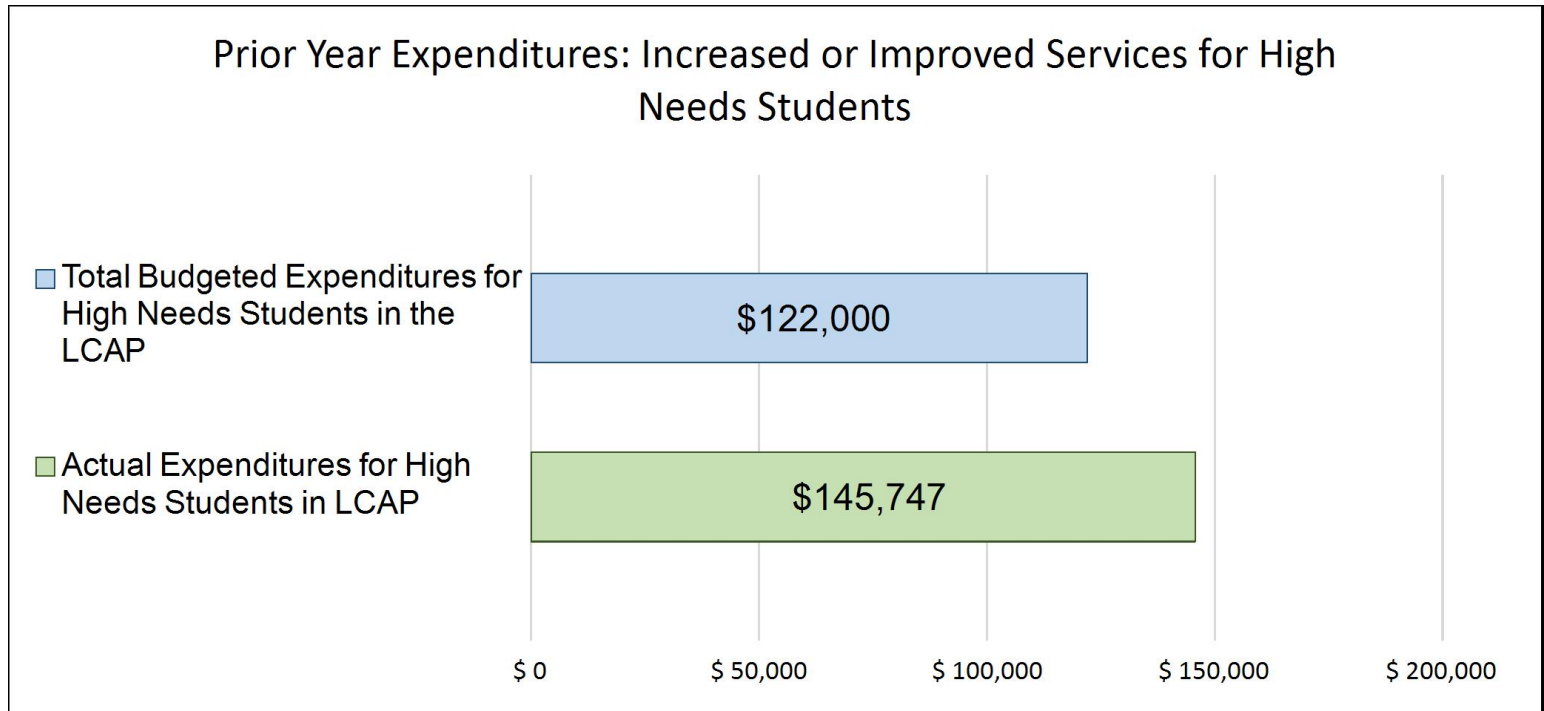
Expenditures not included in the LCAP include salaries and benefits for classroom teachers, student support staff, administrators, administrative support staff, custodial and facilities maintenance staff, and food service workers. Also not included is the cost of business operations, insurance, utilities and classroom supplies.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Piedmont Unified School District is projecting it will receive \$156,492 based on the enrollment of foster youth, English learner, and low-income students. Piedmont Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Piedmont Unified School District plans to spend \$156,492 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Piedmont Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Piedmont Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Piedmont Unified School District's LCAP budgeted \$122,000 for planned actions to increase or improve services for high needs students. Piedmont Unified School District actually spent \$145,747 for actions to increase or improve services for high needs students in 2021-22.



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Piedmont Unified School District	Cheryl Wozniak Assistant Superintendent	cwozniak@piedmont.k12.ca.us 510-594-2686

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

The Piedmont Unified School District (PUSD) engaged its community in the spring of 2021 to gather feedback on the use of funds from Expanded Learning Opportunities (ELO) Grant. These meetings included parents, teachers, classified staff, high school students, and administrators. Additionally, PUSD gathered survey input. First, educational partners were invited to attend the regularly scheduled meetings for the Local Control Accountability Plan (LCAP). These meetings were held on the following dates: March 30, April 27, and May 25. Next, the ELO grant was discussed in negotiations with teachers on May 18, 2021. Third, educational partners gave input at the Budget Advisory Committee meeting on May 20, 2021. Finally, survey data was collected at the elementary level by site principals.

Beginning in the summer of 2021, the PUSD developed several committees to realize its goals for the 2021-2024 LCAP and ELO Grant. These committees include the Diversity, Equity, and Inclusion (DEI) Council, LCAP Committee, Multi-Tiered Systems of Support (MTSS) Leadership Team, Curriculum Adoption Team, and Health Council. Each of these groups have been tasked with developing and monitoring plans and gathering community feedback for the goals outlined in the LCAP. Directly related to general oversight of the LCAP is the LCAP Committee. This team, which comprises district leadership, board trustees, parent group representatives, and the full school site councils for each school in PUSD, meets bimonthly to review elements of the LCAP, provide feedback, and make the connection between the LCAP and school plans.

The Annual Update for 2021-22 was reviewed with the LCAP Committee during its January 20, 2022 meeting. This Annual Update was also reviewed during PUSD's February 9, 2022 general Board of Education meeting. The budget information included in this update is reflective of the First Interim Report for Fiscal Year 2021-22, which was approved by the Board of Education during its December 8, 2021 meeting.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Not applicable. The percentage of low-income, English learners, and/or foster youth is less than 55 percent.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The Piedmont Unified School District presented recommendations for use of the one-time funds through board engagements in May and June of 2021. Use of these funds were aligned with goals identified by the district and community through the district's annual process for developing its Local Control Accountability Plan. This process included meetings with the district's LCAP Committee, a survey, and board presentations. In the 2020-21 school year, the LCAP Committee was open to the full Piedmont Unified School District community and provided opportunities for community members to give feedback on current goals and suggestions for new goals.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The district did not qualify for any ESSER funds because the percentage of students receiving Title 1 funds dropped below the threshold.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

The PUSD is on-track and providing many of the programs and services outlined in the LCAP and reflective of the additional funding received through the ELO Grant. This includes providing summer school programming to elementary students at risk of falling below grade level standards, investment in additional staffing and support services to meet student and staff social-emotional needs resulting from the pandemic, and hiring a Director of Diversity, Equity, and Inclusion (DEI). The PUSD has prioritized its work in DEI following adoption of board policies and administrative regulations specific to DEI. This has included working with a consultant to assess the district's needs related to DEI through extensive stakeholder engagements, and through Professional Learning (PL) for staff that was provided by the new Director of DEI, who was hired in December, 2021. An example of this professional learning occurred on January 3, 2022, when all district staff participated in a professional learning day dedicated to racial identity. Follow-up sessions are planned through the spring and summer of 2022.

In light of the additional demands on staff time (at the school and district levels) to conduct COVID-19 testing, contact tracing, and community outreach, some of the goals outlined in the 2021-24 LCAP have been delayed. This mostly includes work related to curriculum adoptions, which were planned to begin in the fall but have been delayed until spring. We plan to delay the review of existing curriculum until after staff have completed the remainder of the staff PL on Diversity, Equity and Inclusion, which will take place in June, 2022 for teacher leaders and October, 2022 for the rest of certificated staff and para-educators. With foundational learning in DEI, we believe our staff will be better prepared to identify curriculum that promotes racial and educational equity and to conduct an audit of current materials that may need revisions or augmented materials to ensure that they are representative and inclusive.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs

to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff*

who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: *“A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”*

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



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
Piedmont Unified School District	Cheryl L. Wozniak Assistant Superintendent, Educational Services	cwozniak@piedmont.k12.ca.us 510-594-2686

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Welcome to the Piedmont Unified School District! "Students Come First " in the Piedmont Schools. Educators work hard to provide students with a comprehensive, rigorous, and relevant TK- 12 curriculum. Parent participation in classrooms, on field trips, and on boards and committees is high. Residents demonstrate their commitment to education in a variety of ways. The Piedmont Education Foundation provides \$3 million in funding support which is raised through Parent Club fundraising events and through the annual Giving Campaign. Piedmont residents pay a parcel tax that contributes approximately \$9.0 million, or nearly one-third of the district budget, yearly. Piedmont residents currently pay a second parcel tax that contributes \$2.6 million annually toward Piedmont Unified School District (PUSD) employees' salaries. Thanks to the generous financial support, PUSD is able to attract and retain highly qualified educators who provide an outstanding educational experience for our students.

Piedmont Unified strives to provide a stimulating educational environment for approximately 2,500 students. PUSD is among the highest-ranking unified school districts in California on standardized testing measures and over 95 percent of Piedmont Unified School District graduates pursue a college education.

A team of over 360 highly experienced and dedicated teachers, support staff, and administrators work with students at six school sites: three

elementary schools, one middle school, one traditional high school, and one alternative high school. The Piedmont Adult School is WASC-accredited and offers both a diploma program and a fee-based program.

The Piedmont Unified Mission Statement is: Piedmont Unified, an exemplary school district committed to public education, is dedicated to developing independent learners who are responsible, competent, and intellectually curious with a strong sense of self and community. Through quality instruction and shared leadership, the District will impart knowledge and promote creative and critical thinking in a safe, nurturing, and challenging environment.

Piedmont's LCAP Vision Statement is: All Means All: Raising Future Leaders Who Think Critically for the Benefit of All.

To achieve this vision, PUSD commits to becoming an anti-racist school district where all staff members work together to identify every inequity within our system, do the work necessary to change inequitable practices and the culture that created them, and repair harm whenever it is caused to individuals or our community.

Why is this commitment important and necessary?

Racial inequities continue to exist and deep harm has been caused for people of color as a result of systemic barriers created intentionally and unintentionally by people with privilege and power.

What is the district's goal for students?

PUSD's goal is for all students to learn in a culturally relevant and academically enriched school environment where they are included and know they belong.

Background and History of Piedmont:

Located in the East Bay hills, Piedmont is a small, residential community surrounded on all sides by the city of Oakland and is almost entirely zoned for single-family dwelling residential use. Piedmont has a City Hall, a Community Hall, a Veterans' Memorial Building, a Recreation Center, Aquatics Center, and Center for the Arts. Public parks include Piedmont Park, Dracena Park, Crocker Park, Hampton Park, Linda Ave Tot Lot and Dog Run, Kennelly Skate Park, and Blair Park. Playfields include Coaches Playfield, Linda Playfield, and Piedmont Sports Field (at Hampton Park).

Residents of Piedmont originally sought incorporation in 1907. Two elections were held among the citizens of Piedmont in 1907, both of which narrowly upheld the decision for Piedmont to become a separate city, rather than become a neighborhood within the city of Oakland. Piedmont became a charter city under the laws of the state of California on December 18, 1922. On February 27, 1923, voters adopted the charter, which can only be changed by another vote of the people.

Piedmont is located in the greater Bay area, yet its racial composition does not reflect the diversity of the East Bay. The racial demographics of students in Piedmont Unified, compared to Alameda County, are as follows: Hispanics 7.7% compared to 33.9%, American Indians .04% compared to .27%, Asian-Americans 12.7% compared to 24.6%, Pacific Islanders .07% compared to 1%, Filipinos .8% compared to 4.9%,

African-Americans 1.3% compared to 10.4%, Whites 59.2% compared to 18.9%. The percentage of Piedmont students who identify as two or more races is 18.3% compared to 5.4%, so the data listed for single ethnicities do not reflect some of the racial diversity of Piedmont's population.

"A people without the knowledge of their past history, origin, and culture is like a tree without roots." Marcus Garvey.

On June 6, 2020, Meghan Bennett, created the Sydney Dearing website. Meghan grew up in Piedmont and returned to raise her children. This website is about the first Black homeowner in Piedmont, California who was forced out of the city because of the color of his skin. On April 18, 2022, Mayor Teddy Gray King and the City of Piedmont recognized Sidney Dearing at a City Council meeting. A historical plaque is being created for Sidney Dearing and his family to be placed in what is now Dearing Park. Dearing Park is located on Wildwood Avenue across the street from his previous house (#103). For more Piedmont history and the efforts being made to address its racist history, go to <https://www.historyofpiedmont.com>.

Local Control Funding Formula (LCFF):

The Local Control Funding Formula (LCFF) was enacted in 2013-14 and replaced the previous kindergarten through grade 12 (K-12) finance system which had been in existence for roughly 40 years. The LCFF establishes base, supplemental, and concentration grants in place of previously existing K-12 funding streams. The change in the funding formula coincided with newly-adopted California State Standards (CA-SS) in English Language Arts (ELA) and Mathematics, as well as the more recently adopted Next Generation Science Standards (NGSS). The new standards are more rigorous and emphasize depth over breadth.

The Local Control Accountability Plan (LCAP) is a living document outlining the goals, actions and services, measurable outcomes, and budgeted expenditures generated by a team of educational partners committed to and invested in leading and supporting the work related to student success.

Piedmont Unified School District teachers, classified staff, and administrators are committed to preparing students to be global citizens who graduate with the 21st-century learning skills necessary for them to be college and career ready, as well as happy and healthy citizens prepared for life.

Substantial shifts in student learning outcomes require substantial changes to be made to well-established teaching methods. As the California Department of Education continues its cycle for reviewing content area curriculum and pedagogy, Piedmont continues to update its curriculum and instructional methods to align with new State frameworks and content standards. Goal 2 of PUSD's LCAP includes actions that align to State instructional materials adoptions: science, health, history-social science, world languages, and mathematics. Per the Racial Equity Board Policy, PUSD will focus heavily on adopting culturally responsive curriculum and instructional practices and research equitable grading policies and practices.

Equally important is the social-emotional well-being of all students and staff. For students to be successful in school and in life, we believe they must feel physically safe, emotionally supported, and part of a caring and inclusive community. For this reason, the School Board chose Goal 1, which focuses on social-emotional wellbeing, equity, and inclusion as their top priorities. We continue to hear that some students do

not feel safe and included in our schools, namely students of minority groups related to race, religion, ethnicity, academic or physical ability, gender identity, sexual preference, and socioeconomic status. We are taking a systems approach to addressing these inequities so actions were developed in all three goal areas: Social-Emotional (Goal 1), Academic (Goal 2), and Community and Culture (Goal 3).

Piedmont welcomes student voice and advocacy, and we have included student-identified needs in our LCAP. In early 2020, the Black Student Union formed. African American students from Millennium High School and Piedmont High School have experienced racism as Black youth attending school in Piedmont. In the fall of 2020, the advocacy for an Asian Americans Club was formed out of a desire to learn and share about their cultures and in response to the rise of Asian hate crimes due to the political rhetoric blaming the Asian community for the spread of Covid-19. Representative students from each of these clubs made videos sharing personal testimonies of experiences they have had where they felt different from their white peers beginning in elementary school. We have had multiple incidents of anti-semitism where our Jewish students have been the target of discrimination. These student voices need to be heard. Another high school club, Piedmont for Consent (P4C), formed in the fall of 2020 in response to the Piedmont Protectors Instagram account that brought to light an alarming number of incidents of sexual harassment and sexual violence experienced by high school students in our community. Also created that fall, the Instagram account, Reporting Racism Piedmont, recounted multiple racist actions by students and staff toward students of color. These reports have highlighted the need for PUSD to provide extensive education for students and professional learning for staff about equity, inclusion, and consent.

The percentage of students with diagnosed academic, physical, sensory, or mental disabilities is 12.6%, and we have a disproportionate number of students with disabilities who have been suspended when compared with the number of suspensions for general education students. To truly create a place where Students Come First, and to create a more anti-racist and inclusive school community, Piedmont has adopted two Board Policies (BP 0415: Educational Equity and BP 0415.1: Racial Equity) that outline specific steps PUSD must take to review our curriculum, instructional practices, anti-racist practices, and efforts to include the wide range of students, staff, and families we serve. As such, the majority of actions and services in our LCAP are in response to these board policies.

Results of the California Healthy Kids Survey (CHKS) taken in 2020 prior to the pandemic revealed that fewer than 81% of students district-wide feel connected to their school and between 68-91% of students feel safe at school. In March 2021, one year after the Covid-19 pandemic caused Piedmont schools to close, results from 18% of students in grades 3-12 who took the Behavioral and Emotional Screening System (BESS) revealed they were at an elevated or extreme emotional or behavioral risk. These data suggest that many students are feeling greater levels of stress, anxiety, and sadness due to loneliness and isolation from the pandemic. Results of the Cal School Staff Survey taken in 2019-20 revealed that 87% of staff who took the survey strongly agree/agree that schools are a safe place for staff, 83% strongly agree/agree that their site is a supportive and inviting place for staff to work, and 78% strongly agree/agree that their school promotes trust and collegiality among staff. Goal 1 of our LCAP outlines several actions and services related to equity, inclusion, social justice, school culture, and student and staff wellness.

Piedmont continues its long history of educational excellence in all academic areas. Goal 2 focuses on the curricular programs and services that PUSD provides for all students, as well as specific supports identified for students that require differentiation. Students with exceptional needs include those needing enrichment, those who need targeted intervention in literacy or math, those who need explicit instruction in English language development, and more. Goal 2 also includes our planned curriculum adoptions over the next three years.

Goal 3 includes actions and services that focus on staff development and coaching. The aim is to support teachers and staff to provide equitable learning experiences for all students through differentiated lessons for students of special populations and more integrated learning experiences for students, and to create a culture where teachers work in professional learning communities. Pursuant to BP 0415.1, Goal 3 also details efforts we will make to support our staff to develop their capacities related to diversity, equity, and inclusion and to hire a more diverse workforce.

Parent involvement is a cornerstone of Piedmont Schools, and the input of community members is integral to the process of creating our LCAP. Members of parent support groups (PRAISE, ALPS, Piedmont Arts Fund, Piedmont Makers, PADC, PAAC), parent clubs, and Piedmont Education Foundation, as well as teachers, classified staff, site and district administrators, and students give input into creating the actions and services developed to meet them.

We are proud of the efforts that went into creating the 2021-24 Local Control Accountability Plan to continue striving toward the vision of ALL MEANS ALL! Our goal is to provide the support needed for every child to develop into a happy, healthy person who is valued and respected for all aspects of their identity.

Piedmont Unified School District's 2021-24 LCAP is divided into three Goal Areas, with three Key Initiatives for each Goal.

GOAL #1 (Social-Emotional) - All students and staff will feel physically safe and emotionally supported as part of a caring and inclusive community.

- (1) Equity, Inclusion, & Social Justice
- (2) School Culture: SEL/PBIS/RJ
- (3) Wellness: Mental Health Services, Wellness Programming

GOAL #2 (Academic) - All students will engage in relevant learning experiences that foster life-long curiosity, creativity, collaboration, critical thinking, communication, and responsible citizenship.

- (1) Standards-Aligned Instruction
- (2) Differentiated Learning Opportunities
- (3) Assessment

GOAL #3 (Community and Culture) - Teachers and staff, with district partners, will ensure an outstanding educational experience for every student through collaboration, innovation, and professional growth.

- (1) Professional Learning
- (2) Partnerships with Families
- (3) Teaching and Learning Experiences for Diverse Students and Staff

As the PUSD reviewed outcomes from year 1 of the LCAP (the 2021-22 school year), and engaged with staff and the community, we have identified changes to the working of LCAP Goal Areas, Key Initiatives, and Sub-goals. Below are the new Goal Areas and Key Initiatives,

which will take effect for the 2022-23 and 2023-24 school years:

GOAL #1 (Social-Emotional) - All students and staff will feel physically safe and emotionally supported as part of a caring and inclusive community.

- (1) Equity, Inclusion, & Social Justice
- (2) School Culture
- (3) Wellness Services and Health Education

GOAL #2 (Academics) - All students will engage in relevant learning experiences that foster life-long curiosity, creativity, collaboration, critical thinking, communication, and responsible citizenship.

- (1) Standards-Aligned Instruction to Maintain High Levels of Academic Achievement for All Students
- (2) Multi-Tiered System of Support for English Language Arts (ELA)
- (3) Differentiated Learning
- (4) Equitable Teaching and Grading Practices

GOAL #3 (Community and Culture) - Teachers and staff, with district partners, will ensure an outstanding educational experience for every student through collaboration, innovation, and professional growth.

- (1) Professional Learning
- (2) Communication and Collaboration
- (3) Teaching and Learning Experiences of Diverse Staff and Students

Additional changes to the Sub-goals of the Key Initiatives will be outlined in each goal area within the plan itself.

Reflections: Successes

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

The California School Dashboard does not contain new state provided data measures. The district has reviewed available data sources to reflect upon successes through the last year.

One data point analyzed was from the administration of CAASPP to 3rd-8th graders and 11th graders in the Spring of 2021. Participation in the assessment was high in grades 3-8, and results were consistent with pre-pandemic achievement as reported 2/9/2022 at a school board meeting <https://tinyurl.com/yckcwz5b>

85% of tested students met or exceeded state standards in ELA.

82% of tested students met or exceeded state standards in Math

The data was also reviewed by student group:

Black/African American 58% ELA, 50% Math

Asian 91% ELA, 89% Math
Hispanic 73% ELA, 71% Math (double state in ELA and growth in Math)
White 86% ELA, 81% Math
2 or more 87% ELA, 86% Math (growth in math)
SwD, 56% ELA, 58% Math increase in PUSD Special ed math scores

Though not included yet on the California Dashboard, Piedmont has reviewed several indicators to evaluate students success:
Graduation Rate improved to 97% for 2020-21 from 94% anomaly in 2019-2020
Chronic Absenteeism is down to 1.8% district-wide from 4.6% in 2018-19
Suspensions were 0% in 2020-21 compared with .7% in 2018-19

Below are Piedmont Unified School District's California School Dashboard Results for 2019, the last year where the state has provided this data on the Dashboard:

Note: The California School Dashboard uses five 'colors' to represent levels of performance. The lowest level of performance is represented by RED, followed by ORANGE, YELLOW, GREEN, and BLUE as the highest level of performance. A given color is determined based on the student group's outcomes from the most recent year and the change in outcomes from the previous year. This method acknowledges the growth being made by schools and districts for specific student groups, even if their overall outcome is not yet at a "high" level. In June 2020, Senate Bill 98 suspended the reporting of state and local indicators on the 2020 California School Dashboard. For this reason, PUSD used the 2019 California Dashboard data to identify areas of low performance and significant performance gaps among student groups.

PUSD has very strong results on the California Dashboard. Nearly all performance indicators were at the highest (Blue) level and Piedmont schools continue to score among the highest in Northern California in English Language Arts and Mathematics.

PUSD's Academic Performance Overall and by Student Group:

(1) English/Language Arts: Blue, 87.8 points Above Standard, maintained
Blue: Hispanic, White, Two or More Races
Green: Asian, English Learners
Yellow: Students with Disabilities
No Rating: African American, Filipino, Homeless, Socioeconomically Disadvantaged

(2) Mathematics: Blue, 84.6 points Above Standard, gained by 3.4 points
Blue: Asian, Hispanic, Two or More Races, White
Green: English Learners
Yellow: Students with Disabilities
No Rating: African American, Filipino, Homeless, Socioeconomically Disadvantaged

(3) Prepared for College and Career: Blue, 82.4% prepared, a gain of 3%

Blue: Two or More Races, White

Green: Students with Disabilities

Yellow: N/A

No Rating: African American, Filipino, Homeless, Socioeconomically Disadvantaged, English Learners, Asian, Hispanic

(4) Local Measures: In addition to the State Standards, PUSD also identified local academic measures for success, and we met all of our goals. Here are the categories we monitored:

Professional Development

Instructional Materials

Policy and Program Support

Implementation of Standards

Engagement of School Leadership

Academic Engagement Overall and by Student Group:

(1) Chronic Absence: Yellow

Blue: N/A

Green: Students with Disabilities, Hispanic, Two or More Races

Yellow: Asian, Socioeconomically Disadvantaged, White

No Rating: African American, Filipino, English Learners, Asian, American Indian, Foster Youth, Homeless, Pacific Islander

(2) Graduation Rate: Blue

Blue: White

No Rating: African American, Asian, English Learners, American Indian, Filipino, Hispanic, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities

(3) Local Measure: Access to a Broad Course of Study--Standard Met

Conditions and Climate Overall and by Student Group:

(1) Suspension Rate: Blue

Blue: Asian, Hispanic, Two or More Races

Green: Socioeconomically Disadvantaged, White

Yellow: Students with Disabilities

Orange: African American

No Rating: American Indian, English Learners, Filipino, Foster Youth, Homeless

(2) Local Indicators: Standards Met

Basics: Teachers, Instructional Materials, Facilities

Parent and Family Engagement

Local Climate Survey

As indicated by our performance overall, PUSD exceeds State Standards with a Blue rating in all but one area (Chronic Absence). PUSD also has met all of our local measures. When reviewed by student group, at minimum we meet State Standards in all but one category (Suspension Rate for African Americans). Based on these data, it is clear that our students are engaging in high-quality and academically challenging experiences across the district. We are proud that we have maintained our strong performance in ELA and that we have gained in Math. Our graduation rate is exceptional (99.6%), and students leave PUSD prepared for post-secondary success in college, career, and life.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The 2019 California Dashboard and more recent data from CAASPP in spring of 2021 indicates some performance gaps and areas of need. In the latest CAASPP data there are performance gaps for
Black/African American students (58% ELA, 50% Math)
Latinx/Hispanic students (73% ELA, 71% Math (growth in Math since 2019)
and Students w/ Disabilities, 56% ELA, 58% Math (increase in math scores from 2019)

Previous Dashboard identified needs:

All performance indicators were at the highest Blue level except for chronic absenteeism which was in a Yellow level. Examining the data at the student group level reveals a few gaps in outcomes.

The 2019 California Dashboard indicates the need for improving Academic Performance in ELA and Math for our students with disabilities. This group scored in the Yellow level in both ELA and Math, two levels below the overall student outcomes at the Blue level. The ELA result still showed that our students with disabilities scored above the goal of meeting the state standard, but due to a 10.6 point drop from the previous year, the student group now is placed in a Yellow tier. For Math, the overall proficiency fell just below the "met" level and this resulted in a Yellow tier placement.

Suspensions are another indicator that reveals disparities in student groups. In 2019, 5.3% of African-American students were suspended, or 2 out of 38 enrolled, which indicates a difference between African-American students and the overall population, given the low number of student suspensions altogether. Piedmont's work related to equity and social justice included passing two School Board policies--one to

address racism and the other all forms of educational inequities. A number of efforts, including restorative justice practices and PBIS, are in the early stages of implementation and are expected to result in better outcomes for African-American students and Students with Disabilities (Yellow tier).

LCAP Highlights

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

PUSD's LCAP has 3 goals and each goal is organized into 3 or 4 key initiative areas:

GOAL #1 - All students and staff will feel physically safe and emotionally supported as part of a caring and inclusive community.

- A. Equity, Inclusion, and Social Justice
- B. School Culture
- C. Wellness Services and Health Education

GOAL #2 - All students will engage in relevant learning experiences that foster life-long curiosity, creativity, collaboration, critical thinking, communication, and responsible citizenship.

- A. Standards- Aligned Instruction
- B. MTSS Support for English Language Arts
- C. Differentiated Learning
- D. Equitable Teaching and Grading Practices

GOAL #3 - Teachers and staff, with district partners, will ensure an outstanding educational experience for every student through collaboration, innovation, and professional growth.

- A. Professional Learning
- B. Communication and Collaboration
- C. Teaching and Learning Experiences of Diverse Staff and Students

Piedmont Unified School District is one of the highest-performing school districts in California. A majority of our students enter a four-year college after high school and student achievement on standardized tests is above state averages, and often, students are testing above grade level. We do have a subset of students who struggle academically in our district, however, and the District needs to develop proactive and preventative means for supporting all students to succeed. To that end, Piedmont is prioritizing the development of a Multi-Tiered System of Support (MTSS) beginning in the 2021-22 school year. Developing a system-wide, tiered approach to intervention will enable us to identify more effectively the students in need of academic, behavioral, and social-emotional support before they become at risk of failure, get referred unnecessarily for Special Education services, or are unable to access our full range of course offerings.

MTSS streamlines and brings cohesion to the good work and best practices that already are in place across our school district and works at making sure those efforts are not occurring in isolation. MTSS will help educators to fill gaps in their standard practices that might exist due to common challenges, like having a limited amount of time to collaborate with colleagues to create intervention lessons.

PUSD is implementing MTSS because it is a research-based, nationally vetted framework that supports educators in shifting the way they work and approach problem-solving (that currently is happening one teacher at a time), to working in collaborative teams as part of a cohesive system where policy, procedures, and practices are aligned.

Piedmont educators have done an incredible job educating our students through the pandemic. They embraced new technology platforms, learned how to use multiple online teaching tools, and persevered through endless months of uncertainties related to the reopening of our schools. Implementing MTSS is in support of everyone being able to work smarter, not harder. MTSS is about changing, improving, and supporting our actions as educators because student outcomes and school systems improve by supporting educators in changing how they work.

Piedmont Unified is implementing MTSS to:

- (1) Ensure a whole-child approach is utilized to meet students' academic, behavioral, and social-emotional learning needs;
- (2) Address the unmet needs of individual students and student groups by making data-driven decisions and providing general education intervention supports within the school day; and
- (3) De-silo our systems to make our processes interconnected and more effective for more students.

We will support our educators in implementing the actions associated with MTSS by:

- (1) Hiring up to 3.0 FTE for teachers on special assignment (TSA) to support educators with the implementation of MTSS by:
 - a. Collaborating with and supporting school site teams to develop their site's MTSS plan for academic, behavioral, and social-emotional supports for students;
 - b. Supporting teachers in their work as collaborative teams to identify the essential learning outcomes (ELOs) for their grade level content area or courses and for the social-emotional wellbeing of their students;
 - c. Providing Tier 1 support for teachers, such as co-planning a unit, co-teaching a lesson, and pushing into classrooms to support small group instruction;
 - d. Supporting teachers with scaffolding and differentiating assignments, instructional strategies, and assessments for students who need Tier 1 support;
 - e. Supporting grade-level and department teams with writing and adopting benchmark assessments for every course and/or grade level, developing common rubrics, and calibrating the scoring of benchmark assessments.
- (2) Giving teachers time for planning with colleagues to identify essential learning outcomes, review data, create benchmark and common formative assessments, and engage in professional learning. Our TSAs will be available to support educators in this work. This time can

come in a variety of formats: Admin-directed CCT, professional learning time, Flex PD hours, summer planning, and release time during the school year to work with their collaborative teams.

See Goal Areas 1, Action Area 2; Goal Area 3, Action Area 1 for more details.

In addition to establishing MTSS, another focus of our 2021-24 LCAP is Diversity, Equity, and Inclusion (DEI). While we have had goals related to DEI in the past, we have a new focus now, based on two Board Policies passed during the 2020-21 school year: BP 0415 and BP/AR 0415.1. These policies outline specific areas for growth and development towards the use of anti-racist pedagogy and curriculum; inclusion of diverse identities, voices, and experiences in our classrooms, schools, district offices, and community events; deepened support for our students, parents, and staff who identify as BIPOC, Jewish, LGBTQ+, low-income, or who receive Special Education services; and professional development for staff in inclusive practices.

Our move towards DEI is of such importance that we have designated which elements of the board policies are being addressed by our goals and actions. These connections are evidenced across all three Goal Areas, with Goal Area 1, Action Areas 1 and 2 being particularly focused on DEI.

Over the period of several months--October through February, 2022--qualitative data were collected from 19 Focus Groups of BIPOC students, staff, and community members. As a result, the need for District Leadership to identity a "North Star" guiding statement for the district's DEIB work was identified. The following DEIB NORTH STAR was drafted by District leadership in collaboration with the consultant who led the DEIB focus groups:

PUSD commits to becoming an anti-racist school district where all staff members work together to identify every inequity within our system, do the work necessary to change inequitable practices and the culture that created them, and repair harm whenever it is caused to individuals or our community.

Why is this North Star commitment important and necessary?

Racial inequities continue to exist and deep harm has been caused for people of color as a result of systemic barriers created intentionally and unintentionally by people with privilege and power. In order for PUSD to achieve its goal for all students to learn in a culturally relevant and academically enriched school environment where they are included and know they belong, all District and Site Leaders must align with one voice and commit to being anti-racist leaders. District and site administrators will continue to grow in their own racial consciousness and participate in professional learning on how to be an anti-racist leader and how to lead a school and district through anti-racist policies and procedures.

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.

Piedmont Unified has no schools within the LEA that have been identified for Comprehensive Support and Improvement under the Every Student Succeeds Act.

Support for Identified Schools

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

Piedmont Unified has no schools within the LEA that have been identified for Comprehensive Support and Improvement under the Every Student Succeeds Act.

Monitoring and Evaluating Effectiveness

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

Piedmont Unified has no schools within the LEA that have been identified for Comprehensive Support and Improvement under the Every Student Succeeds Act.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

To develop the 2021-24 LCAP, Piedmont Unified School District engaged in a robust process over a span of two years. Prior to the pandemic and the dramatic changes to our program that resulted, we had a thorough engagement process that included ongoing LCAP Advisory Committee meetings with staff, parents, teachers, and site principals. In those meetings, we discussed general information as a large group, and then met in grade-level teams facilitated by the principals (elementary, middle, and high school) to discuss areas of the plan in detail.

On August 21, 2019, we held a Special Board Workshop on Special Education and how building a Multi-Tiered System of Support (MTSS) could serve to decrease the number of parent referrals for special education assessments that result in a high number of students who do not qualify for special education services.

On December 9, 2019, we held a Special Board Workshop on Student Stress related to AP and Honors Courses, Homework, Grades, and College Admissions with the intention of proposing new policies and procedures to counter the current practice of students taking increasing numbers of AP and Honors classes to boost their grade point averages rather than out of a genuine interest in the course.

Two Special Board Workshops were held on January 13, 2020, and January 22, 2020, to develop the three LCAP goals for the next 3-year LCAP. These goals were vetted by a large number of educational partners over two meetings held in February and early March of 2020--just before schools were closed due to the pandemic.

In June 2020, in response to the murder of George Floyd, PUSD drafted a Board Policy on Racial Justice and Educational Equity. Significant feedback from Black, Indigenous, and People of Color (BIPOC) students, staff, and community members, along with white allies in these same roles, led to a 3-month process of revising the BP. On September 9, 2020, the Board adopted BP 0415: Educational Equity and BP/AR 0415.1 Racial Equity. The Board policies and Administrative Regulation include many actions that are included in the 2021-24 LCAP.

LCAP Advisory Committee Meetings were held on the following dates spanning nearly 2 years:

November 5, 2019
December 10, 2019
February 10, 2020
March 3, 2020
March 30, 2021
April 27, 2021
May 25, 2021

During these meetings, educational partners considered the most urgent issues facing the district, provided their ideas for how to address those needs, and helped to prioritize the actions developed in our LCAP. These planning sessions were paused as we responded to the pandemic, and resumed again in the spring, 2021.

As the PUSD finalized the Action Areas for the LCAP, we asked our educational partners to prioritize which Action Areas were most pressing for PUSD to address given the pandemic and the consistent issues raised within the district. The three areas of most importance to our educational partners were: Mental Health and Wellness Programming; Equity, Diversity, and Social Justice; and School Culture and Social-Emotional Learning. As a central office, we agreed that these should be our priorities and received this feedback as validation that our planning sessions were reflective of the voice of our community and the identified greatest needs within Piedmont Unified.

The feedback gathered at LCAP Advisory Committee meetings, Special Board Workshops, School Site Council meetings, School Board Meetings, and Educational Partner Meetings on the development of BP 0415 and BP/AR 0415.1 has been woven throughout every Goal Area in our LCAP.

PUSD does not have an English Learners Advisory Committee given the small number of English learners. Parents of English learners were invited to attend LCAP meetings.

PUSD has a parent advocacy group for students with disabilities called PRAISE. Members of the PRAISE Board were invited to attend LCAP meetings. Throughout the year, PUSD consulted with the SELPA on action items in the LCAP.

Year 1: Process for reviewing outcomes and adjusting the LCAP

Throughout the 2021-22 year, PUSD has been providing progress updates on the goals outlined in the LCAP during regularly scheduled Board of Education meetings. Additionally, there exists an LCAP Advisory Committee consisting of parent advisors, teachers, support personnel, site and district administrators, and students that meets bi-monthly to review district progress and consider areas for revision to our LCAP. Additional committees have been formed or reformed this year to support the district to realize the goals contained in the LCAP.

The Board of Education meetings where progress updates were provided (either directly related to the LCAP or goals within the LCAP) occurred on: 9/22/21 (BESS Screener Data), 10/13/21 (LCAP Update), 11/10/21 (LCAP Update), 12/8/21 (1st Interim Financial Report), 2/9/22 (Annual Update and CAASPP Data), 3/9/22 (2nd Interim Financial Report, BESS Screener), 5/11/22 (LCAP Update).

The PUSD also hosted two community engagement events, designed in collaboration with parents, to review the progress the district has made towards our goals in the LCAP and to gather feedback. Those meetings occurred on 3/2/22 and 3/10/22. Additionally, a survey was sent to parents, teachers, and other school personnel to gather feedback (open from 3/16 through 3/21). Finally, LCAP engagements for teachers, administrators, and support personnel were convened in April, and the Assistant Superintendent met with the SELPA Director met on April 4, 2022. Input on DEI work was gathered from members of the DEI Council and input on health education actions was gathered from members of the Health Council.

A summary of the feedback provided by specific educational partners.

Below are examples of how our two-year engagement process informed the LCAP:

- (1) Our special Board Workshop on Student Stress contributed to specific steps we plan to take to reduce student academic pressure that is outlined in Goal Area 1, Action Area 3; and Goal Area 2, Action Area 1.
- (2) Two Board Policies related to Diversity, Equity, and Inclusion (BP 0415, BP 0415.1) were developed in response to feedback from educational partners, inequitable student outcomes, and insights from our community. Those Board Policies are directly related to work identified in our 2021-24 LCAP, including Goal Area 1, Action Areas 1, 2, and 3; Goal Area 2, Action Areas 1 and 2; and Goal Area 3, Action Areas 1, 2, and 3.
- (3) A series of meetings with students and a community town hall meeting on sexual consent has contributed to Goal Area 1, Action Area 3.
- (4) District leadership consulted with the President of the Association of Piedmont Teachers (APT) and several APT members attended the LCAP engagement meetings. Also, discussions about actions paid for using the Expanded Learning Opportunities Grant took place during negotiations. These include but are not limited to the following: after-school tutoring, counseling, teachers on special assignment, secondary reading intervention specialist.

During review of our year 1 progress and in response to community feedback, below are the common areas of feedback and/or need that have informed the changes the PUSD will be making to Years 2 and 3 of the LCAP:

- (1) Requests from parent advisory committee members for improved communication districtwide related to the priorities of the PUSD and its approach to instruction (including rigor, academic supports, and culturally-responsive teaching practices) that are planned or underway (including more insights into the processes that drive our programming)
- (2) Requests from parent advisory committee members, teachers, support personnel, and site/district administrators for a continued focus on student recovery from the pandemic, including addressing learning loss and social-emotional wellbeing.
- (3) Continue to explore identity, race, and inclusion district-wide via large group trainings, small group support, and working groups. Extend these trainings to the community.

Based on the feedback the PUSD received from parent advisory committee members, teachers, support personnel, site/district administrators, and students, we have made changes to the Key Initiatives and related sub-goals associated with our three Goal Areas. Those changes will be reflected in the subsequent sections of this plan.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The LCAP goals were developed by Board members who were in office during the 2019-20 school year.

The three action areas for each of the three goals and their order of priority were influenced by LCAP Advisory Committee members--parents, teachers, support personnel, district/site administrators, students.

The expected measurable outcomes related to racial equity were influenced by members of PADC and PREC and have been vetted by the DEI Council which consists of parents, community members, teachers, support personnel, site/district administrators, and students.

Adjustments to years two and three of the LCAP are in response to feedback gathered from parents, community members, teachers, support personnel, district/site administrators, and students at the LCAP Advisory Committee meetings, Board meetings, and in community engagement sessions related to the LCAP, and site-based engagements.

Goals and Actions

Goal

Goal #	Description
1	All students and staff will feel physically safe and emotionally supported as part of a caring and inclusive community.

An explanation of why the LEA has developed this goal.

This is our social-emotional goal which includes a strong emphasis on equity and inclusion of all identity groups. The Board chose to prioritize the physical and mental health of students by continuing to make social-emotional learning the first goal of the LCAP. They added staff to show their commitment to the wellbeing of all members of the PUSD educational community.

Over the period of several months--October through February, 2022--qualitative data were collected from 19 Focus Groups of BIPOC students, staff, and community members. As a result, the need for District Leadership to identity a "North Star" guiding statement for the district's DEIB work was identified. The following DEIB NORTH STAR was drafted by District leadership in collaboration with the consultant who led the DEIB focus groups:

PUSD commits to becoming an anti-racist school district where all staff members work together to identify every inequity within our system, do the work necessary to change inequitable practices and the culture that created them, and repair harm whenever it is caused to individuals or our community.

Why is this North Star commitment important and necessary?

Racial inequities continue to exist and deep harm has been caused for people of color as a result of systemic barriers created intentionally and unintentionally by people with privilege and power. In order for PUSD to achieve its goal for all students to learn in a culturally relevant and academically enriched school environment where they are included and know they belong, all District and Site Leaders must align with one voice and commit to being anti-racist leaders. District and site administrators will continue to grow in their own racial consciousness and participate in professional learning on how to be an anti-racist leader and how to lead a school and district through anti-racist policies and procedures.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Cal Healthy Kids Survey students (Priority 6)	<p>19-20 Elementary 81% School Connectedness 91% Feel Safe at school 77% Caring adults at school</p> <p>PMS 74% School Connectedness 81% Feel Safe at school 74% Caring adults at school</p> <p>PHS 71% School Connectedness 84% Feel Safe at school 69% Caring adults at school</p> <p>MHS 76% School Connectedness 68% Feel Safe at school 83% Caring adults at school Source: CA Healthy Kids Survey</p>	<p>2021-22 Elementary 86% School Connectedness 90% Feel Safe at School 83% Caring Adults at School</p> <p>PMS 80% School Connectedness 83% Feel Safe at School 77% Caring Adults at School</p> <p>PHS 73% School Connectedness 86% Feel Safe at School 73% Caring Adults at School</p> <p>MHS 64% School Connectedness 74% Feel Safe at School 83% Caring Adults at School Source: CA Healthy Kids Survey</p>			All indicators are over 85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Cal School Staff Survey (Priority 6)	19-20 Strongly agree/agree 87% School is a safe place for staff 83% My site is a supportive and inviting place for staff to work 78% This school promotes trust and collegiality among staff Source: CA Healthy Kids Staff Survey	2021-22 Strongly agree/agree 92% School is a safe place for staff 85% My site is a supportive and inviting place for staff to work 83% This school promotes trust and collegiality among staff Source: CA Healthy Kids Staff Survey			All indicators are over 85%
Facilities in good repair (Priority 1)	19-20 FIT Facility Inspection Tool rates all schools as "good" Source: SARC/FIT	2021-22 FIT Facility Inspection Tool administered in December 2021 found all facilities in "good" or "exemplary" repair. Source: SARC/FIT			No schools marked with rating other than "good"
Suspension rates (Priority 6)	19-20 .2% suspension rate Source: Dataquest	20-21 0% suspension rate Source: Dataquest			Maintain suspension rate below .3% Eliminate any student group suspension rate gap more equal to or more than 2 levels from the overall student outcome on the CA Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Social-Emotional Screener (BESS)	20-21 March 2021 Normal risk --82% Elevated risk --13% Extremely elevated --5% Source: BESS Screener March 2021	2021-22 February 2022 Normal--86% Elevated--11% Extremely Elevated--3% Broken down by gender, our district results were as follows: Female (842 students) Normal--84% Elevated--12% Extremely Elevated--4% Male (944 students) Normal--89% Elevated--9% Extremely Elevated--2% Non-binary (3 students reported) Normal--33% Elevated--33% Extremely Elevated--33% Source: BESS Screener February 2022			85% or higher Normal risk
Multi-Tiered Systems of Support (MTSS)	21-22 Convene a team to develop SEL-	2021-22			MTSS is fully integrated in our

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	aligned MTSS that clearly describes our supports for student wellbeing and methods for addressing student need Source: Internal meeting agendas	A team of eight teachers on special assignment (TOSA) were hired for a total FTE of 3.0. TOSAs curated lessons, provided resources, and led training at faculty meetings and admin-directed common collaboration time on SEL strategies.			schools via instructional practices, school cultures, norms, and approaches to student discipline
Access to high-level high school courses by diverse student population (unduplicated students, students with disabilities, traditionally underrepresented groups) (Priority 7)	20-21 SwD course enrollment in third year of Science pathway MHS: 36%, PHS: 62.5% Female representation in AP Computer Science courses 34%, and middle school Fab Lab and Computer Arts, 20% 39% of 9-12th graders are unduplicated pupils, special ed, 504 or socio-economic disadvantaged. Unduplicated students	21-22 SwD 3rd year of Science pathway MHS: 0% PHS: 35% Overall 56% Female enrollment in high school AP Computer Science courses 41%, and middle school Fab Lab and Computer Arts, 27% 32% of 9-12th graders are unduplicated pupils, special ed, 504 or socio-economic disadvantaged. Unduplicated students and SwD participation			SwD complete the 3-year science pathway at the same percentage as overall students Female enrollment in high school Computer Science AP courses is 50%, and middle school CS related courses is 50% Increase Unduplicated and SwD participation in AP or Honors courses to match overall student participation in those courses

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	and SwD participation in AP and Honors courses 28% and overall student participation is 31% Source: Internal Analysis	in AP and Honors courses 21% and overall student participation is 41% Source: Internal Analysis			
Expulsions (Priority 6)	0 expulsions Source: Dataquest	20-21 0 expulsions Source: Dataquest			Maintain 0 expulsions
Equity and inclusion student and staff survey & diversity and inclusion dashboard	Research equity and inclusion survey and dashboard tools and establish baseline data Source: Meeting agendas	In September, 2021, the Director of DEI resigned the position so an outside consultant was hired to interview BIPOC staff, students, and community members to gather qualitative data on inclusion and belonging. The following areas were identified as needing improvement: I. DIVERSITY EFFORTS AND LEADERSHIP (a) Clear commitment from District leadership to develop			Improve on all indicators

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>a "North Star" to guide the District's DEIB work</p> <p>(b) Provide ongoing coaching and support to school and district leadership to deepen their understanding of DEIB and implementation of inclusive practices and programs</p> <p>(c) Improved districtwide communication that is consistent among leaders and staff</p> <p>(d) Develop policies and procedures for a zero tolerance policy and accompanied by a toolkit of resources</p> <p>II. CULTURE</p> <p>(a) Develop an accountability system that is role modeled at all levels in order to positively impact the culture in all schools and workplaces</p> <p>(b) Review and update the district's and each school's</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>values through an anti-racist lens</p> <p>(c) Create inclusive, accessible spaces for BIPOC staff and students to connect and provide resources and activities that increase their sense of belonging</p> <p>III. GROWTH AND SUPPORT</p> <p>(a) Continue to make small, incremental changes related to DEIB that will lead to meaningful change over time</p> <p>(b) Recommend the Director of DEI hold weekly office hours with an online sign-up sheet for folks to have opportunities to build relationships and learn from other sites in the District</p> <p>(c) Formalize the mentorship program for BIPOC students</p> <p>(d) Recognize examples of excellent academic programming and</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>normalizing the growth and learning the district is undergoing overall and related to DEIB.</p> <p>IV. TRAINING OPPORTUNITIES</p> <p>(a) Develop a strong onboarding process to retain new staff that includes implicit bias and other training</p> <p>(b) Develop an Awareness Program that includes tips and best practices for how to talk about bias, micro-aggressions, and belonging</p> <p>(c) Build a toolkit of resources, flyers, and one-pagers for students, teachers, staff, and parents</p> <p>(d) Develop goals and metrics for hiring more BIPOC staff to expand representation across PUSD</p> <p>Source: DEI Focus Group Report developed by</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Extracurricular Consulting			
Anti-bias curriculum audit	Select an anti-bias curriculum audit tool and establish baseline data Source Meeting agendas	In December, 2022, a new Director of DEI was hired and a framework for reviewing curriculum through an anti-racist lens was shared with members of the DEI Council and DEI Curriculum Subcommittee. This framework and other resources will be introduced district-wide at the District Professional Learning Day on October 7, 2022.			Improve on all indicators
Drop-out Rates - Middle School (Priority 5)	19-20 0 drop-outs Source: CALPADS	20-21 0 drop-outs Source: Calpads 8.1b Student Profile Dropouts - List			Maintain 0 drop-outs at the Middle School level
Drop-out Rates - High School (Priority 5)	19-20 5.43% Source: CALPADS 15.1 Cohort result	20-21 .5% Sources: Dataquest, Calpads 8.1b Student Profile Dropouts - List			Reduce Drop-out rate to 1% or less.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism (Priority 5)	2019 3.5% chronic absenteeism Source: CA Dashboard	20-21 1.8% chronic absenteeism K-12 All k-8 schools chronic absenteeism rate below 2.5% Source: CA Dataquest			Reduce chronic absenteeism to 2.5% K-8
School Attendance (Priority 5)	19-20 97% Attendance rate through February 2020 Source: Internal ADA report	20-21 98.67% Regular Day attendance Source: Internal ADA report (Monthly Attendance Summary Annual)			Maintain 97% attendance rate

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Equity, Inclusion, & Social Justice	<p>2021-22</p> <p>A. Identify ways to counteract bias and stereotyping in learning material</p> <p>(i) Identify anti-racist resources to incorporate into the TK-12 curriculum in all subject areas (AR 0415.1, 1a)</p> <p>(ii) Audit current instructional materials to identify areas for needed improvement/replacement to promote equity and inclusion (AR 0415.1, 1a) (AR 0415, 1)</p> <p>(iii) Identify ways to counteract bias and stereotyping in learning material (AR 0415.1, 1a) (AR 0415, 1)</p> <p>(iv) Engage in a deep study of the four areas of Teaching Tolerance Critical Practices for Anti-Bias Education to guide teaching and</p>	\$233,459.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>learning in all classrooms: Instruction, Classroom Culture, Family and Community Engagement, Teacher Leadership (AR 0415.1, 1a; 5b,d)</p> <p>2022-23</p> <p>(Note changes to Key Initiatives and sub-goal language from the original LCAP submitted in June, 2021)</p> <p>A. Diversify the curriculum and promote culturally responsive teaching</p> <p>(i) Integrate the social justice standards and other anti-racist resources into the current curriculum</p> <p>(ii) Begin a multi-year analysis of current instructional materials through the lens of diversity, equity, inclusion, and belonging (DEIB)</p> <p>(iii) Adopt new curriculum and supplemental materials that reflect the racial diversity among student groups, aligned to the textbook adoption schedule described in Goal 2</p> <p>2023-24</p> <p>A. Diversify the curriculum and promote culturally responsive teaching</p> <p>(i) Continue to integrate the social justice standards and other anti-racist resources into the current curriculum</p> <p>(ii) Continue the multi-year analysis of current instructional materials through the lens of diversity, equity, inclusion, and belonging (DEIB)</p> <p>(iii) Continue to adopt new curriculum and supplemental materials that reflect the racial diversity among student groups, aligned to the textbook adoption schedule described in Goal 2</p> <p>(iv) Implement updated and adopted curricula that promote equity and inclusion, such as the Social Studies curriculum TK-5</p> <ul style="list-style-type: none">• ----- <p>-----</p> <p>2021-22</p> <p>B. Provide and expand identity-based supports and programming</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>(i) Establish programs for students, staff, and community to explore identity, to understand the impact of bias, and to create an inclusive school community (AR 0415.1, 4, 5) (BP 0415, 4)</p> <p>(ii) Expand the Piedmont Affinity and Identity Mentor Program districtwide; explore further ways to provide identity-based affinity and support groups for students and staff within each school and across schools (such as bridging between MS and HS, and ES and MS) (AR 0415.1, 1a) (AR 0415, 4)</p> <p>(iii) Host school-wide and district-wide events such as identity fairs (AR 0415, 4)</p> <p>2022-23</p> <p>(Note changes to Key Initiatives and sub-goal language from the original LCAP submitted in June, 2021)</p> <p>B. Expand identity-based supports and programming</p> <p>(i) Implement a high school elective course to institutionalize the Piedmont Affinity and Identity Mentorship program</p> <p>(ii) Host school-wide and district-wide events such as identity fairs, community circles, and other community events centered on DEIB</p> <p>(iii) Explore ways to provide more identity-based affinity and support groups for students and staff within each school and across the district</p> <p>2023-24</p> <p>B. Expand identity-based supports and programming</p> <p>(i) Continue to implement a high school elective course to institutionalize the Piedmont Affinity and Identity Mentorship program</p> <p>(ii) Continue to host school-wide and district-wide events such as identity fairs, community circles, and other community events centered on DEIB</p> <p>(iii) Maintain and deepen identity-based affinity groups and continue to explore additional supports for students based on identity (AR 0415.1,</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>1a) (BP 0415, 4)</p> <ul style="list-style-type: none"> • ----- <p>-----</p> <p>2021-22</p> <p>C. Establish a system for monitoring student needs based on disaggregated data</p> <p>(i) Establish a system for assessing student needs based on data disaggregated by race, ethnicity, culture, gender, sexual identity, language, and exceptionality; use student data, surveys, and audits to establish a baseline of student needs and areas for improvement in student outcomes and experiences in order to enable equity-focused planning, policy-making, and resource-development decisions (AR 0415.1, 1 b, c, f) (BP 0415, 1)</p> <p>2022-23</p> <p>(Note changes to Key Initiatives and sub-goal language from the original LCAP submitted in June, 2021)</p> <p>C. Monitor student and staff needs based on disaggregated data</p> <p>(i) Use student and staff data collected in the California Healthy Kids Survey and the CalSchools Survey to address student and staff needs</p> <p>(ii) Implement action items from the focus group interviews conducted in 2021-22 to develop inclusive and equity-focused policies and practices</p> <p>(iii) Implement remedies identified in Title IX audit of high school athletics to remove inequities based on gender</p> <p>2023-24</p> <p>C. Monitor student and staff needs based on disaggregated data</p> <p>(i) Continue to use student and staff data collected in the California</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Healthy Kids Survey and the CalSchools Survey to address student and staff needs</p> <p>(ii) Continue to develop inclusive and equity-focused policies and practices</p> <p>(iii) Continue to implement remedies identified in Title IX audit of high school athletics to remove inequities based on gender</p>		
1.2	School Culture	<p>2021-22</p> <p>A. Establish social-emotional learning-based multi-tiered systems of support (MTSS)</p> <p>(i) Build positive school cultures by developing Social-Emotional Learning-based Multi-Tiered Systems of Support (MTSS) that encourage healthy identity and provide academic, behavioral, and social-emotional supports for students, including tiered interventions, learning outcomes, current curriculum, and student “I can” statements (AR 0415.1, 1a) (BP 0415, 4)</p> <p>(ii) Develop and implement clear protocols for responding to national events and community trauma</p> <p>2022-23</p> <p>(Note changes to Key Initiatives and sub-goal language from the original LCAP submitted in June, 2021)</p> <p>A. Create multi-tiered systems of support (MTSS) for behavior and social emotional learning</p> <p>(i) Build positive school cultures by developing Multi-Tiered Systems of Support (MTSS) that provide behavioral and social-emotional supports for students</p> <p>(ii) Implement a new secondary schedule that supports student well-being</p>	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>2023-24</p> <p>A. Create multi-tiered systems of support (MTSS) for behavior and social emotional learning</p> <p>(i) Continue to build positive school cultures by developing Multi-Tiered Systems of Support (MTSS) that provide behavioral and social-emotional supports for students</p> <p>(ii) Continue to implement a new secondary schedule that supports student well-being</p> <p>(iii) Continue to implement protocols for responding to national events and community trauma and revise as needed</p> <ul style="list-style-type: none"> • ----- <p>2021-22</p> <p>B. Institute the use of restorative practices</p> <p>(i) Adopt and implement Restorative Practices district-wide as a strategy for improving school climate and to strengthen the social and emotional skills of, and relationship among, students, staff, and administrators (AR 0415.1, 1e) (BP 0415, 4)</p> <p>2022-23</p> <p>(Note changes to Key Initiatives and sub-goal language from the original LCAP submitted in June, 2021)</p> <p>B. Institute the use of restorative practices</p> <p>(i) Formally adopt and implement Restorative Practices district-wide as a strategy for improving school climate and to strengthen the social and emotional skills of, and relationship among, students, staff, and administrators</p> <p>2023-24</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>B. Institute the use of restorative practices</p> <p>(i) Review and refine Restorative Practices and school climate policies as needed</p> <ul style="list-style-type: none"> ----- <p>2021-22</p> <p>C. Expand student engagement opportunities</p> <p>(i) Review and expand programming and student engagement opportunities (such as ASB, Youth Education programs, Peer Tutoring, Peer Coaching, Service Learning, Athletics, clubs) (BP 0415, 4)</p> <p>(ii) Analyze expenditures and allocation of financial and human resources to determine whether there is equitable access to district programs, support services, and opportunities for success and promote equity and inclusion in the district; provide recommendations for adjustments to improve equity of access (BP 0415, 2)</p> <p>2022-23</p> <p>(Note changes to Key Initiatives and sub-goal language from the original LCAP submitted in June, 2021)</p> <p>The sub-goals for this section for years two and three of the LCAP are now included in other goals/sub-goals.</p>		
1.3	Wellness Services and Health Education	<p>2021-22</p> <p>A. Provide a safe and supportive return to school</p> <p>(i) Provide for a safe and nurturing re-introduction to the 2021-22 school year, recognizing the impact of COVID</p> <p>(ii) Assess the impact of COVID on students using the BESS and</p>	\$167,500.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>CHKS surveys</p> <p>(iii) Encourage Self-Care strategies for teachers/staff, provide schoolwide mindfulness practices, and give opportunities for staff and students to engage outside of the classroom</p> <p>(iv) Provide summer school and bridge programs to support student adjustment back to school; assess student well-being (ELO Grant)</p> <p>2022-23</p> <p>(Note changes to Key Initiatives and sub-goal language from the original LCAP submitted in June, 2021)</p> <p>A. Expand counseling and student wellness services</p> <p>(i) Provide additional counseling services in response to the impact of Covid-19 on student health</p> <p>(ii) Develop systems needed to provide student wellness support and to monitor the counseling and student health services being provided across levels</p> <p>(iii) Encourage self-care strategies for staff, provide schoolwide mindfulness practices, and create opportunities for students, staff, and administrators to engage outside of the classroom to build stronger connections</p> <p>(iv) Create better systems to support survivors of sexual violence, including providing a pathway for students to report and make explicit the options available</p> <p>2023-34</p> <p>A. Expand counseling and student wellness services</p> <p>(i) Evaluate the impact of the ELO grant interventions and consider further investments in recovery programming based on staff and student needs, as outlined in the 2022-23 school year</p> <p>• -----</p> <p>-----</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>2021-22</p> <p>B. Expand counseling and mental health/wellness services</p> <p>(i) Expand Counseling and Mental Health Wellness services for students, connect to the Office of Student Services, and school-based wellness programs (such as the Wellness Center at the HS) (BP 0415, 4)</p> <p>(ii) Research K-12 curriculum on consent education; evaluate and refine middle and high school curriculum, staff training, and student educational programs on Sexual Consent</p> <p>(iii) Create better systems to support survivors of sexual violence, including providing a pathway to students on how to report and make explicit the options available</p> <p>2022-23</p> <p>(Note changes to Key Initiatives and sub-goal language from the original LCAP submitted in June, 2021)</p> <p>B. Provide explicit lessons in health education</p> <p>(i) Review the health standards and identify the essential learning outcomes (ELOs) for each grade level during an admin-led CCT or faculty meeting</p> <p>(ii) Convene teachers, counselors, nurses, and other staff to work with site and district administrators to review current SEL and health curriculum; research K-12 curriculum on consent education; evaluate and refine middle and high school curriculum and student educational programs on sexual consent</p> <p>(iii) For grades 6-12, develop SEL and other health lessons to be implemented during Academy Period in accordance with the Memorandum of Understanding between PUSD and APT</p> <p>2023-24</p> <p>B. Provide explicit lessons in health education</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>(i) Evaluate the effectiveness of systems for regular student support and monitoring of counseling and mental health services</p> <p>(ii) Continue to implement and refine (as needed) programs and curriculum on Sexual Consent</p> <p>(iii) Continue to train staff to be proficient anti-racism practitioners and how to support BIPOC students and families (AR 0415.1, 4) (AR 0415.1, 5b, c, d)</p> <p>(iv) Continue to provide SEL and other health lessons during the Academy Period in grades 6-12</p> <ul style="list-style-type: none"> • ----- <p>-----</p> <p>2021-22</p> <p>C. Develop an advisory curriculum</p> <p>(i) Explore the development of a student advisory period and curriculum to support student wellness and a sense of community (MS and HS)</p> <p>2022-23, 2023-24</p> <p>The sub-goals for this section for years two and three of the LCAP are now included in other goals/sub-goals.</p>		

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.

As the PUSD continues to respond to the impact of the COVID-19 pandemic, some of our planned actions this year were either delayed or adjusted. Based on identified student need, we prioritized student social-emotional well-being, academic recovery, and work related to Diversity, Equity, Inclusion, and Belonging (DEIB). Below are some of our accomplishments in these areas this year:

- (1) Use of the BESS Screener districtwide to identify students needing additional support; provide interventions at the district and individual school levels
- (2) Held a Districtwide Professional Learning day on Racial Identities on 1/3/22 for PUSD staff; held follow-up training sessions for administrators and School Board members from January - June
- (3) Expanded the Affinity Mentorship Program to include middle school students
- (4) Used lessons on Social-Emotional Learning and Restorative Practices to support student well-being and to address behavior issues
- (5) Held site-led discussions about identity; began to identify anti-racist resources to incorporate into the curriculum
- (6) Conducted 19 student, staff, and community focus groups to gather data on the experience of BIPOC

Some work identified in the LCAP for year 1 was either delayed or moved to year two, due to the need to focus on COVID-19 response measures (monitoring student and staff COVID cases and keeping schools safe) as well as needing additional time for the Director of DEI to learn more about PUSD and the staff's needs. Further, the LCAP Key Initiatives in Goal 1 have been adjusted to promote more clarity for our community (removing education-heavy language), to develop a narrower scope of more targeted actions, and to focus more on professional learning.

Below are detailed descriptions of work underway for MTSS and Anti-Bias Work:

The MTSS work is being coordinated by Assistant Superintendent, Cheryl Wozniak, in collaboration with Lead TOSA, Michelle Kerwin, and district leadership, site administrators, and all Teachers on Special Assignment.

This team is focused on developing a district-wide approach to integrating Multi-Tiered Systems of Support (MTSS) in schools across PUSD, including:

- (1) Creating a MTSS across all levels that keeps equity and inclusion as its foundation
- (2) Creating a MTSS that integrate Social-Emotional Learning components into the instructional day
- (3) Creating a MTSS that integrates academic interventions in literacy and math into the school day at all levels
- (4) Creating a MTSS that identifies behavioral expectations and interventions at all levels; and
- (5) Providing guidance to staff for use of MTSS across school sites.

While the team develops a district-wide strategy, the district recognizes that social-emotional learning must be addressed immediately. Below are examples of the systems already underway as the district develops its larger plan:

- (1) Identifying and assessing current systems and structures with SEL-focused expectations
- (2) Collaborating with administration to interpret student data, establish what is already happening at school sites, and extend current happenings to meet our students' needs
- (3) Redesigning staff meetings to prioritize collaboration and SEL
- (4) Educating and training educators around SEL strategies and next steps, including offering a Mindful Parenting class thru PAS.
- (5) Evaluating the current programming and staffing in place related to SEL-related/mental health services for students and staff, including but not limited to: Wellness Center, elementary and secondary counseling, Special Education.

Anti-Bias Curriculum Analysis:

The Curriculum Adoption Committee is facilitated by Cheryl Wozniak (Assistant Superintendent) and School Site Administrators, and includes the following members:

- (1) Site representatives (Department or Grade level leads)
- (2) Assistant Superintendent
- (3) Site administrators
- (4) Director of DEI

The committee planned for meetings during the year, supported by site-based and content-aligned meetings and work between meetings. The Committee met on November 8, 2021.

Based on the district's emerging work on Diversity, Equity, and Inclusion, and based on the ongoing stress and challenges resulting from COVID, the January and Spring committee dates were postponed. The district now intends to host meetings in August/September 2022, where they will train district admin and teacher leaders to:

- (1) Provide specific guidance on ways to identify bias in current curriculum, and,
- (2) Support the development and acquisition of materials that represent diverse identities, points of view, and cultural norms.

This guidance will inform both future curriculum adoptions as well as adjustments to current curriculum in use district-wide.

Other changes to our LCAP for 2022-23 and 2023-24:

During our engagements with the community and parent advisory committee members this spring, PUSD received consistent requests for improved communication districtwide related to the priorities of the PUSD and its approach to instruction. To that end, we have adjusted our goals to have more inclusive language, and have added detail about our academic program. For Goal 1, these changes primarily resulted in changes to the naming conventions of our sub-goals, and to expanded descriptions of the mental health lessons and supports we are providing to students in our schools.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Budgeted and Estimated Actual expenditures for Goal 1 were on target except for expenditures for expanded counseling for secondary students. Services were provided through interns in the Wellness Center rather than additional hours provided by counseling staff. For 2022-23, dedicated mental health support will be added rather than adding the additional responsibilities to existing staff.

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

The PUSD prioritized efforts to address the specific and shared social-emotional needs of our students. Data were collected using the BESS Screener, parent feedback, and staff observations and tiered levels of intervention were implemented at each level.

At the tri-school level:

- Data reviewed by site principal, counselor, and school psychologist
- Data shared and discussed with teachers
- Review needs of students already receiving intervention
- Plan and implement intervention for students scoring extremely elevated, or elevated in multiple areas who may not yet received support
- Collect additional data via parent and teacher surveys for students for whom we need more information

In middle school, levels of intervention were implemented depending on level of student risk:

Extremely Elevated Risk

- Data tracked and discussed during Counselor/Admin Team (CAT) meetings held 2x week
- Communication home to families with plan for increased Student-Student or Student-Teacher agreed upon. Plan will be recorded with each student/family
- Formal 1:1 check in with counselor

Elevated Risk

- Families notified via email with list of resources on how to improve Student-Student Connections or Student-Teacher connections
- Implementation

Normal Risk

- Focused on CASEL's Relationship Building as we respond
- Continued SEL Interventions embedded in daily programs

In high school, levels of intervention were implemented depending on level of student risk:

Extremely Elevated Risk

- Analysis of the individual student report by counselor, Wellness Center, and/or CARE team
- Formal 1:1 check-in with school counselor or Wellness Center support provider
- Referral to Wellness Center if not currently served by WC
- Direct contact with parent
- Possible SST

Elevated Risk

- Schoolwide SEL strategies implemented in classrooms
- Intentional targeted pairings with teachers

- Informal check-ins with teachers, counselors, Wellness Center, and/or CARE team
- Email with resources will be sent to parent and student

Normal Risk

- Continue to monitor through other indicators (grades, attendance, etc) and staff interactions
- No parent contact necessary

The use of the BESS Screener was effectively administered twice. The second administration of the BESS in January/February allowed counselors and all staff to analyze the successful implementation of their interventions. Based on the student data collected by each site, the interventions either continued or were adjusted. Students were monitored to see if their level of risk increased or decreased. Data were analyzed at the site level and students were monitored by each school site's RtI/COST team.

Data results suggest that the interventions were effective given the number of students in the "extremely elevated" and "elevated" risk decreased from fall to winter administration of the BESS.

September results for Extremely Elevated Risk: 59 students

February results for Extremely Elevated Risk: 53 students

September results for Elevated Risk: 210 students

February results for Elevated Risk: 189 students

NOTE: There was a decrease in the number of students who completed the BESS in September (1,861) and the number who took the BESS in February (1,789) so the numbers may have been higher in February if all students had taken the BESS. Second, this data point does not indicate how many students who were extremely elevated or elevated moved categories. There could have been a large number of students who scored high in September and scored elevated or normal in February with different students moving into the extremely elevated or elevated categories. Or the same students may have remained in the extremely elevated or elevated categories. The District is not collecting that data. It is tracked at the school site level; therefore, the District relies on the anecdotal data that suggests many students are responding well to the levels of intervention taking place at each level.

We also prioritized our work related to Diversity, Equity, Inclusion, and Belonging (DEIB). This included hiring a Director of DEIB, providing all staff trainings related to identity and implicit bias, targeted training to teachers and administrators on use of inclusive instructional practices, and establishment of a districtwide DEIB Council. Further, we conducted extensive group interviews of student, parent, and community members from underrepresented communities to gain insights into areas of growth and improvement for PUSD. That feedback has been shared with the DEIB Council and Admin Team and is included in the adjustments to the LCAP for the remaining two years.

The Year 1 implementation of the DEI Council resulted in several successful outcomes as measured by reports from subcommittee members and tasks accomplished (listed below). There also were areas of growth.

1- Formed three subcommittees and each group accomplished tasks assigned. Highlights include

- Recruitment and retention of BIPOC staff - developed a standardized set of DEIB questions to be used in all interviews across the district; training video created for all interview panelists; increased number of BIPOC staff hired for 2022-23
- Inclusion and Belonging - reviewed results of the focus groups and generated ideas for how to execute the action plan
- Curriculum and Instruction/Professional Learning - a framework for how to review curriculum was introduced and teachers on the DEI Council who utilized it provided feedback to the Director of DEI

2- Participation of members was inconsistent

- Student participation decreased dramatically after the first two meetings. The Director of DEI will be meeting with the leaders of student groups and a new approach to engaging the students will be taken in 2022-23.
- Staff participation was inconsistent for the full DEI Council meetings and the same was true for the subcommittee meetings.

3- Lack of professional learning for DEI Council

- There was no organized professional learning for the DEI Council due to lack of time
- Copies of Courageous Conversations About Race were purchased but no book study took place this year

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.

Based on the successful administration of the BESS screener and the tiered interventions, PUSD will continue to administer this SEL universal screener a minimum of twice per year.

The desired outcome is to decrease the number of students overall in grades 3-12 who score in the "Extremely Elevated Risk" and "Elevated Risk." Another desired outcome is to decrease the number of girls who score in these elevated categories as there is a higher number of girls compared with boys.

Girls scoring "Extremely Elevated" or Elevated: September 156

Boys scoring "Extremely Elevated" or Elevated: September 115

Girls scoring "Extremely Elevated" or Elevated: February 137

Boys scoring "Extremely Elevated" or Elevated: February 103

Based on our engagements this year, we received consistent requests for more clarity on how DEIB and Academic Excellence work in concert with one another. We also received requests for more clarity on how our district addresses student social-emotional well-being. We have adjusted our Key Initiatives and sub-goals in this section to promote clarity and focus.

Further, the DEIB Council has been hard at work this year developing proposed responses to ongoing incidents and to guide the work moving forward in DEIB. Below are some of the recommendations from that committee that are reflected in the adjustments we have made in our LCAP:

(1) Fidelity to a response tool (related to incidents of discrimination) that has been a part of the PUSD for five years

- (2) More clearly define the role and work of the DEIB Council
- (3) Create tools that all educational staff can access in response both as an ally and as a responder
- (4) Create a neutral body, including students and community partners, to respond to incidents
- (5) Create differentiated and age-appropriate actions: peer-to-peer, students-to-staff, staff-to-students

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	All students will engage in relevant learning experiences that foster life-long curiosity, creativity, collaboration, critical thinking, communication, and responsible citizenship.

An explanation of why the LEA has developed this goal.

This is our academic goal which includes college and career readiness. The School Board members believed it was important to emphasize joyful learning and to name the skills they felt were important for all students to learn and possess upon graduating from Piedmont schools.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA (Priority 4)	2019 87.3% meet/exceed standards Overall ELA 86+, Distance from standard SwD ELA +8, Distance from Standard Source: CAASPP results in Illuminate	2021 83.4% meet/exceed standards Overall ELA +65, Distance from standard SwD ELA +8, Distance from standards Source: CAASPP results in Illuminate			Maintain greater than 86% meet/exceed standard Increase Overall ELA Distance from standard to 90+ Increase SwD Distance from standard to +10 for both ELA and Math
CAASPP Math (Priority 4)	2019 86.6% meet/exceed standards Overall Math 84+, Distance from standard	2021 87.6% meet/exceed standards Overall ELA +77, Distance from standard			85% meet/exceed standard Increase Overall Math Distance from standard to 90+

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SwD Math -5, Distance from Standard Source: CAASPP results in Illuminate	SwD Math +38, Distance from standard Source: CAASPP results in Illuminate			Increase SwD Distance from standard to +10 for Math
CAST results Science 5, 8, 12 (Priority 4)	2019 70.1% meet/exceed standards. Source: CAASPP results	2021 69.4% meet/exceed standards Source: CAASPP results in Illuminate			85% meet/exceed standard
Graduation rate (Priority 5)	2019 99.6% graduation rate Source: Dataquest	2021 97% four year cohort graduation rate Source: Dataquest			Maintain 99% graduation rate
Instructional Materials Sufficiency: Percentage of students with access to board-adopted instructional materials (Priority 1)	2020 100% All students had access to board- adopted instructional materials Source: Board of Education Resolution certifying sufficiency	21-22 100% All students had access to board- adopted instructional materials Source: Board of Education Resolution certifying sufficiency, Fall 2021 The District is looking into ways to augment the current instructional materials to support students with a wider diversity of learning needs.			Maintain 100% access to instructional materials

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Broad course of study offered K-6 EC 51210 and 7-12 EC 51220(a) - (i) (Priority 7)	2020 All students have access to required course of study K-6 and 7-12 Source: Local Indicators report to School Board	2021 All students have access to required course of study K-6 and 7-12 Source: Local Indicators report to School Board, October 13, 2021			Maintain 100% access to required broad course of study
A-G Completion: Percentage of graduating cohort who met UC/CSU Requirements (Priority 7)	2020 MHS 52% all grads PHS 97.2% all grads PHS 81.3% SwD grads Alameda County 57.8% Source: Dataquest	2021 MHS 90% all grads A-G completed PHS 96.5% A-G completed PHS 82.8% SwD grads A-G completed Alameda County 61.5% Source: https://www.ed-data.org/district/Alameda/Piedmont-City-Unified			Increase MHS to over 65% completion Maintain PHS A-G completion Increase PHS SwD to 85% completion
Concurrent community college class enrollments (BP) (Priority 8)	2021 40 students Source: Internal PUSD Off-Campus Course Permission Form	21-22 22 students took community college/college courses Source: PUSD Off-Campus Course Permission Form 6-5-2022			Maintain or Increase concurrent enrollment

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access and success in AP courses (Priority 4)	2020 781 tests taken by 396 students 91% were a 3 or above Source: Dataquest	20-21 794 Exams taken 80% exams passed with 3 or above Source: Illuminate College Readiness: Advanced Placement Report. 142 Students and 67% of the graduation cohort scored a 3 or higher on at least 2 AP exams. Source: CDE College/Career Measures Only Report 2021			750+ tests taken with at least 90% resulting in a 3 or above
College and Career Readiness Percentage of graduates who are placed in the 'Prepared' Level on the College and Career Indicator (Priority 4)	2020 Prepared OVERALL=77.7% AFRICANAM=* ASIANAM=88.5% HISLATX=70.6% WHI=76.0% 2orMORE=84.4% SwD=28.6% EL=* SED=* Source: CDE CCI report	20-21 Due to the suspension of CAASPP testing in the 2019-20 school year, the CDE is not able to report the 2020-21 College/Career Indicator (CCI) preparedness measure.			2023 Prepared OVERALL=80% SwD=40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE pathways completion (Priority 4)	2020 17 students completed a CTE pathway Source: CALPADS	20-21 16 students completed a CTE pathway Source: CALPADS 3.19 Career Technical Education Completers			Increase by 20% the number of students completing a CTE pathway
A-G AND CTE Completion Percentage of graduating cohort completing UC/CSU Requirements AND completing a Career Technical Education (CTE) Pathway (Priority 4)	2020 8% of graduates completed both a-g requirements and CTE pathway Source: CALPADS Reporting (District Analysis)	20-21 7% of graduates completed both a-g requirements and a CTE pathway Source: CALPADS Reporting (District Analysis w/ 3.15 CTE Participants List) and CDE College/Career Measures Only Report 2021			Increase to 10% the percentage of graduate who have completed both a CTE pathway and a-g requirements
Percentage of students who participate in a local benchmark to monitor Common Core standards and identify students in need of services (Priority 2)	Establish/re-implement benchmarks and determine baseline K-5 Math ELA 6-8 Math ELA- Implement Reading Assessment	2021-22 K-5 Math- 94% of 2nd-5th graders participated in a math benchmark ELA- 90% of students participated in a reading assessment to determine Fountas & Pinnell Reading Level 6-8			100% of all students participate in a locally determined common assessment

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	9-12 Math- Implement MDTP assessments ELA- Implement Reading Assessment Source: Internal reporting in Illuminate	Math- Students in CC6-8 courses took a placement assessment ELA- 93% of students participated in SRI reading assessment 9-12 Math - All IM 1-3 classes participated in MDTP readiness diagnostic assessments ELA- 91% of students participated in SRI reading assessment Source: Internal Reporting from Illuminate, SRI, Literably			
Use of data-based instruction and common assessments	Develop common assessments and a system for monitoring student achievement	Reading Assessment Flowchart draft developed though MTSS https://docs.google.com/document/d/1LAZahyrr9TEXhtJHAUBZ_FCSfNYAXRBCMwXWlb7lj34/edit			Instructional practices are guided by ongoing use baseline assessments. We are able to measure student achievement via common metrics district-wide and can provide proactive and individualized support for students to reach their full academic potential.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Seal of Civic Engagement (SSCE): Percentage of graduates earning the State Seal of Civic Engagement (SSCE) Note: SSCE criteria were adopted by the State Board of Education in 20-21. (Priority 8)	20-21 0 SSCE awarded	21-22 0 SSCE awarded The district is in the process of developing materials and programming related to this area.			Develop local criteria and implement SSCE at a similar rate than State Seal of Biliteracy
English learner reclassification rate (Priority 4)	20-21 13% Source: Dataquest	20-21 4.3% Source: Dataquest Annual Reclassification (RFEP) Counts and Rates			Increase annual EL reclassification rate to 25%
English Learner Progress Indicator (Priority 4)	2021 Establish baseline on English Learner Progress Indicator (ELPI) Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC)	ELPI available only in 2019 Dashboard, but Piedmont numbers too small to provide publicly Source: California School Dashboard 2020-21 2.2% at-risk or long-term EL students Source: Dataquest "At-Risk" and Long-term EL			85% making progress (moving one level a year) Reduce long-term or at-risk EL students to below 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Source: California School Dashboard or internal</p> <p>2018-19 32% at-risk or long-term EL students Source: Dataquest</p>				
English Learner programs and services (Priority 2)	<p>20-21 ELD services were provided to all EL students (who did not decline services).</p> <p>All classroom teachers of EL students hold a CLAD credential.</p> <p>Assistive technology supports provided to all EL students as appropriate Source: CALPADS, SARC, Internal Analysis</p>	<p>21-22 ELD services provided to 26 students as of census day October 2020 Source: CALPADS 1.17 FRPM-English Learner-Foster Youth-Count</p> <p>All classroom teachers of EL students hold a CLAD credential. (pending SARC CalSASS data from CDE)</p> <p>Assistive technology supports provided to all EL students as appropriate Source: CALPADS, SARC, Internal Analysis</p>			<p>Maintain ELD instruction services to all EL students.</p> <p>100% of all classroom teachers will be CLAD credentialed.</p> <p>100% of EL students have access to assistive technology supports to access curriculum as appropriate.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Programs and services developed and provided to unduplicated pupils (Priority 7)	2021 Establish baseline and reporting mechanism for priority access to afterschool tutoring and homework support services to all unduplicated pupils Source: Attendance in programs	21-22 88 unduplicated students (EL, Homeless, Foster, Socio-Econ, parent ed, direct certify) as of 12-21-2021 Source: CALPADS 1.18 FPRM- EL-Foster List All unduplicated students were contacted and provided prioritized access to afterschool tutoring.			100% of schools provided priority access to afterschool tutoring and homework support services.
Parent engagement in programs and services for unduplicated pupils (Priority 7)	20-21 60% families of unduplicated students were contacted for targeted support during COVID-19. Source: Internal Calpads/Direct Certify list	Individual schools provide tailored support to unduplicated pupils. Parents of all 36 unduplicated students in grades K-6 were sent an invitation for their children to participate in after-school tutoring. Source: Internal analysis/CALPADS 1.18 FPRM- EL-Foster List			100% of families of unduplicated students will be contacted for targeted support services (afterschool tutoring, nutrition support, wifi support, etc)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Early Assessment Program (Priority 4)	2019 By Site ELA 30% MHS 85% PHS By Site Math 22% MHS 82% PHS Source: Illuminate EAP report (CAASPP, ACT, SAT, AP)	20-21 By Site ELA 14% MHS 77% PHS By Site Math 0% MHS 74% PHS Source: Illuminate EAP Status with Summary			Increase "college prepared" percentage as demonstrated in the Early Assessment Program criteria ELA MHS increase to 40% PHS maintain at least 85% Math MHS increase to 30% PHS increase to 85%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Standards- Aligned Instruction to Maintain High Levels of Academic Achievement for All Students	2021-22 A. Adopt culturally responsive curriculum and instructional practices (i) Conduct program evaluations that focus on educational equity and address the academic outcomes and performance of all students on all indicators (AR 0415.1, 4b,c,d) (BP 0415, 5) (ii) Review current High School scope and sequence of all courses and revise to create more opportunities for reflection, intersectionality, social justice, and action (BP 0415, 5) (AR 0415.1, 1aiv) (iii) Implement Phonemic Awareness and Phonics Skills curriculum (iv) Implement newly-adopted Science curriculum grades TK-5 (v) Review Middle School History-Social Science Curriculum and take to Board for adoption (vi) Convene a team to review and pilot new High School English and	\$186,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>History-Social Science Curriculum (vii) Convene a Secondary World Language Curriculum Adoption Committee (viii) Convene a team to initiate research into revisions to the High School Science curriculum</p> <p>2022-23</p> <p>(Note changes to Key Initiatives and sub-goal language from the original LCAP submitted in June, 2021)</p> <p>A. Review and adopt instructional materials aligned to State frameworks</p> <p>(i) Reconvene curriculum adoption committees for: High school English, high school history-social science (ii) Convene curriculum adoption committees for: High school sciences in the three-course model (biology, chemistry, physics); World languages grades 7-12 (iii) Implement new elementary science engineering units (iv) Implement newly-adopted middle school history-social science curriculum</p> <p>2023-24</p> <p>A. Review and adopt instructional materials aligned to State frameworks</p> <p>(i) Implement the High School English and History-Social Science Curriculum (ii) Implement the High School Sciences curriculum in the three-course model (biology, chemistry, physics) and the World Languages curriculum in grades 7-12</p> <p>• ----- -----</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>2021-22</p> <p>B. Implement standards-aligned health education</p> <p>(i) Reconvene district-wide health council to review the outcomes of the health audit conducted in 2020; develop a plan for implementing standards-aligned health education K-12</p> <p>2022-23</p> <p>(Note changes to Key Initiatives and sub-goal language from the original LCAP submitted in June, 2021)</p> <p>B. Provide maximum access to college preparatory and advanced courses</p> <p>(i) Clearly define PUSD’s approach to instruction, including rigor, academic support, and culturally-responsive teaching practices (ii) Implement A-G Improvement Grant actions (iii) Implement new co-teaching courses in middle school reading, English language arts, and mathematics to provide the least restrictive environment for students with disabilities</p> <p>2023-24</p> <p>B. Provide maximum access to college preparatory and advanced courses</p> <p>(i) Continue to refine PUSD’s approach to instruction, including rigor, academic support, and culturally-responsive teaching practices (ii) Continue to implement A-G Improvement Grant actions (iii) Continue to implement new co-teaching courses in middle school reading, English language arts, and mathematics to provide the least restrictive environment for students with disabilities (i) Implement the K-12 standards-aligned health education to all students</p>		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> ----- ----- <p>2021-22</p> <p>C. Establish opportunities for all students to participate in college preparatory and extracurricular courses</p> <p>(i) Review AP and Honors programs and recommend changes (HS) to reduce stress on students and to increase diverse access to programming (AR 0415, 3)</p> <p>(ii) Bolster academic counseling tailored to the needs of students beyond anecdotal information in order to differentiate course load and ensure the best academic course paths that are manageable and beneficial for students' skill levels and career interests (BP 0415, 3)</p> <p>2022-23</p> <p>(Note changes to Key Initiatives and sub-goal language from the original LCAP submitted in June, 2021)</p> <p>The sub-goals for this section for years two and three of the LCAP are now included in other goals/sub-goals.</p>		
2.2	Multi-Tiered System of Support for English Language Arts (ELA)	<p>2022-23</p> <p>This constitutes a new Key Initiative, commencing in the 2022-23 school year.</p> <p>A. Develop a K-12 core reading scope and sequence</p> <p>(i) Implement Tier I actions</p> <p>(1) Complete the process of identifying essential learning outcomes in ELA</p> <p>(2) Identify and implement</p> <p>(2a) universal screeners to determine needs for intervention or</p>	\$521,768.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>enrichment</p> <p>(2b) data-based decision-making processes</p> <p>(2c) core curriculum at each grade level for phonemic awareness, phonics, vocabulary, fluency, comprehension (as applicable)</p> <p>(2d) best instructional practices in teaching all areas of reading</p> <p>(3) Provide professional learning opportunities for identified areas of need</p> <p>(4) Implement adopted phonemic awareness and phonics skills curriculum with fidelity to determine appropriate for all</p> <p>2023-24</p> <p>A. Implement the K-12 core reading scope and sequence</p> <p>(i) Continue to implement Tier I actions</p> <ul style="list-style-type: none"> • ----- <p>2022-23</p> <p>This constitutes a new Key Initiative, commencing in the 2022-23 school year.</p> <p>B. Develop a reading flowchart for intervention and enrichment</p> <p>(i) Implement Tier I & Tier II actions</p> <p>(1) Develop Rtl Teams at each site</p> <p>(2) Identify</p> <p>(2a) Tier I interventions</p> <p>(2b) how students move through tiers</p> <p>(2c) progress monitoring system</p> <p>(ii) Implement Tier III actions</p> <p>(1) Identify targeted intervention curriculum/programs for phonemic awareness, phonics, vocabulary, fluency, comprehension</p> <p>(2) Hire a secondary reading intervention teacher for grades 6-12 (also Tier I & II)</p>		

Action #	Title	Description	Total Funds	Contributing
		2023-24 B. Implement the reading flowchart for intervention and enrichment and evaluate its effectiveness (i) Continue to implement Tier II and III interventions and enrichment		
2.3	Equitable Teaching and Grading Practices	2021-22 A. Explore alternative grading policies (i) Explore Grading for Equity and evaluate grading policies district-wide (BP 0415, 4) 2022-23 (Note changes to Key Initiatives and sub-goal language from the original LCAP submitted in June, 2021) A. Identify essential learning outcomes (i) Complete the process of identifying Essential Learning Outcomes in all secondary courses to ensure all students have mastered the essential standards 2023-24 A. Identify essential learning outcomes (i) Integrate the Essential Learning Outcomes in all secondary courses • ----- ----- 2021-22		No

Action #	Title	Description	Total Funds	Contributing
		<p>B. Develop and use alternative assessment strategies</p> <p>(i) Establish benchmarks and target Essential Learning Outcomes TK-12</p> <p>2022-23</p> <p>(Note changes to Key Initiatives and sub-goal language from the original LCAP submitted in June, 2021)</p> <p>B. Explore alternative grading policies</p> <p>(i) Review current grading practices and explore equitable grading policies in middle school and high school by engaging in a secondary book study of Grading for Equity</p> <p>(ii) Convene an Academic Integrity Task Force to study current secondary academic integrity policies and to recommend best practices on how to respond school-wide to student cheating incidents</p> <p>2023-24</p> <p>B. Explore alternative grading policies</p> <p>(i) Implement alternative assessments as appropriate to accurately assess student achievement and implement equitable grading policies.</p> <p>(ii) Apply any changes to secondary academic integrity policies resulting from the work of the Academic Integrity Task Force.</p>		
2.4	Counseling	<p>2021-22</p> <p>(i) Bolster academic counseling tailored to the needs of students beyond anecdotal information in order to differentiate course load and ensure the best academic course paths that are manageable and beneficial for students' skill levels and career interests</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>(ii) Ensure the ratio of counselors to students at Millennium High School provides increased availability for counseling services to MHS students</p> <p>The sub-goals for this section for years two and three of the LCAP are now included in other goals/sub-goals.</p>		
2.5	After-School Tutoring	<p>2021-22</p> <p>(i) Provide after-school tutoring for students in need of additional support to address learning loss and to promote academic recovery due to COVID. Sessions will be offered first to students who are English learners, low income, foster youth, or homeless</p> <p>The sub-goals for this section for years two and three of the LCAP are now included in other goals/sub-goals.</p>		
2.6	English Learner Support	<p>2021-22</p> <p>(i) Provide specialized instruction by certificated English Learner (EL) teachers. Four elementary and one secondary certificated staff member provide targeted services for English learners for approximately 20% of their total FTE. In elementary, students meet with the EL teacher either one-on-one each day or as part of a small group. In middle and high school, EL students are scheduled for one period to be in a designated ELD class.</p> <p>The sub-goals for this section for years two and three of the LCAP are now included in other goals/sub-goals.</p>		

Action #	Title	Description	Total Funds	Contributing
2.7	Differentiated Learning Opportunities	<p>2022-23</p> <p>(Note changes to Key Initiatives and sub-goal language from the original LCAP submitted in June, 2021. Counseling was moved to Goal 1: Wellness Services and Health Education. After-School Tutoring and English Learner Support are all embedded in the section titled: Differentiated Learning.)</p> <p>A. Provide additional academic support</p> <p>(i) For students in need of additional support to address learning loss, continue to provide after-school tutoring for academic recovery due to COVID. Sessions will be offered first to students who are English learners, low income, foster youth, or homeless.</p> <p>(ii) For English learners, provide specialized instruction by certificated English Learner (EL) teachers. Four elementary and one secondary certificated staff provide targeted services for English learners for approximately 20% of their total FTE. In elementary, students meet with the EL teacher either one-on-one each day or as part of a small group. In middle and high school, EL students are scheduled for one period to be in a designated ELD class.</p> <p>2023-24</p> <p>A. Provide additional academic support</p> <p>(i) For students in need of additional support to address learning loss, continue to provide after-school tutoring for academic recovery due to COVID. Sessions will be offered first to students who are English learners, low income, foster youth, or homeless.</p> <p>(ii) For English learners, continue to provide specialized instruction by certificated English Learner (EL) teachers. Four elementary and one secondary certificated staff provide targeted services for English</p>	\$249,325.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>learners for approximately 20% of their total FTE. In elementary, students meet with the EL teacher either one-on-one each day or as part of a small group. In middle and high school, EL students are scheduled for one period to be in a designated ELD class.</p> <ul style="list-style-type: none"> ----- <p>2022-23</p> <p>B. Provide enrichment for advanced learners</p> <p>(i) For advanced readers and writers, continue to provide differentiated reading and writing tasks at more advanced levels.</p> <p>(ii) For advanced elementary math students, continue to provide enrichment opportunities by the classroom teacher and the math specialist; for secondary, continue to implement the secondary math pathways that include compressed classes in middle and high school to allow students to advance to either AP Calculus AB or AP Calculus BC.</p> <p>(iii) For high school science students, explore more options for science electives, including but not limited to: AP Chemistry, AP Physics, physical science and engineering electives</p> <p>2023-24</p> <p>B. Provide enrichment for advanced learners</p> <p>(i) For advanced readers and writers, continue to provide differentiated reading and writing tasks at more advanced levels.</p> <p>(ii) For advanced elementary math students, continue to provide enrichment opportunities by the classroom teacher and the math specialist; for secondary, continue to implement the secondary math pathways that include compressed classes in middle and high school to allow students to advance to either AP Calculus AB or AP Calculus</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>BC.</p> <p>(iii) For high school science students, continue to explore more options for science electives, including but not limited to: AP Chemistry, AP Physics, physical science and engineering electives</p> <ul style="list-style-type: none"> • ----- <p>2022-23</p> <p>C. Develop internal systems and structures to allow for differentiation</p> <p>(i) Implement the new secondary bell schedule that builds in time for differentiated learning in the school day</p> <p>2023-24</p> <p>C. Develop internal systems and structures to allow for differentiation</p> <p>(i) Evaluate the new secondary bell schedule that builds in time for differentiated learning in the school day and implement changes as needed</p>		

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.

The PUSD worked towards several key areas in Goal 2 this year. Below are examples of achievements in Goal 2 during the 2021-22 School Year:

- (1) Kicked-off a district-wide Curriculum and Adoption team; elementary schools piloted a newly adopted science curriculum
- (2) Reviewed State-approved curriculum for History-Social Science in the middle grades and took to Board for adoption

- (3) Convened a districtwide Health Council; provided lessons and programs focused on student social-emotional health district-wide, elementary students received new health lessons
- (4) Provided targeted interventions to address student needs as identified in BESS Screener, achievement data, and demonstrated student need (including English Learners and students with IEPs). Interventions were provided during school and after school.
- (5) Explored Grading for Equity at middle school and piloted new grading policies
- (6) Provided expanded mental health services to students with more acute needs
- (7) Piloted a new secondary school bell schedule

Here are some specific accomplishments during the 2021-22 school year:

- (1) Percentage of students who participate in a local benchmark to monitor Common Core standards and identify students in need of services (Priority 2)
 - (a) Secondary level, 2021-22: Math departments have developed and used benchmark assessments. One assessed content students would have completed in the previous year, and one for the content that students this year. These were compulsory benchmark assessments used in all secondary level math classrooms.
 - (b) Secondary level, 2021-22: In ELA, all students were given the SRI to assess their lexile level. At the middle school, all students also received a writing assessment, created by teachers, intended to assess the district's common Essential Learning Outcome on argumentative writing.
- (2) Use of data-based instruction and common assessments: The focus at the start of the 2021-22 school year was on student Social-Emotional wellbeing. In the second semester in the middle school, we focused on use of assessments to drive instructional priorities. The MTSS Leadership Team focused on Literacy across the district and is in the process of developing a scope and sequence for curriculum and an assessment calendar for all literacy-related assessments.

Due to our ongoing need to respond to the COVID-19 pandemic, including responding to Delta variant and the Omicron surge, some of our planned actions for year 1 did not happen or were adjusted from what we had planned. Those include:

- (1) Providing guidance to staff districtwide for new curriculum adoptions: While this did happen, we were unable to provide the district-wide guidance for all curriculum adoptions as intended. Instead, we prioritized the curriculum adoptions that were underway or that were scheduled to begin during this school year.
- (2) Reviewing AP and Honors programming and provide recommendations for adjustments: This work will be addressed next year, please see Goal 2.1 (Standards- Aligned Instruction to Maintain High Levels of Academic Achievement for All Students) for more details.
- (3) Establishing benchmarks and target Essential Learning Outcomes TK-12 districtwide: Some work began on this during the school year, but not to the extent that we had envisioned. The updated plans for this work is detailed in Goal 2. 3 (Equitable Teaching and Grading Practices).

Other changes to our LCAP for 2022-23 and 2023-24:

During our engagements with the community and parent advisory committee members this spring, PUSD received consistent requests for improved communication districtwide related to the priorities of the PUSD and its approach to instruction. To that end, we have adjusted our goals to have more inclusive language, and have added detail about our academic program. For Goal 2, these changes included merging parts of subgoal 2.1 and all of subgoals 2.4, 2.5 and 2.6 into other subgoals within Goal 2 in order to show the PUSD's comprehensive approach to instruction.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Expenditures were on target for summer school, curriculum adoption, and increased services for SPED. The cost for additional instructional aides in elementary classes was not as high as estimated because existing staff were able to increase their hours and the anticipated number of new staff were not needed for the full year. The cost for a secondary reading specialist was not as high as estimated because the District was not able to hire a full time employee for 2021-22 and used a contractor for part of the year instead. The afterschool tutoring program did not start until mid-year, so costs were not as high as budgeted. Unspent grant funds will be used in 2022-23 for targeted tutoring.

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

In spite of the pandemic and certain setbacks, PUSD was able to implement several actions in support of our academic goal. Actions related to curriculum implementation were accomplished at every level. The Health Council met four times and an implementation plan was developed. A study of equitable grading practices began and will be delved into more deeply next year. An extensive amount of time was spent on the secondary bell schedule. As a result, we have a new secondary bell schedule for PMS, MHS, and PHS--the first time a bell schedule for middle and high schools are aligned. This achievement greatly supports PUSD's ability to provide differentiated support for academic learning loss and academic enrichment within the school day.

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.

Based on changes in funding, our analysis of emerging needs and priorities derived through review of progress this year, and feedback from our community, we have refined and/or merged some Key Initiatives and sub-goals.

- (1) Standards-Aligned Instruction was expanded to include an emphasis on PUSD's commitment to high academic excellence for all students after receiving community feedback on the lack of emphasis on this area in our LCAP
- (2) The MTSS Leadership Team decided to focus its efforts on reading for next year; a new section for Multi-Tiered System of Support for English Language Arts was created with an outline of actions in this goal area.
(ELA)
- (3) Additional counseling will continue but the action was moved to Goal 1 where it is a better fit
- (4) After-school tutoring and support for English learners will remain in Goal 2 but is embedded in the action area: Differentiated Learning

(5) Equitable teaching and grading practices was identified as a key initiative with new actions in response to identified interests and needs

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Teachers and staff, with district partners, will ensure an outstanding educational experience for every student through collaboration, innovation, and professional growth

An explanation of why the LEA has developed this goal.

This goal area focuses on community and culture. The Board believed it was important to emphasize the collaboration between district staff and the Piedmont community working together to meet the needs of all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of teachers fully credentialed	2020 99% of teachers fully credentialed Source: School Accountability Report Card (SARC) / Human Resources	2020-21 misassignment and credential data moved to new reporting mechanism and has been delayed for 20-21. Internal analysis indicates 99% of teachers have full credential. Source: School Accountability Report Card (SARC) / CalSASS			100% fully credentialed
Piedmont Community (Parents & Staff) Response Survey	Baseline data established May, 2021 Level of trust in district leaders:	February 2022 Level of trust in district leaders: 67%			Increase level of trust in district leaders to 8 stars or 7.5 weighted average

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>6 stars, 5.51 weighted average</p> <p>Level of trust in the District compared to pre-Covid: 17% higher level of trust 55% lower level of trust 28% not sure</p> <p>Source: Piedmont Community Response Survey (developed by communications consultant)</p>	<p>trust/strongly trust 2022 vs 45% in 2021</p> <p>Level of trust in the District compared to pre-Covid: 33% Higher level of trust 27% Lower level of trust 40% not sure</p> <p>Source: Pandemic Response Survey (developed by Dir of Communications) presented to Board 3/9/2022</p>			<p>50% of parents, staff, and students report having a higher level of trust in the District compared to pre-Covid</p>
% of staff members who participate in SEL-related trainings	Establish baseline using attendance logs	<p>Presentations at elementary site by teachers on special assignment, school counselors, and school psychologists; presentations at secondary sites led by Teachers on Special Assignment</p> <p>Source: School Site-Based Meeting Agendas</p>			<p>100% staff have participated in one or more of the following: trauma-informed instruction, executive function, SEL screener, restorative practices, and/or MTSS</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of staff members who participate in culturally responsive or equity/inclusion trainings	Establish baseline using attendance logs	11/9/21 CCT; training offered to tri-school staff Presentations at secondary sites led by Teachers on Special Assignment Source: School Site-Based Meeting Agendas			100% of staff participated in one of more of the following: affinity-based support groups, culturally sensitive communication on race, identity, bias, and inclusion, and/or consent
% of instructional staff (teachers and paraeducators) who participate in training supporting effective instruction of state standards	Establish baseline using attendance logs	10/19/21, 12/8/21 CCT; training offered to tri-school staff Source: School Site-Based Meeting Agendas			100% of instructional staff
BIPOC family needs assessment survey	Research needs assessment survey tool and establish baseline data	This needs assessment was conducted during the fall and winter of the 2021-22 school year.			Improve on all indicators
% of administrators, certificated, and classified employees who identify as BIPOC	2020 Administrators: 8% Latino, 92% White Certificated: 1% African American/Black, 1% Asian, 8% Latino, 2% Native	21-22 PUSD Staff Race/Ethnicity Administrators: 4% Asian, 4% African American/Black, 12% Latino, 80% White			Increase % of employees who identify as BIPOC

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Hawaiian or Other Pacific Islander, 2% Two or More Races, 87% White</p> <p>Classified: 10% African American/ Black, 12% Asian, 18% Latino, 6% Native Hawaiian or Other Pacific Islander, 2% Two or More Races, 51% White</p>	<p>Certificated: 1% African American/Black, 7% Asian, 6% Latino, 0% Native Hawaiian or Other Pacific Islander, 3% Two or More Races, 82% White</p> <p>Classified: 10% African American/ Black, 13% Asian, 19% Latino, 3% Native Hawaiian or Other Pacific Islander, 1% Two or More Races, 54% White</p> <p>https://docs.google.com/spreadsheets/d/1AQj1ts4k27gWi8Qf5LxYrK4rVfLsxQU7QldNEH4Q1qA/edit#gid=0</p> <p>Source: Escape 05 report</p> <p>PUSD is signing an MOU with ACOE and Alder University to host three teacher residents for the 2022-23 school year to increase the racial</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		diversity of PUSD certificated staff.			
District Policy/Procedures/Program Review	Research or create a rubric to review district policies, procedures, and programs through a racial equity/anti-racist lens	Director of DEI conducted five Special Board Workshops on effective anti-racist governance and the Board discussed forming a policy subcommittee to review district policies beginning in 2022-23			Improve on all indicators
% of Parents of Students with Exceptional Needs engaging in site and district planning meetings	Establish a new system for parent engagement that aligns parent subgroup meetings with LCAP development meetings	<p>The PRAISE (Special Education Parent Group) meets monthly and serves as a planning, informational, and collaborative space between parents and school/district leaders.</p> <p>The Special Education District Advisory Council meets quarterly and includes Board members, parents, teachers, and community members who meet to discuss continuous improvement in Special Education</p>			Increase % of parents engaging in district planning meetings

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>programs and services.</p> <p>PUSD has CAC (Community Advisory Committee) chairs from PADC, PREC, Makers, ALPS, and PAF who are working on parent engagement and planning.</p>			

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Professional Learning	<p>2021-22</p> <p>A. Provide training on SEL and MTSS</p> <p>(i) Provide staff with training on trauma-informed and executive function instructional practices (ELO Grant)</p> <p>(ii) Provide training for teachers and staff on how to welcome students back to school following the pandemic (ELO Grant)</p> <p>(iii) Train and coach staff on how to interpret results from the BESS SEL screener and methods for supporting students as they re-enter school post-pandemic (ELO Grant)</p> <p>2022-23</p> <p>(Note changes to Key Initiatives and ub-goal language from the original LCAP submitted in June, 2021)</p> <p>A. Provide training on social emotional learning and restorative</p>	\$138,945.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>practices</p> <p>(i) Continue to train and coach teachers and staff on SEL instructional practices</p> <p>(ii) Train and coach all staff on restorative practices, beginning with the effective use of community circles in classrooms; train/coach administrators, counselors, psychologists, wellness center staff, and other designated staff on how to facilitate circles to repair harm</p> <p>2023-24</p> <p>A. Provide training on social emotional learning and restorative practices</p> <p>(i) Continue to train and coach teachers and staff on SEL instructional practices</p> <p>(ii) Continue to train and coach all staff on restorative practices</p> <ul style="list-style-type: none"> • ----- ----- <p>2021-22</p> <p>B. Engage staff in a discourse on race, identity, bias, inclusion, and consent</p> <p>(i) Engage in a deep study of the four areas of Teaching Tolerance Critical Practices for Anti-Bias Education to guide teaching and learning in all classrooms: Instruction, Classroom Culture, Family and Community Engagement, Teacher Leadership (AR 0415.1, 1a; 5b,d)</p> <p>(ii) Identify training and support for ongoing discourse on race, identity, bias, inclusion, and consent (BP 0415, 8)</p> <p>(iii) Train staff on how to identify and incorporate anti-racist resources into the TK-12 curriculum in all subject areas (AR 0415.1, 4)</p> <p>(iv) Train staff on ways to respond in a culturally sensitive and responsive way and how to talk about and teach DEI (BP 0415, 8)</p> <p>(v) Expand identity-based affinity and support groups for students and staff (AR 0415.1, 1a, 4a,b)</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>2022-23</p> <p>(Note changes to Key Initiatives and sub-goal language from the original LCAP submitted in June, 2021)</p> <p>B. Provide training on race, identity, bias, inclusion, and belonging</p> <p>(i) Provide ongoing training and coaching support on inclusive practices and culturally responsive teaching</p> <p>(ii) Continue to provide training and coaching on discourse on race, identity, and bias</p> <p>(iii) Continue to train staff on how to identify and incorporate anti-racist resources into the curriculum in all subject areas</p> <p>(iv) Train counselors and staff on how to support BIPOC students and families and be proficient practitioners of anti-racism</p> <p>BIPOC - Black, Indigenous, and People of Color - Black refers to people who often have African or Caribbean ancestry. Indigenous refers to groups native to the Americas who were here before the colonization by Europeans. This includes Native Americans, as well as Indigenous peoples from the Americas who have later immigrated to the U.S. People of color refers to non-white individuals including those who have Asian, Middle Eastern, Indian, and Pacific Island heritage, among others.</p> <p>2023-24</p> <p>B. Provide training on race, identity, bias, inclusion, and belonging</p> <p>(i) Ongoing training and support on inclusive practices and culturally-responsive teaching strategies</p> <p>(ii) Continue to identify training and support for ongoing discourse on race, identity, and bias</p> <p>(iii) Continue to train staff on how to identify and incorporate anti-racist resources into the TK-12 curriculum in all subject areas</p> <p>(iv) Continue to offer identity-based affinity and support groups for</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>students and staff</p> <ul style="list-style-type: none"> ----- <p>2021-22</p> <p>C. Provide ongoing training on core academic instruction</p> <p>(i) Provide regular opportunities for teacher collaboration including through PLCs and use of grade/subject-level Essential Learning Outcomes</p> <p>(ii) Train paraeducators on the stages of literacy development in the Elementary School grades</p> <p>2022-23</p> <p>(Note changes to Key Initiatives and sub-goal language from the original LCAP submitted in June, 2021)</p> <p>C. Provide ongoing training on core academic instruction</p> <p>(i) Train teachers and paraeducators on scientific, evidence-based instructional practices in all areas of reading: phonemic awareness, phonics, vocabulary, fluency, comprehension</p> <p>(ii) Provide training on newly adopted curriculum, included but not limited to: TCI: History Alive! (middle school social studies), Smithsonian engineering units (elementary science); Phonics and Word Study curriculum (elementary reading)</p> <p>(iii) Provide training on co-teaching for middle school special education and general education teachers assigned to middle school co-teaching assignments</p> <p>(iv) Train additional master teacher cohorts to support new or referred teachers; continue to coach staff on differentiated instructional practices</p> <p>2023-24</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>C. Provide ongoing training on core academic instruction</p> <p>(i) Continue to support staff to develop differentiated instructional practices and support for students</p> <p>(ii) Promote cross-school collaboration</p> <p>(iii) Provide ongoing access to PLCs and standards-aligned instructional practices</p>		
3.2	Communication and Collaboration	<p>2021-22</p> <p>A. Provide increased parent and family engagement</p> <p>(i) Survey BIPOC students and their families to assess their needs (AR 0415.1, 1b)</p> <p>(ii) Evaluate current parent/family engagement strategies district-wide and explore expanding and/or aligning outreach efforts</p> <p>2022-23</p> <p>(Note changes to Key Initiatives and sub-goal language from the original LCAP submitted in June, 2021)</p> <p>A. Improve communication</p> <p>(i) Provide the community with a comprehensive picture of the academic and social-emotional programming provided in Piedmont using Piedmont Ahead, social media, school bulletins, and other approaches identified by the Director of Communications</p> <p>(ii) Establish proactive, predictable, responsive communication strategies at the school site level and district-wide to communicate accomplishments, ensure awareness of programs and district processes, promote transparency, and rebuild community trust</p> <p>(iii) Refresh district and school websites to better respond to family and community needs</p>	\$234,500.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>2023-24</p> <p>A. Improve communication</p> <p>(i) Maintain improved communication structures (re)established in the 2022-23 school year</p> <p>(ii) Continue to evaluate parent engagement strategies and explore updates and additions, especially for parents of BIPOC students</p> <p>(iii) Continue the community-wide effort to understand how student academic expectations affect student well-being and implement next steps with community support</p> <ul style="list-style-type: none"> • ----- <p>2022-23</p> <p>(Note: This is a new sub-goal, starting in the 2022-23 school year)</p> <p>B. Increase family engagement</p> <p>(i) Continue to evaluate current parent/family engagement strategies district-wide and explore expanding and/or aligning outreach efforts; increase opportunities for meaningful collaboration with all parents and close attention to the participation of BIPOC parents</p> <p>2023-24</p> <p>B. Increase family engagement</p> <p>(i) Continue to evaluate current parent/family engagement strategies district-wide and explore expanding and/or aligning outreach efforts</p>		
3.3	Teaching & Learning Experiences of	<p>2021-22</p> <p>A. Engage with community partners and establish an Equity Council</p>	\$56,711.00	No

Action #	Title	Description	Total Funds	Contributing
	Diverse Staff & Students	<p>(i) Collaborate with local agencies and community groups to ensure the availability of necessary support services for students in need</p> <p>(ii) Engage with community partners to develop and provide events and resources related to Social Justice, Equity, and Inclusion (BP 0415, 6)</p> <p>(iii) Establish a Diversity, Equity, and Inclusion (DEI) Council consisting of staff, students, parents, and community members (AR 0415.1, 8c)</p> <p>2022-23</p> <p>(Note changes to Key Initiatives and sub-goal language from the original LCAP submitted in June, 2021)</p> <p>A. Engage with community partners</p> <p>(i) Continue to engage with a Diversity, Equity, and Inclusion Council to provide the Director of DEI with multiple perspectives needed for the successful implementation of actions outlined in board policies, administrative regulations, and the Strategic Plan</p> <p>(ii) Engage with community partners to develop and provide events and resources related to social justice, equity, inclusion, and belonging</p> <p>2023-24</p> <p>A. Engage with community partners</p> <p>(i) Ensure the ongoing execution and maintenance of the Racial Equity Board Policy and Administrative Regulation, and all policies related to diversity, equity, inclusion, and social justice, by maintaining infrastructure with defined roles that will support racial equity work</p> <ul style="list-style-type: none"> • ----- ----- <p>2021-22</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>B. Increase hiring and retention of diverse staff</p> <p>(i) Develop initiatives to increase hiring and retention of diverse staff (BIPOC, LGBTQ+) (AR 0415.1, 2a,b) (BP 0415, 7)</p> <p>(ii) Develop programs that support the experience of BIPOC staff so that the district can improve retention, job satisfaction, and their psychological safety and well-being (AR 0415.1, 2d) (BP 0415, 7)</p> <p>2022-23</p> <p>(Note changes to Key Initiatives and sub-goal language from the original LCAP submitted in June, 2021)</p> <p>B. Increase hiring and retention of diverse staff</p> <p>(i) Implement the newly-developed hiring practices in order to advance the employment and retention of a diverse staff that reflects the student demographics of Alameda County</p> <p>(ii) Participate in the Teacher Residency Program in partnership with Alameda County Office of Education and Alder University to increase hiring and retention of BIPOC staff</p> <p>(iii) Develop programs that support the experience of BIPOC staff so that the district can improve retention, job satisfaction, and their overall well-being</p> <p>2023-24</p> <p>B. Increase hiring and retention of diverse staff</p> <p>(i) Monitor and maintain programs that support the experience of BIPOC staff so that the district can improve retention, job satisfaction, and their psychological safety and well-being</p> <ul style="list-style-type: none">• ----- <p>2021-22</p> <p>C. Review district-wide policies, procedures, and programs</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>(i) Conduct a review of district-wide policies, procedures, and programs through a racial equity lens, revise these policies to reflect anti-racist values, and ensure these policies result in fair and just outcomes for BIPOC students, staff, and their families (AR 0415.1, 3a,b,c)</p> <p>2022-23</p> <p>(Note changes to Key Initiatives and sub-goal language from the original LCAP submitted in June, 2021)</p> <p>C. Review district-wide policies, procedures, programs, and budget</p> <p>(i) Conduct a review of district-wide policies, procedures, and programs through a racial equity lens, revise these policies to reflect anti-racist values, and ensure these policies result in fair and just outcomes for BIPOC students, staff, and their families</p> <p>(ii) Conduct a review of district-wide policies, procedures, and programs through an equity lens to ensure these policies result in fair and just outcomes for students of all non-dominant identities, including but not limited to: LGBTQ</p> <p>2023-24</p> <p>C. Review district-wide policies, procedures, programs, and budget</p> <p>(i) Analyze and measure the impact of district policies, procedures, and programs using disaggregated demographic data related to race, in order to safeguard against disparate impact or unintended outcomes for BIPOC students, staff, and their families</p> <ul style="list-style-type: none">• ----- ----- <p>2021-22</p> <p>D. Execute the racial and educational equity policy directives and</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>ensure equitable budgeting</p> <p>(i) Develop the District's Strategic Plan to include the directives in the Racial Equity Policy (AR 0415.1, 6) and Educational Equity Policy (BP 0415)</p> <p>(ii) Analyze expenditures and allocate financial and human resources in a manner that provides all students with equitable access to district programs, support services, and opportunities for success and promotes equity and inclusion in the district (AR 0415.1, 7) (BP 0415, 2)</p> <p>2022-23</p> <p>(Note changes to Key Initiatives and sub-goal language from the original LCAP submitted in June, 2021)</p> <p>The sub-goals for this section for years two and three of the LCAP are now included in other goals/sub-goals.</p>		

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.

The PUSD has prioritized work in the following areas for the 2021-22 school year:

- (1) Established social-emotional learning strategies in classrooms aligned with the district guidance on Multi Tiered System of Support (MTSS)
- (2) Strengthened use of Professional Learning Communities (PLCs) of teachers to promote collaboration
- (3) Engaged in study of Learning for Justice and Courageous Conversations materials to deepen staff exploration of identity, race, and inclusion
- (4) Surveyed families related to district areas for growth related to DEI
- (5) Engaged with community partners to address the learning loss and social-emotional needs of students as we move through the pandemic
- (6) Review the DEI survey and focus group results and make adjustments to district plans accordingly (to be reviewed in the upcoming LCAP Meeting)
- (7) Increase hiring and retention of diverse staff

Due to our ongoing need to respond to the COVID-19 pandemic, including responding to the Delta variant and the Omicron surge, some of our planned actions for year 1 did not happen or were adjusted from what we had planned. Those include:

- (1) Developing programs that support the experience of BIPOC staff
 - (2) Tailoring academic counseling more specifically to student needs and interests
 - (3) Allocating financial and human resources to provide all students with equitable access to district programs, support services, and opportunities for success
 - (4) Conducting a review of district-wide policies, procedures, and programs through a racial equity lens and revise as needed
- Several of the areas that the PUSD were unable to address this year have been included in the goals outlined for the 2022-23 and 2023-24 school years. Those not moved forward were eliminated due to them being less of a priority once the year began.

Below are detailed descriptions on progress outlined in our Metrics section:

% of staff members who participate in SEL-related trainings:

- (1) The PUSD Teachers on Special Assignment have provided professional learning for certificated teachers, paraeducators, and administrators to address the social-emotional well-being of students and staff.
- (2) Principals at each school have also provided additional professional development to site staff on SEL, and include restorative practices, guidance on how to interpret BESS results, and use of MTSS as a core element of in-class instruction.

% of staff members who participate in culturally responsive or equity/inclusion trainings:

- (1) All PUSD staff engaged in a full-day professional learning centered on Diversity, Equity, and Inclusion on January 3, 2022. Follow-up sessions are planned for the spring and summer of 2022.
- (2) At the elementary schools, staff are engaging in a deep study of the four areas of Teaching Tolerance Critical Practices for Anti-Bias Education to guide teaching and learning in all classrooms.
- (3) At the middle school, PMS staff received training on restorative practices at their Site PL Day on January 4, 2022. Additionally, they participated in gender expansive training in January.
- (4) At the high school level, MHS and PHS have partnered to support Black Student Union growth and provide staff professional development using the structures from Courageous Conversations.

% of instructional staff (teachers and paraeducators) who participate in training supporting effective instruction of state standards:

- (1) Certified and classified staff that work with our students with IEPs are receiving training on ways to recognize and respond to student anxiety levels so that we do not escalate student behaviors.
- (2) PUSD's legal department trained staff on the mandated legal requirements for following IEPs to support open and clear communication with families in service of student needs.

The following actions were identified as needing improvement by BIPOC students, staff, and families in the focus group discussions:

I. DIVERSITY EFFORTS AND LEADERSHIP

- (a) Clear commitment from District leadership to develop a "North Star" to guide the District's DEIB work
- (b) Provide ongoing coaching and support to school and district leadership to deepen their understanding of DEIB and implementation of inclusive practices and programs
- (c) Improved districtwide communication that is consistent among leaders and staff
- (d) Develop policies and procedures for a zero tolerance policy and accompanied by a toolkit of resources

II. CULTURE

- (a) Develop an accountability system that is role modeled at all levels in order to positively impact the culture in all schools and workplaces
- (b) Review and update the district's and each school's values through an anti-racist lens
- (c) Create inclusive, accessible spaces for BIPOC staff and students to connect and provide resources and activities that increase their sense of belonging

III. GROWTH AND SUPPORT

- (a) Continue to make small, incremental changes related to DEIB that will lead to meaningful change over time
- (b) Recommend the Director of DEI hold weekly office hours with an online sign-up sheet for folks to have opportunities to build relationships and learn from other sites in the District
- (c) Formalize the mentorship program for BIPOC students
- (d) Recognize examples of excellent academic programming and normalizing the growth and learning the district is undergoing overall and related to DEIB.

IV. TRAINING OPPORTUNITIES

- (a) Develop a strong onboarding process to retain new staff that includes implicit bias and other training
- (b) Develop an Awareness Program that includes tips and best practices for how to talk about bias, micro-aggressions, and belonging
- (c) Build a toolkit of resources, flyers, and one-pagers for students, teachers, staff, and parents
- (d) Develop goals and metrics for hiring more BIPOC staff to expand representation across PUSD

Source: DEI Focus Group Report developed by Extracurricular Consulting

District Policy/Procedures/Program Review:

- (1) This work is in progress and will be informed by interviews with the public conducted by the district's consultant in DEI and guided by the district's newly-hired Director of DEI.
- (2) The Director was hired in December, 2021, and will use the spring to review the community feedback, conduct additional interviews, and develop the rubric.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Budgeted and actual expenditures were within 5%.

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

In spite of the setback from the pandemic, PUSD was able to complete or make progress on several actions toward the goal of ensuring an outstanding educational experience for every student. Professional learning was offered to certificated and classified staff in support of both DEIB and academic achievement. The Director of DEI was hired and a DEI Council was formed; members offered invaluable input to the new director. New hiring practices were developed by a DEI Subcommittee and implemented in the spring. A BIPOC Support Network was established to support and retain BIPOC staff. Training was provided to Executive Cabinet and School Board members to develop their skills for analyzing policies to reflect anti-racist values and to ensure these policies result in fair and just outcomes for BIPOC students, staff, and their families. All of these actions helped make progress in Goal 3.

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.

Based on changes in funding, and our analysis of emerging needs and priorities derived through review of progress this year and feedback from our community, we have refined and/or merged some of our Key Initiatives and sub-goals.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
	0.00%	\$0.00	

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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.

Goal 2, Action 4: Bolster academic counseling tailored to the needs of students beyond anecdotal information in order to differentiate course load and ensure the best academic course paths that are manageable and beneficial for students' skill levels and career interests. The District offers academic counseling services at all grade levels, with additional hours (lower counselor to student ratio) offered at Millennium High School (MHS), which has the highest proportion of low-income students. \$22,000 of LCFF Supplemental funds are allocated to the MHS counselor to expand the position to 1.0 FTE to ensure the availability of the counselor to all students.

Goal 2, Action 5: Provide support to address learning loss and to promote academic recovery due to COVID. As part of this action, the District will provide after-school tutoring sessions with teachers. Students who are low-income, English learners or homeless will be offered tutoring first before offering sessions to other students.

Goal 2, Action 6: The District serves English learners through specialized instruction by certificated EL teachers. Four elementary and one secondary certificated staff member provide targeted services for English learners for approximately 20% of their total FTE. In elementary, students meet with the EL teacher either one-on-one each day or as part of a small group. In middle and high school, EL students are

scheduled for one period to be in a designated ELD class. \$100,000 of LCFF Supplemental funds are allocated to the salaries of the EL certificated teachers.

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

The District's English learners receive specialized instruction by certificated EL teachers. Four elementary and one secondary certificated staff member provide targeted services for English learners for approximately 20% of their total FTE. In elementary, students meet with the EL teacher either one-on-one each day or as part of a small group. In 2021-22, small groups will be added to elementary classes with additional instructional aides. In middle and high school, EL students are scheduled for one period to be in a designated ELD class. In 2021-22, secondary students will have additional support from a reading specialist as needed. Principals also monitor individual student and family needs and provide support at the site level.

For socio-economically disadvantaged students, the District offers academic counseling services at all grade levels, with additional hours (lower counselor to student ratio) offered at Millennium High School (MHS), which has the highest proportion of low-income students. For 2021-22, counseling hours have been expanded at all levels to address both socio-emotional needs and academic needs. Principals monitor individual student and family needs and provide support at the site level.

The increase in apportionment that the District receives is allocated among the salaries of each of the five teachers and specialists who provide targeted EL instruction and the counselor at MHS. The supplemental apportionment expands the FTE for those positions to allow for increased service to the English learners and the students at MHS.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

This is not applicable for Piedmont Unified School District as our student population is below the concentration threshold.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$748,867.00	\$477,418.00	\$548,085.00	\$23,838.00	\$1,798,208.00	\$1,553,188.00	\$245,020.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Equity, Inclusion, & Social Justice	All	\$174,889.00		\$58,570.00		\$233,459.00
1	1.2	School Culture	All	\$10,000.00				\$10,000.00
1	1.3	Wellness Services and Health Education	All	\$27,500.00		\$140,000.00		\$167,500.00
2	2.1	Standards- Aligned Instruction to Maintain High Levels of Academic Achievement for All Students	All	\$20,000.00	\$166,000.00			\$186,000.00
2	2.2	Multi-Tiered System of Support for English Language Arts (ELA)	All		\$311,418.00	\$210,350.00		\$521,768.00
2	2.3	Equitable Teaching and Grading Practices	All					
2	2.4	Counseling						
2	2.5	After-School Tutoring						
2	2.6	English Learner Support						
2	2.7	Differentiated Learning Opportunities	English Learners Low Income	\$156,492.00		\$68,995.00	\$23,838.00	\$249,325.00
3	3.1	Professional Learning	All	\$68,775.00		\$70,170.00		\$138,945.00
3	3.2	Communication and Collaboration	All	\$234,500.00				\$234,500.00
3	3.3	Teaching & Learning Experiences of	All	\$56,711.00				\$56,711.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		Diverse Staff & Students						

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant		2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
				0.00%		\$156,492.00	0.00%	0.00 %	Total:	\$156,492.00
									LEA-wide Total:	\$156,492.00
									Limited Total:	\$0.00
									Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	Counseling				Specific Schools: MHS		
2	2.7	Differentiated Learning Opportunities	Yes	LEA-wide	English Learners Low Income	All Schools	\$156,492.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,271,306.00	\$1,950,815.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Equity, Inclusion, & Social Justice	No	\$158,568.00	\$156,472
1	1.2	School Culture: Social-Emotional Learning (SEL), Positive Behavioral Intervention Supports (PBIS), Restorative Justice (RJ)	No	\$66,880.00	\$89,745
1	1.3	Wellness: Mental Health Services, Wellness Programming	No	\$331,546.00	\$265,831
2	2.1	Standards-Aligned Instruction	No	\$219,225.00	\$199,939
2	2.2	Differentiated Learning Opportunities	No	\$645,624.00	\$433,531
2	2.3	Assessment	No	\$20,000.00	\$0
2	2.4	Counseling		\$22,000.00	\$0
2	2.5	After-School Tutoring	Yes	\$100,000.00	\$76,277
2	2.6	English Learner Instruction	Yes	\$100,000.00	\$145,747
3	3.1	Professional Learning	No	\$437,993.00	\$343,429

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Partnerships with Families	No	\$132,500.00	\$184,105
3	3.3	Teaching & Learning Experiences of Diverse Staff & Students	No	\$36,970.00	\$55,739

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$140,442	\$100,000.00	\$145,747.00	(\$45,747.00)	0.62%	0.62%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.5	After-School Tutoring	Yes				
2	2.6	English Learner Instruction	Yes	\$100,000.00	\$145,747	.62%	.62%

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
22,878,118	\$140,442	0	0.61%	\$145,747.00	0.62%	1.26%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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 Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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 or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022