



Piedmont Unified  
School District

## 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 [2021-22]

### General Information

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

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. Piedmont Education Foundation provides approximately \$2.7 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 Unified School District (PUSD) 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, one alternative high school. 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.

#### Background and History of Piedmont

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. Located in the East Bay hills, Piedmont is surrounded on all sides by the city of Oakland's more historic residential districts. 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 SkatePark, 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 diversity of our population.

#### 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 stakeholders 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 solely on social-emotional wellbeing, as their top priority. 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).

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 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 incidents where our Jewish students have been the target of discrimination. Another high school club, Piedmont for Consent (P4C), formed in the fall 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 last 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 new actions and services related to equity, inclusion, social justice, school culture, and student and staff wellness. Goal 3 includes actions and services that focus on staff development and coaching. The goal of this teacher and staff support is to increase the number of differentiated lessons for students of special populations, to provide more integrated learning experiences for students, and to establish a culture where teachers work in professional learning communities to provide an equitable learning experience for every student. 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 have 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

## Reflections: Successes

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

Below are Piedmont Unified School District's California School Dashboard Results:

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. Last 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 Subgroup:

(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 Subgroup:

(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: Students with Disabilities, White, Two or More Races

Green: N/A

Yellow: Asian, Socioeconomically Disadvantaged, White

No Rating: African American, Asian, English Learners, American Indian, Filipino, Hispanic

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

Conditions and Climate Overall and by Subgroup:

(1) Suspension Rate: Blue

Blue: Asian, Hispanic, Two or More Races

Green: White, Socioeconomically Disadvantaged

Yellow: Students with Disabilities

Orange: African American

No Rating: English Learners, American Indian, 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 subgroup, 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, academically challenging academic 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.

## 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.

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.

Even though SB 98 suspended the reporting of state and local indicators on the 2020 California School Dashboard, state law still requires that reliable and valid data that would have been included in the 2020 Dashboard be reported. To meet this requirement, the California Department of Education has made the graduation rate and college and career indicators available. PUSD's 2020 graduation rate is lower than in past years--93.2% for 2020 versus 99.6% in 2019 and 97.6% in 2018. Reviewing the cohort reports this appears to be more of a reporting issue where several student exit codes were not reported correctly and reflected in CALPADS timely during the pandemic resulting in more "drop-outs." Both of the Piedmont staff responsible for CALPADS reporting retired in the spring of 2020. The drop in graduation rate from 99.6 to 94.2 had more to do with the pandemic and turnover in staff than any change in the educational program. PUSD is staffed fully now and working with a consultant to improve data collection.



# LCAP Highlights

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

Piedmont Unified School District is one of the highest-performing school districts in California, where a majority of our students enter a four-year college after high school, where 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) 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.

## 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.

# Stakeholder Engagement

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

Piedmont Unified School District has engaged in a robust engagement process that was developed 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 stakeholders 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, stakeholders 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.

In our most recent meeting, where we finalized the Action Areas for the LCAP, we asked our stakeholders 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 stakeholders were: Mental Health and Wellness Programming; Equity, Diversity, and Social Justice; and School Culture and Social-Emotional Learning. As a central office, we agree 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 Stakeholder 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.

#### A summary of the feedback provided by specific stakeholder groups.

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.

Two Board Policies related to Diversity, Equity, and Inclusion (BP 0415, BP 0415.1) were developed in response to feedback from stakeholders, 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.

A series of meetings with students and a community town hall meeting on sexual consent has contributed to Goal Area 1, Action Area 3.

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.

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

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.

The expected measurable outcomes related to racial equity were influenced by members of PADC and PREC.

# 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.

## 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)	19-20 Elementary 81% School Connectedness 91% Feel Safe at school 77% Caring adults at school  PMS 74% School Connectedness 81% Feel Safe at school 74% Caring adults at school  PHS 71% School Connectedness				All indicators are over 85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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>				
Cal School Staff Survey (Priority 6)	<p>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</p>				All indicators are over 85%
Facilities in good repair (Priority 1)	<p>19-20 FIT Facility Inspection Tool rates all schools as "good" Source: SARC/FIT</p>				No schools marked with rating other than "good"



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension rates (Priority 6)	19-20 .2% 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
Social-Emotional Screener (BESS)	20-21 82% Normal risk March 2021, 13% elevated risk, 5% extremely elevated risk Source: BESS Screener March 2021				85% or higher Normal risk
Multi-Tiered Systems of Support (MTSS)	21-22 Convene a team to develop SEL-aligned MTSS that clearly describes our supports for student wellbeing and methods for addressing student need Source: Internal meeting agendas				MTSS is fully integrated in our schools via instructional practices, school cultures, norms, and approaches to student discipline
Access to high-level high school courses by diverse student	20-21 SwD course enrollment in third				SwD complete the 3-year science pathway at the same

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
population (unduplicated students, students with disabilities, traditionally underrepresented groups) (Priority 7)	<p>year of Science pathway MHS: 36%, PHS: 62.5%</p> <p>Female representation in AP Computer Science courses 34%, and middle school Fab Lab and Computer Arts, 20%</p> <p>39% of 9-12th graders are unduplicated pupils, special ed, 504 or socio-economic disadvantaged. Unduplicated students and SwD participation in AP and Honors courses 28% and overall student participation is 31% Source: Internal Analysis</p>				<p>percentage as overall students</p> <p>Female enrollment in high school Computer Science AP courses is 50%, and middle school CS related courses is 50%</p> <p>Increase Unduplicated and SwD participation in AP or Honors courses to match overall student participation in those courses</p>
Expulsions (Priority 6)	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				Improve on all indicators

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Source: Meeting agendas				
Anti-bias curriculum audit	Select an anti-bias curriculum audit tool and establish baseline data Source Meeting agendas				Improve on all indicators
Drop-out Rates - Middle School (Priority 5)	19-20 0 drop-outs Source: CALPADS				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				Reduce Drop-out rate to 1% or less.
Chronic Absenteeism (Priority 5)	2019 3.5% chronic absenteeism Source: CA Dashboard				Reduce chronic absenteeism to 2.5% K-8
School Attendance (Priority 5)	19-20 97% Attendance rate through February 2020 Source: Internal ADA report				Maintain 97% attendance rate

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Equity, Inclusion, & Social Justice	<p>A. Identify ways to counteract bias and stereotyping in learning material</p> <p>2021-22</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 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>(i) Incorporate anti-racist resources into the curriculum and integrate culturally responsive teaching practices (AR 0415.1, 1a)</p> <p>(ii) Continue to audit current instructional materials to identify areas for needed improvement/replacement to promote equity and inclusion (AR 0415.1, 1a) (BP 0415, 1)</p> <p>(iii) Adopt curriculum and instructional materials that accurately reflect the diversity among student groups, aligned to textbook adoption schedule (described in Goal 2) (AR 0415.1, 1a)</p> <p>(iv) Adopt a new social studies curriculum aligned to the new history-social science framework and centered on social justice and racial equity (TK-5)</p> <p>2023-24</p> <p>(i) Continue to incorporate anti-racist resources into the curriculum and integrate culturally responsive teaching practices (AR 0415.1, 1a)</p> <p>(ii) Continue to audit current instructional materials to identify areas for needed improvement/ replacement to promote equity and inclusion (AR 0415.1, 1a) (BP 0415, 1)</p>	\$158,568.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>(iii) Implement updated and adopted curricula that promote equity and inclusion, such as the Social Studies curriculum TK-5</p> <p>B. Provide and expand identity-based supports and programming</p> <p>2021-22</p> <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>(i) Continue current identity-based affinity and support group programming; continue to explore further ways to provide identity-based affinity and support groups for students and staff within each school and across schools (AR 0415.1, 1a) (AR 0415, 4)</p> <p>2023-24</p> <p>(i) Maintain and deepen identity-based affinity groups and explore additional supports for students based on identity (AR 0415.1, 1a) (BP 0415, 4)</p> <p>C. Establish a system for monitoring student needs based on disaggregated data</p> <p>2021-22</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</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>planning, policy-making, and resource-development decisions (AR 0415.1, 1 b, c, f) (BP 0415, 1)</p> <p>2022-23 (i) Use student data collected in year 1 to develop inclusive and equity-focused policies and use the baseline data to establish multi-year plans for growth and improvement (AR 0415.1, 1 b, c, f) (BP 0415, 1)</p> <p>2023-24 (i) Continue to review student data collected previously and refine policies and plans to promote equity and inclusion (AR 0415.1, 1 b, c, f) (BP 0415, 1)</p>		
2	School Culture: Social-Emotional Learning (SEL), Positive Behavioral Intervention Supports (PBIS), Restorative Justice (RJ)	<p>A. Establish social-emotional learning-based multi-tiered systems of support (MTSS)</p> <p>2021-22 (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) (ii) Develop and implement clear protocols for responding to national events and community trauma</p> <p>2022-23 (i) Implement new MTSS-aligned programming district-wide (AR 0415.1, 1a) (BP 0415, 4) (ii) Review the current SEL program for grades TK-5 and consider revisions (iii) Continue to implement protocols for responding to national events and community trauma and revise as needed</p> <p>2023-24</p>	\$66,880.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>(i) Continue to implement MTSS-aligned programming district-wide; begin evaluating its effectiveness and identify areas of further development (AR 0415.1, 1a) (BP 0415, 4)</p> <p>(ii) Implement new or maintain SEL programming with some revisions in grades TK-5</p> <p>(iii) Continue to implement protocols for responding to national events and community trauma and revise as needed</p> <p>B. Institute the use of restorative practices</p> <p>2021-22</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>(i) Further develop the use of Restorative Practices district-wide, including use of community circles, systems for reporting incidents of bias, and enforcement of consequences for infractions (AR 0415.1, 1e,f, g) (BP 0415, 4)</p> <p>2023-24</p> <p>(i) Review and refine Restorative Practices and school climate policies as needed (AR 0415.1, 1e,f, g) (AR 0415, 4)</p> <p>C. Expand student engagement opportunities</p> <p>2021-22</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>		



Action #	Title	Description	Total Funds	Contributing
		<p>2022-23            (i)Expand cross-school student leadership and engagement opportunities to create a more inclusive and aligned community (BP 0415, 4)            (ii) Provide targeted outreach to underrepresented students to ensure access to, and encourage participation in, student engagement opportunities (BP 0415, 4)            (iii)Continue to analyze expenditures and allocation of financial and human resources to determine whether there is equitable access (BP 0415, 2)</p> <p>2023-24            (i) Evaluate cross-school student leadership and engagement programs to determine progress in creating a more inclusive and aligned community (AR 0415, 4)            (ii) Continue to analyze expenditures and allocation of financial and human resources to determine whether there is equitable access (BP 0415, 2)</p>		
3	Wellness: Mental Health Services, Wellness Programming	<p>A. Provide a safe and supportive return to school</p> <p>2021-22            (i) Provide for a safe and nurturing re-introduction to the 2021-22 school year, recognizing the impact of COVID            (ii) Assess the impact of COVID on students using the BESS and CHKS surveys            (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            (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>	\$331,546.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>(i) Evaluate the impact of the ELO grant interventions and consider further investments in recovery programming based on staff and student needs (ELO Grant)</p> <p>B. Expand counseling and mental health/wellness services</p> <p>2021-22</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>(i) Develop systems for regular student support and monitoring of counseling and mental health services</p> <p>(ii) Implement K-12 lessons on consent education; continue to offer curriculum, staff training, and student educational programs on Sexual Consent</p> <p>(iii) Recruit Wellness Center interns using hiring policies and procedures consistent with AR 0415.1</p> <p>(iv) Train counselors and staff to be proficient practitioners of anti-racism who have the ability to counsel and teach White students and staff about White privilege and anti-racism (AR 0415.1, 4)</p> <p>(v) Train counselors and staff on how to support BIPOC students and families (AR 0415.1, 5b, c, d)</p> <p>2023-24</p> <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>		

Action #	Title	Description	Total Funds	Contributing
		(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)  C. Develop an advisory curriculum  2021-22 (i) Explore the development of a student advisory period and curriculum to support student wellness and a sense of community (MS and HS)  2022-23 (i) Implement updated advisory curriculum in grades 6-12		

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
2	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				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				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				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				85% meet/exceed standard
Graduation rate (Priority 5)	2019 99.6% 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				Maintain 100% access to instructional materials
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				Maintain 100% access to required broad course of study

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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				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				Maintain or Increase concurrent enrollment
Access and success in AP courses (Priority 4)	2020 781 tests taken by 396 students 91% were a 3 or above Source: Dataquest				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				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				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)				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  9-12 Math- Implement MDTP assessments				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
	ELA- Implement Reading Assessment Source: Internal reporting in Illuminate				
Use of data-based instruction and common assessments	Develop common assessments and a system for monitoring student achievement				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.
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				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				Increase annual EL reclassification rate to 25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Progress Indicator (Priority 4)	<p>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) Source: California School Dashboard or internal</p> <p>2018-19 32% at-risk or long-term EL students Source: Dataquest</p>				<p>85% making progress (moving one level a year)</p> <p>Reduce long-term or at-risk EL students to below 15%</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</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
	Source: CALPADS, SARC, Internal Analysis				
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				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				100% of families of unduplicated students will be contacted for targeted support services (afterschool tutoring, nutrition support, wifi support, etc)
Early Assessment Program (Priority 4)	2019 By Site ELA 30% MHS 85% PHS  By Site Math 22% MHS 82% PHS				Increase "college prepared" percentage as demonstrated in the Early Assessment Program criteria  ELA MHS increase to 40% PHS maintain at least 85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Source: Illuminate EAP report (CAASPP, ACT, SAT, AP)				Math MHS increase to 30% PHS increase to 85%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Standards-Aligned Instruction	<p>A. Adopt culturally responsive curriculum and instructional practices</p> <p>2021-22</p> <p>(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)</p> <p>(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)</p> <p>(iii) Implement Phonemic Awareness and Phonics Skills curriculum</p> <p>(iv) Implement newly-adopted Science curriculum grades TK-5</p> <p>(v) Review Middle School History-Social Science Curriculum and take to Board for adoption</p> <p>(vi) Convene a team to review and pilot new High School English and History-Social Science Curriculum</p> <p>(vii) Convene a Secondary World Language Curriculum Adoption Committee</p> <p>(viii) Convene a team to initiate research into revisions to the High School Science curriculum</p> <p>2022-23</p> <p>(i) Convene Social Studies Framework committee and purchase or develop new curriculum (focus on social justice and racial equity) TK-5 (BP 0415, 5)</p> <p>(ii) Adopt and implement new High School English and History-Social Science Curriculum</p>	\$219,225.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>(iii) Implement new Secondary World Language curriculum            (iv) Continued research into revisions to the High School Science curriculum            (v) Further develop and implement Engineering courses to be offered at the PHS STEAM building</p> <p>2023-24            (i) Implement new History/ Social Studies curriculum TK-5 (BP 0415, 5)            (ii) Convene a team to review the new State Math Framework and analyze the Secondary Math curriculum and pathways</p> <p>B. Implement standards-aligned health education</p> <p>2021-22            (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            (i) Develop and implement standards-aligned health curriculum TK-5            (ii) Implement the first phase of the plan for providing K-12 standards-aligned health education to all students</p> <p>2023-24            (i) Implement the final phase of the plan for providing K-12 standards-aligned health education to all students</p> <p>C. Establish opportunities for all students to participate in college preparatory and extracurricular courses</p> <p>2021-22            (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)            (ii) Bolster academic counseling tailored to the needs of students beyond anecdotal information in order to differentiate course load and</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>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 (i) Establish opportunities for all students to participate in college preparatory and extracurricular courses, and with academic counseling to student choice and participation (BP 0415, 3)</p> <p>2023-24 (i) Continue to provide opportunities for all students to participate in college preparatory and extracurricular courses, and with academic counseling to student choice and participation (BP 0415, 3)</p>		
2	Differentiated Learning Opportunities	<p>A. Provide academic support to address student learning loss</p> <p>2021-22 (i) Provide support to address learning loss and to promote academic recovery due to Covid, including summer school and interventions for reading and math (ELO Grant) (ii) Provide increased access to Special Education services (as identified by student IEPs) (ELO Grant) (iii) Convene a team of Teachers on Special Assignment to support the development of Multi-Tiered Systems of Support TK-12 (ELO Grant)</p> <p>B. Adapt programming and schedules</p> <p>2021-22 (i) Review current project-based learning opportunities and explore expansion (HS) (ii) Create a new secondary schedule that supports student well-being and allows for differentiated instruction</p> <p>2022-23</p>	\$645,624.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>(i) Implement a new secondary schedule that supports student well-being and allows for differentiated instruction</p> <p>C. Expand career and technical education programming</p> <p>2021-22 (i) Expand CTE by providing students with opportunities for service learning, work-based learning, internships, and dual enrollment (HS); Increase Career Awareness and Readiness Opportunities for students</p> <p>2022-23 (i) Formalize CTE internship programs for students and externship programs for teachers</p> <p>2023-24 (i) Develop more CTE follow-up activities to Career Day; increase variety in represented careers; include new careers and trades</p>		
3	Assessment	<p>A. Explore alternative grading policies</p> <p>2021-22 (i) Explore Grading for Equity and evaluate grading policies district-wide (BP 0415, 4)</p> <p>2022-23 (i) Adapt grading policies districtwide based on findings from Grading for Equity and through the use of Essential Learning Outcomes (BP 0415, 4)</p> <p>B. Develop and use alternative assessment strategies</p> <p>2021-22 (i) Establish benchmarks and target Essential Learning Outcomes TK-12</p> <p>2022-23</p>	\$20,000.00	No



Action #	Title	Description	Total Funds	Contributing
		<p>(i) Review district-wide assessment strategies and expand options beyond standardized tests</p> <p>(ii) Develop a district-wide Graduate Profile and align it to benchmarks at each school level (elementary, middle, and high school)</p> <p>2023-24</p> <p>(i) Implement alternative assessments as appropriate to accurately assess student achievement</p> <p>(ii) Begin to make instructional adjustments aligned to the Graduate Profile including rubrics, core values, and skills development</p>		
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> <p>(ii) Ensure the ratio of counselors to students at Millennium High School provides increased availability for counseling services to MHS students</p>	\$22,000.00	Yes
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>	\$100,000.00	Yes
6	English Learner Support	<p>2021-22</p>	\$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(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.		

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
3	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				100% fully credentialed
Piedmont Community (Parents & Staff) Response Survey	Baseline data established May, 2021 Level of trust in district leaders: 6 stars, 5.51 weighted average  Level of trust in the District compared to pre-Covid: 17% higher level of trust				Increase level of trust in district leaders to 8 stars or 7.5 weighted average  50% of parents, staff, and students report having a higher level of trust in the District compared to pre-Covid

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>55% lower level of trust 28% not sure</p> <p>Source: Piedmont Community Response Survey (developed by communications consultant)</p>				
% of staff members who participate in SEL-related trainings	Establish baseline using attendance logs				100% staff have participated in one or more of the following: trauma-informed instruction, executive function, SEL screener, restorative practices, and/or MTSS
% of staff members who participate in culturally responsive or equity/inclusion trainings	Establish baseline using attendance logs				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	Establish baseline using attendance logs				100% of instructional staff

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
instruction of state standards					
BIPOC family needs assessment survey	Research needs assessment survey tool and establish baseline data				Improve on all indicators
% of administrators, certificated, and classified employees who identify as BIPOC	<p>2020 Administrators: 8% Latino, 92% White</p> <p>Certificated: 1% African American/ Black, 1% Asian, 8% Latino, 2% Native 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>				Increase % of employees who identify as BIPOC
District Policy/Procedures/Program Review	Research or create a rubric to review district policies, procedures, and programs through a racial equity/anti-racist lens				Improve on all indicators

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% 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				Increase % of parents engaging in district planning meetings

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Learning	<p>A. Provide training on SEL and MTSS</p> <p>2021-22</p> <ul style="list-style-type: none"> <li>(i) Provide staff with training on trauma-informed and executive function instructional practices (ELO Grant)</li> <li>(ii) Provide training for teachers and staff on how to welcome students back to school following the pandemic (ELO Grant)</li> <li>(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)</li> </ul> <p>2022-23</p> <ul style="list-style-type: none"> <li>(i) Train and coach staff on new SEL MTSS and support in its use; train and coach staff on aligned restorative practices, and address the continued impact of Covid-19 learning loss and social-emotional needs</li> </ul> <p>2023-24</p> <ul style="list-style-type: none"> <li>(i) Provide ongoing training and coaching to adapt to the new MTSS</li> </ul> <p>B. Engage staff in a discourse on race, identity, bias, inclusion, and consent</p> <p>2021-22</p>	\$437,993.00	No

Action #	Title	Description	Total Funds	Contributing
		<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> <p>2022-23</p> <p>(i) Ongoing training and support on inclusive practices and culturally responsive teaching strategies aligned to the Racial Equity and Educational Equity board policies (AR 0415.1; 1a,b,c,d; 4a,b)</p> <p>(ii) Continue to identify training and support for ongoing discourse on race, identity, and bias (BP 0415, 8)</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 (AR 0415.1, 4)</p> <p>(iv) Continue to offer identity-based affinity and support groups for students and staff (AR 0415.1, 1a, 4a,b)</p> <p>2023-24</p> <p>(i) Ongoing training and support on inclusive practices and culturally-responsive teaching strategies (AR 0415.1, 1a,b,c,d)</p> <p>(ii) Continue to identify training and support for ongoing discourse on race, identity, and bias (BP 0415, 8)</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 (AR 0415.1, 4)</p> <p>(iv) Continue to offer identity-based affinity and support groups for students and staff (AR 0415.1, 1a, 4a,b)</p> <p>C. Provide ongoing training on core academic instruction</p> <p>2021-22</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>(i) Provide regular opportunities for teacher collaboration including through PLCs and use of grade/subject-level Essential Learning Outcomes  (ii) Train Paraeducators on the stages of literacy development in the Elementary School grades</p> <p>2022-23  (i) Support staff to develop differentiated instructional practices and support for students  (ii) Provide staff with standards-aligned and content-specific training on updated instructional strategies and textbook adoptions  (iii) Train staff on the use of equitable grading strategies and assessment measures, and use differentiated instructional practices such as project-based learning</p> <p>2023-24  (i) Continue to support staff to develop differentiated instructional practices and support for students  (ii) Promote cross-school collaboration  (iii) Provide ongoing access to PLCs and standards-aligned instructional practices</p>		
2	Partnerships with Families	<p>A. Provide increased parent and family engagement</p> <p>2021-22  (i) Survey BIPOC students and their families to assess their needs (AR 0415.1, 1b)  (ii) Evaluate current parent/family engagement strategies district-wide and explore expanding and/or aligning outreach efforts</p> <p>2022-23  (i) Increase opportunities for meaningful collaboration with all parents and close attention to the participation of BIPOC parents  (ii) Establish a community-wide effort to understand how student academic expectations (such as AP coursework) affect student well-being</p>	\$132,500.00	No



Action #	Title	Description	Total Funds	Contributing
		<p>2023-24</p> <p>(i) Continue to evaluate parent engagement strategies and explore updates and additions, especially for parents of BIPOC students</p> <p>(ii) Continue the community-wide effort to understand how student academic expectations affect student well-being and implement next steps with community support</p>		
3	Teaching & Learning Experiences of Diverse Staff & Students	<p>A. Engage with community partners and establish an Equity Council</p> <p>2021-22</p> <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>(i) Ongoing engagement with the Equity Council to provide the Director of DEI with multiple perspectives needed for the successful implementation of actions related to diversity, equity, inclusion, and social justice outlined in board policies, administrative regulations, and the District's Strategic Plan (AR 0415.1, 8c)</p> <p>2023-24</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 (AR 0415.1, 8)</p> <p>B. Increase hiring and retention of diverse staff</p>	\$36,970.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>2021-22            (i) Develop initiatives to increase hiring and retention of diverse staff (BIPOC, LGBTQ+) (AR 0415.1, 2a,b) (BP 0415, 7)            (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            (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 (AR 0415.1, 2d)            (ii) Ensure that all hiring and personnel policies and practices are consistent with racial equity and inclusion goals (BP 0415, 7)            (iii) Review and update the hiring and retention policies with an equity lens to ensure intended and just outcomes for BIPOC (AR 0415.1, 2d)            (iv) Implement the new hiring initiatives in order to advance the employment and retention of a diverse staff that reflects the student demographics of Alameda County (AR 0415.1, 2a,b,c) (BP 0415, 7)</p> <p>2023-24            (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 (AR 0415.1, 2d)</p> <p>C. Review district-wide policies, procedures, and programs</p> <p>2021-22            (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            (i) Regularly conduct district policy, procedure, and program audits and evaluations with a focus on racial equity and anti-racism (AR 0415.1, 3a,b)</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>2023-24            (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 (AR 0415.1, 3a,b)</p> <p>D. Execute the racial and educational equity policy directives and ensure equitable budgeting</p> <p>2021-22            (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)            (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            (i) Implement Year 2 of the Strategic Plan</p> <p>2023-24            (i) Implement Year 3 of the Strategic Plan</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.

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
0.54%%	121,705

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

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.

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$504,986.00	\$1,568,346.00	\$172,093.00	\$25,881.00	\$2,271,306.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,859,654.00	\$411,652.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Equity, Inclusion, & Social Justice	\$113,568.00		\$45,000.00		\$158,568.00
1	2	All	School Culture: Social-Emotional Learning (SEL), Positive Behavioral Intervention Supports (PBIS), Restorative Justice (RJ)	\$43,348.00	\$23,532.00			\$66,880.00
1	3	All	Wellness: Mental Health Services, Wellness Programming	\$7,500.00	\$324,046.00			\$331,546.00
2	1	All	Standards-Aligned Instruction	\$20,000.00	\$199,225.00			\$219,225.00
2	2	All	Differentiated Learning Opportunities		\$601,743.00	\$18,000.00	\$25,881.00	\$645,624.00
2	3	All	Assessment		\$20,000.00			\$20,000.00
2	4	Low Income	Counseling	\$22,000.00				\$22,000.00
2	5	English Learners Foster Youth Low Income	After-School Tutoring		\$100,000.00			\$100,000.00
2	6	English Learners	English Learner Support	\$100,000.00				\$100,000.00
3	1	All	Professional Learning	\$29,100.00	\$299,800.00	\$109,093.00		\$437,993.00
3	2	All	Partnerships with Families	\$132,500.00				\$132,500.00
3	3	All	Teaching & Learning Experiences of Diverse Staff & Students	\$36,970.00				\$36,970.00

**Contributing Expenditures Tables**

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$122,000.00	\$222,000.00
<b>LEA-wide Total:</b>	\$0.00	\$100,000.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$122,000.00	\$122,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	4	Counseling	Schoolwide	Low Income	Specific Schools: MHS	\$22,000.00	\$22,000.00
2	5	After-School Tutoring	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$100,000.00
2	6	English Learner Support	Schoolwide	English Learners	All Schools	\$100,000.00	\$100,000.00



**Annual Update Table Year 1 [2021-22]**

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

**General Information** – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

**LCAP Highlights** – Identify and briefly summarize the key features of this year's LCAP.

**Comprehensive Support and Improvement** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Stakeholder Engagement

## Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

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

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

### ***Focus Goal(s)***

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

### ***Broad Goal***

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### ***Maintenance of Progress Goal***

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

### ***Measuring and Reporting Results:***

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:



- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

**Goal Analysis:**

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

## **Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students**

### **Purpose**

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### **Requirements and Instructions**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

**Percentage to Increase or Improve Services:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

**Unduplicated Percentage > 55%:** For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

**Unduplicated Percentage < 55%:** For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40% or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

## Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.