



Piedmont Unified
School District

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Cal Healthy Kids Survey students (Priority 6)	<p>19-20 Elementary 81% School Connectedness 91% Feel Safe at school 77% Caring adults at school</p> <p>PMS 74% School Connectedness 81% Feel Safe at school 74% Caring adults at school</p> <p>PHS 71% School Connectedness 84% Feel Safe at school 69% Caring adults at school</p>	<p>2021-22 Elementary 86% School Connectedness 90% Feel Safe at School 83% Caring Adults at School</p> <p>PMS 80% School Connectedness 83% Feel Safe at School 77% Caring Adults at School</p> <p>PHS 73% School Connectedness 86% Feel Safe at School 73% Caring Adults at School</p>	<p>2022-23 Elementary 86% School Connectedness 92% Feel Safe at School 76% Caring Adults at School</p> <p>PMS 84% School Connectedness 85% Feel Safe at School 82% Caring Adults at School</p> <p>PHS 74% School Connectedness 88% Feel Safe at School 76% Caring Adults at School</p>	<p>2023-24 Elementary 85% School Connectedness 89% Feel Safe at School 75% Caring Adults at School</p> <p>PMS 84% School Connectedness 90% Feel Safe at School 80% Caring Adults at School</p> <p>PHS 76% School Connectedness 84% Feel Safe at School 77% Caring Adults at School</p>	All indicators are over 85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	MHS 76% School Connectedness 68% Feel Safe at school 83% Caring adults at school Source: CA Healthy Kids Survey	MHS 64% School Connectedness 74% Feel Safe at School 83% Caring Adults at School Source: CA Healthy Kids Survey	MHS 65% School Connectedness 70% Feel Safe at School 82% Caring Adults at School Source: CA Healthy Kids Survey	MHS 67% School Connectedness 71% Feel Safe at School 83% Caring Adults at School Source: CA Healthy Kids Survey	
Cal School Staff Survey (Priority 6)	19-20 Strongly agree/agree 87% School is a safe place for staff 83% My site is a supportive and inviting place for staff to work 78% This school promotes trust and collegiality among staff Source: CA Healthy Kids Staff Survey	2021-22 Strongly agree/agree 92% School is a safe place for staff 85% My site is a supportive and inviting place for staff to work 83% This school promotes trust and collegiality among staff Source: CA Healthy Kids Staff Survey	2022-23 85% School is a safe place for staff 80% My site is a supportive and inviting place for staff to work 71% This school promotes trust and collegiality among staff Note Staff results not available from some sites due to small number completed. Source: CA Healthy Kids Staff Survey	2023-24 88% School is a safe place for staff 78% My site is a supportive and inviting place for staff to work 79% This school promotes trust and collegiality among staff Source: CA Healthy Kids Staff Survey 170 respondents	All indicators are over 85%
Facilities in good repair (Priority 1)	19-20 FIT Facility Inspection Tool rates all schools as "good" Source: SARC/FIT	2021-22 FIT Facility Inspection Tool administered in December 2021 found	2022-23 Facility Inspection Tool administered in December 2022 found	2023-24 Facility Inspection Tool administered in December/Jan	No schools marked with rating other than "good"

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		all facilities in "good" or "exemplary" repair. Source: SARC/FIT	all facilities in "good" or "exemplary" repair. Source: SARC/FIT	2023/2024 found all facilities in "good" or "exemplary" repair. Source: SARC/FIT	
Suspension rates (Priority 6)	19-20 .2% suspension rate Source: Dataquest	20-21 0% suspension rate Source: Dataquest	21-22 0% suspension rate Source: Dataquest	22-23 .7% suspension rate Source: Dataquest No student groups 2 or more levels from overall of "green" on CA Dashboard.	Maintain suspension rate below .3% Eliminate any student group suspension rate gap more than 2 levels from the overall student outcome on the CA Dashboard
Social-Emotional Screener (BESS)	20-21 March 2021 Normal risk --82% Elevated risk --13% Extremely elevated --5% Source: BESS Screener March 2021	2021-22 February 2022 Normal--86% Elevated--11% Extremely Elevated--3% Broken down by gender, our district results were as follows: Female (842 students) Normal--84% Elevated--12% Extremely Elevated--4% Male (944 students) Normal--89%	2022-23 October 2022 Normal--89% Elevated--9% Extremely Elevated--2% Broken down by gender, our district results were as follows: Female students Normal--85% Elevated--11% Extremely Elevated--3% Male students Normal--92%	2023-24 The BESS Screener was retired for the 23-24 school year. Instead the district began using the SEL Screener developed by Panorama. Fall 2023 administration: 88% of students were "on track" for SEL strengths. Broken down by gender, our district results were as follows:	85% or higher Normal risk

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Elevated--9% Extremely Elevated--2%</p> <p>Non-binary (3 students reported) Normal--33% Elevated--33% Extremely Elevated--33% Source: BESS Screener February 2022</p>	<p>Elevated--7% Extremely Elevated--1%</p> <p>Non-binary students Normal--56% Elevated--33% Extremely Elevated--11% Source: BESS Screener October 2022</p>	<p>Female students: 93% on track Male students: 84% on track Non-binary students: 88% on track</p> <p>Source: Panorama Student Success District Overview October 2023</p>	
Multi-Tiered Systems of Support (MTSS)	<p>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</p>	<p>2021-22 A team of eight teachers on special assignment (TOSA) were hired for a total FTE of 3.0. TOSAs curated lessons, provided resources, and led training at faculty meetings and admin-directed common collaboration time on SEL strategies.</p>	<p>22-23 A 1.0 MTSS Coordinator and a team of seven teachers on special assignment (TOSA) were hired for a total FTE of 4.0. TOSAs supported sites in developing their Response to Instruction and Intervention (RTI in reading, led training at faculty meetings and admin-directed common collaboration time, and presented several times updating</p>	<p>23-24 The MTSS work is being coordinated by district leaders Stephanie Griffin, Ariel Dolowich and teacher on special assignment Michelle Kerwin. Additional teachers on special assignment supporting the roll-out include: Debbi Hill, Adam Saville, Kate Waldron and Molly Coffee-Smith. This team is focused on developing a consistent district-</p>	<p>MTSS is fully integrated in our schools via instructional practices, school cultures, norms, and approaches to student discipline</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>the Board and community at Board meetings.</p>	<p>wide systems to implement Multi-Tiered Systems of Support in schools to support all students, including:</p> <ul style="list-style-type: none"> (1) Creating a multi-tiered system across all levels that keeps equity and inclusion as its foundation (2) Implementing a system to aid in identifying students needing intervention and recording MTSS interventions. (3) Creating a multi-tiered system of support that integrates academic interventions in literacy and math into the school day at all levels <p>Below are examples of the systems already underway as the district develops its larger plan:</p> <ul style="list-style-type: none"> • Using Panorama to identify across the 	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>whole child students in need of support</p> <ul style="list-style-type: none"> Collaborating with administration to interpret student data, Training staff to use the Panorama platform to look at student data and record interventions 	
<p>Access to high-level high school courses by diverse student population (unduplicated students, students with disabilities, traditionally underrepresented groups) (Priority 7)</p>	<p>20-21 SwD course enrollment in third 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>21-22 SwD 3rd year of Science pathway MHS: 0% PHS: 35% Overall 56%</p> <p>Female enrollment in high school AP Computer Science courses 41%, and middle school Fab Lab and Computer Arts, 27%</p> <p>32% of 9-12th graders are unduplicated</p>	<p>22-23 SwD 3rd year of Science Pathway MHS: 29% PHS: 59% Overall 58%</p> <p>Female enrollment in high school AP Computer Science courses 43%, and middle school Fab Lab and Computer Arts, 34%</p> <p>38% of 9-12th graders are unduplicated</p>	<p>23-24</p> <ul style="list-style-type: none"> Science 3yr Pathway- 53% of all MHS/PHS students completed the 3yr pathway SwD 3rd year of Science Pathway completion MHS: 0% PHS: 24% Female enrollment in CS- 40% female enrollment in 	<p>SwD complete the 3-year science pathway at the same 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</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>39% of 9-12th graders are unduplicated pupils, special ed, 504 or socio-economic disadvantaged.</p> <p>Unduplicated students and SwD participation in AP and Honors courses 28% and overall student participation is 31%</p> <p>Source: Internal Analysis</p>	<p>pupils, special ed, 504 or socio-economic disadvantaged.</p> <p>Unduplicated students and SwD participation in AP and Honors courses 21% and overall student participation is 41%</p> <p>Source: Internal Analysis</p>	<p>pupils, special ed, 504 or socio-economic disadvantaged.</p> <p>Unduplicated students and SwD participation in AP and Honors courses 30% and overall student participation in at least one AP or Honors course is 61%</p> <p>Source: Internal Analysis</p>	<p>high school AP Computer Science courses</p> <p>39% female enrollment in middle school CS courses</p> <ul style="list-style-type: none"> Unduplicated students, SwD, 504 - 24% of 9-12th graders are counted as unduplicated pupils, special ed, 504 or socio-economic disadvantaged. <p>50% of Unduplicated students and SwD participated in AP/Honors courses</p> <p>62% overall student participation in at least one AP or Honors course</p> <p>Source: Internal Analysis</p>	<p>courses to match overall student participation in those courses</p>
Expulsions (Priority 6)	<p>0 expulsions</p> <p>Source: Dataquest</p>	<p>20-21</p> <p>0 expulsions</p> <p>Source: Dataquest</p>	<p>21-22</p> <p>0 expulsions</p> <p>Source: Dataquest</p>	<p>22-23</p> <p>0 expulsions</p> <p>Source: Dataquest</p>	<p>Maintain 0 expulsions</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Equity and inclusion student and staff survey & diversity and inclusion dashboard	Research equity and inclusion survey and dashboard tools and establish baseline data Source: Meeting agendas	<p>In September, 2021, the Director of DEI resigned the position so an outside consultant was hired to interview BIPOC staff, students, and community members to gather qualitative data on inclusion and belonging.</p> <p>The following areas were identified as needing improvement:</p> <p>I. DIVERSITY EFFORTS AND LEADERSHIP</p> <p>(a) Clear commitment from District leadership to develop a "North Star" to guide the District's DEIB work</p> <p>(b) Provide ongoing coaching and support to school and district leadership to deepen their understanding of DEIB and implementation of inclusive practices and programs</p>	<p>The Director of DEI utilized CHKS data as the data point to measure the successful implementation of DEI initiatives outlined in 2021-22. The following baseline data was established.</p> <p>The California Healthy Kids Survey data on school connectedness, safety, and caring adults was used to measure inclusion and belonging.</p>	<p>23-24 DEIB Action Plan created and shared with partners.</p>	Improve on all indicators

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>(c) Improved districtwide communication that is consistent among leaders and staff</p> <p>(d) Develop policies and procedures for a zero tolerance policy and accompanied by a toolkit of resources</p> <p>II. CULTURE</p> <p>(a) Develop an accountability system that is role modeled at all levels in order to positively impact the culture in all schools and workplaces</p> <p>(b) Review and update the district's and each school's values through an anti-racist lens</p> <p>(c) Create inclusive, accessible spaces for BIPOC staff and students to connect and provide resources and activities that increase their sense of belonging</p> <p>III. GROWTH AND SUPPORT</p>	<p>82% Caring Adults at School</p> <p>PHS 74% School Connectedness 88% Feel Safe at School 76% Caring Adults at School</p> <p>MHS 65% School Connectedness 70% Feel Safe at School 82% Caring Adults at School Source: CA Healthy Kids Survey</p> <p>Progress in the areas for improvement as outlined by the outside consultant who interviewed BIPOC staff, students, and community members to gather qualitative data on inclusion and belonging.</p> <p>I. DIVERSITY EFFORTS AND LEADERSHIP</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>(a) Continue to make small, incremental changes related to DEIB that will lead to meaningful change over time</p> <p>(b) Recommend the Director of DEI hold weekly office hours with an online sign-up sheet for folks to have opportunities to build relationships and learn from other sites in the District</p> <p>(c) Formalize the mentorship program for BIPOC students</p> <p>(d) Recognize examples of excellent academic programming and normalizing the growth and learning the district is undergoing overall and related to DEIB.</p> <p>IV. TRAINING OPPORTUNITIES</p> <p>(a) Develop a strong onboarding process to retain new staff that includes implicit bias and other training</p>	<p>(a) "North Star" commitment written into the LCAP for 2022-23</p> <p>(b) Monthly meetings with the admin team to provide support to school and district leadership to deepen their understanding of DEIB and implementation of inclusive practices and programs</p> <p>(c) Interim superintendent worked with the superintendent advisory committee to improve communication</p> <p>(d) Interim superintendent developed a process for investigating incidents of hate and bias</p> <p>II. CULTURE</p> <p>(a) No accountability system was developed</p> <p>(b) No review of the district's and each school's values</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>(b) Develop an Awareness Program that includes tips and best practices for how to talk about bias, micro-aggressions, and belonging</p> <p>(c) Build a toolkit of resources, flyers, and one-pagers for students, teachers, staff, and parents</p> <p>(d) Develop goals and metrics for hiring more BIPOC staff to expand representation across PUSD</p> <p>Source: DEI Focus Group Report developed by Extracurricular Consulting</p>	<p>through an anti-racist lens was completed</p> <p>(c) The BIPOC Staff Network met 3-4 times to provide resources and activities that increase their sense of belonging</p> <p>III. GROWTH AND SUPPORT</p> <p>(a) Continue to make small, incremental changes related to DEIB that will lead to meaningful change over time</p> <p>(b) Director of DEI began holding office hours mid-year</p> <p>(c) Affinity Mentorship program became a course for high school students and is increasing to two sections for 2023-24</p> <p>(d) Did not focus any work on the action: Recognize examples of excellent academic programming and normalizing the growth and learning the district is</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>undergoing overall and related to DEIB.</p> <p>IV. TRAINING OPPORTUNITIES</p> <p>(a) The District did not develop a strong onboarding process to retain new staff that includes implicit bias and other training</p> <p>(b) The District did not develop an Awareness Program that includes tips and best practices for how to talk about bias, micro-aggressions, and belonging</p> <p>(c) TOSAs began to build a toolkit of resources, flyers, and one-pagers for students, teachers, staff, and parents</p> <p>(d) The District partnered with ACOE and Alder in the Teacher Residency Program and had three teacher residents in 2022-23; there will be six residents in 2023-24</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Anti-bias curriculum audit	Select an anti-bias curriculum audit tool and establish baseline data Source Meeting agendas	In December, 2022, a new Director of DEI was hired and a framework for reviewing curriculum through an anti-racist lens was shared with members of the DEI Council and DEI Curriculum Subcommittee. This framework and other resources will be introduced district-wide at the District Professional Learning Day on October 7, 2022.	The Director of DEI and TOSAs led the district day of professional learn on October 7, 2022. A three-part framework for curriculum was presented: Representation, Reframing, and Antibias curriculum. Teachers who attended wrote lessons and worked on modifying their current units to reflect one of the three areas of the framework.	23-24 Feedback Forms collected	Improve on all indicators
Drop-out Rates - Middle School (Priority 5)	19-20 0 drop-outs Source: CALPADS	20-21 0 drop-outs Source: Calpads 8.1b Student Profile Dropouts - List	21-22 0 drop-outs Source: CALPADS 1.12 Dropouts	22-23 0 drop-outs Source: CALPADS 1.12 Dropouts	Maintain 0 drop-outs at the Middle School level
Drop-out Rates - High School (Priority 5)	19-20 5.43% Source: CALPADS 15.1 Cohort result	20-21 .5% Sources: Dataquest, Calpads 8.1b Student Profile Dropouts - List	21-22 Less than 1% drop-out rate (1 student) Source: CALPADS 8.1b Student Profile Dropouts - List	22-23 3.4% Dropout and Non-Completers (7 students from 9th gr cohort did not earn a regular high diploma) 1 drop-out in 22-23 in CALPADS 1.12 Source: Dataquest Five-Year Cohort	Reduce Drop-out rate to 1% or less.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Outcomes, CALPADS 1.12	
Chronic Absenteeism (Priority 5)	2019 3.5% chronic absenteeism Source: CA Dashboard	20-21 1.8% chronic absenteeism K-12 All k-8 schools chronic absenteeism rate below 2.5% Source: CA Dataquest	21-22 5.9% Chronic Absenteeism K-8 Source: CA Dashboard	22-23 8.7% Chronic Absenteeism K-8 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	20-21 98.67% Regular Day attendance Source: Internal ADA report (Monthly Attendance Summary Annual)	21-22 96.65% Regular Day attendance Source: Internal ADA report (Monthly Attendance Summary Annual)	22-23 95.04% Source: Internal ADA report (Monthly Attendance Summary Annual)	Maintain 97% attendance rate

Goal Analysis

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

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

The actions within Goal 1 focused on three specific areas: a) Equity, Inclusion, and Social Justice; b) School Culture; c) Wellness Services and Health Education. A number of actions were effective based on outcome data for the categories of fostering Equity, Inclusion, and Social Justice as well as Wellness Services and Health Education; however, targeted actions for School Culture, based on data analysis, proved to be limited in scope. Drilling down to concrete, specific actions to support School Culture is a necessary next step and we will adjust to identify and target more intentional actions and services in the related goal for the 2024-2027 LCAP. Below is a review of implemented actions carried out within each of the aforementioned subcategories followed with an explanation based on data in order to determine the level of effectiveness in achieving Goal 1.

A) Equity, Inclusion, & Social Justice

- 1.1 (a) Diversify the curriculum and promote culturally responsive teaching

This goal was carried out with fidelity and included the following actions. Staff continued to implement social justice standards as appropriate with the curriculum, especially exemplified in observed history social-science lessons, grades 4-12 as appropriate. As we adopted or implemented new curriculum, the lens of diversity, equity, inclusion, and belonging continued to remain as a priority. Two examples substantiate this point. During the 2023-24 school year, Piedmont implemented newly adopted History-Social Science curriculum for all courses in our high schools, grades 9-12. A rubric with explicit instructional columns identified anti-racist elements of each curriculum. Moreover, we made significant progress in professional training to support our early literacy transition towards a science of reading approach, with an emphasis including phonics, phonemic awareness, and essential building blocks for early literacy instruction -- and as a part of this focus we piloted and adopted a supplemental curriculum to support teachers at the grade 4 and 5 levels. We also piloted new World Languages curriculum at the high school level. In both instances, a tool which incorporated a lens of diversity, equity, and inclusion was utilized along with subsequent analysis when selection of curriculum was made.

- 1.1 (b) Expand identity-based supports and programming

In the 2023-24 school year, Piedmont's new DEIB director led a second and expanded section of the Affinity Mentorship program. High school mentors grew in total number to 51 total students who ultimately served as mentors for 127 Piedmont Middle School Tri-School Elementary students. Included in their mentorship and in academy lessons were developmentally appropriate Affinity Mentor anti-bias lessons for youth. In addition, there were 22 different Affinity Mentor groups (i.e. Black Student Union, Diversity Club, GSA Club, Jewish Student Union, etc.) which proved to be targeted and expanded actions. Also as a part of identity-program supports, district and student-led efforts increased the number of events which included identity fairs, community circles and community DEIB events. Examples include the History of Piedmont Presentation, district-wide Ruby Bridges Walk to School Day, and a Holocaust Remembrance event that was student-led and featured a Holocaust survivor.

- 1.1 (c) Monitor student and staff needs based on disaggregated data

District leaders of Ed Services, site principals, and members of site-led MTSS teams prioritized the collection and analysis of disaggregated data to support site teams in monitoring and further refining MTSS systems to monitor students' academic, behavioral, and social-emotional well-being. Disaggregated data included CHKS, Cal Schools Survey, our new SEL screener in Panorama, and a district-created pre and post Belonging survey from our DEIB director. The director of instructional technology also convened two district-wide MTSS Leadership Forums comprised of district, site leaders, and MTSS related staff to further develop inclusive and equity-focused policies as a result of current disaggregated data. Finally, the district held six Title IX Taskforce meetings, formed subcommittees, and generated structures such as Piedmont FAQs, education presentations, and a deep analysis of benefits data, to make progress and address gender inequities in high school athletics.

B) School Culture

- 1.2 (a) Create multi-tiered system of support (MTSS) for behavior and social-emotional learning

Actions targeting this goal included district and site-led meetings to refine or build site-led MTSS teams (depending on new leadership and staff at respective sites or a continuation of a team already in place). Utilizing Panorama, a new platform for Piedmont, a district team lead trainings with a trainer of trainees model and also facilitated two district-wide MTSS leadership forums for staff teams. The district team is focused upon: (1) Creating a multi-tiered system across all levels that keeps equity and inclusion as its foundation; (2) Implementing a system to aid in identifying students needing intervention and recording MTSS interventions ;(3) Creating a multi-tiered system of support that integrates academic interventions in literacy and math into the school day at all levels. As a part of MTSS implementation, teams use Panorama to identify areas of support for the whole child and collaborate with administration to interpret student

data. In addition, a new secondary bell schedule which included an MOU for an Academy period at each of our three secondary schools, was successfully implemented; as a part of the Academy period, staff members, at times, led social-emotional learning (SEL) lessons, guest speakers joined for SEL presentations, and high school Affinity Mentor students led anti-bias lessons. With respect to addressing and responding to incidents of hate and bias, the district convened a working group of district and site administrators who reviewed exemplars and crafted a student and behavior support matrix which included a column for restorative practices. Input was provided from all site administrators as well as leaders of community organizations and a final District Protocol has been produced as a result of this action.

- 1.2 (b) Institute the use of restorative practices

Restorative practices and training opportunities were prioritized in all district-wide professional trainings. Restorative circle trainings occurred specifically with elementary and middle school staff. Further trainings are needed at the high school level. Members of Ed Services and site leaders led trainings on restorative trainings during staff meetings as well.

C) Wellness Services and Health Education

- 1.3 (a) Expand counseling and student wellness services

The district provided additional funding for elementary counseling and supported the continued partnership at the high school Wellness Center to have health interns with school nurses provided mental health support services for students.

Data Analysis:

- 1 - Our desired outcome with California Health Kids Survey (CHKS) was for all indicators to exceed 85%. At the elementary level in 2023-24, CHKS data remained consistent with the previous year and 85% of students reported School Connectedness while 89% stated Feeling Safe at School. There is room for growth in the category Caring Adults at School with students reporting 75% in this area. At the secondary level, in the category of School Connectedness, students at PMS showed overall increased satisfaction over the past three years (from 74% to 84% in School Connectedness), however, there is less satisfaction at the high school level and a particular discrepancy between the two high schools. With the 2023-24 school year, students at PHS reported 76% with School Connectedness and at MHS students reported an even lower 67% School Connectedness. Therefore, for Goal 1 based on CHKS data, there is acknowledgement that the outlined actions were partially effective. Consistent improvements are noteworthy but specifically in the category of School Culture, MTSS and restorative practices provide a strong foundation; however, more targeted strategies that improve School Culture -- activities, events, supplementary curriculum -- can further address this area of need in the future LCAP.
- 2 (a) - On the Dashboard, Piedmont's Suspension Rate is marked as a Green and increased .6% (a positive). Results from the 22-23 school year yielded a .7 suspension rate and our target is a suspension rate below .3%. Although the Dashboard, Piedmont has no student groups in the orange or red, we do have three significant subgroups in the yellow: Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities. As we continue to implement a new DEIB action plan, it will be important to drill down with specific strategies at the site level to monitor and support improving in these areas and particularly with these subgroups.
- 2 (b) - On the Dashboard, Piedmont's Chronic Absenteeism is marked as an Orange and increased 2.8% (a negative). In particular, there are three subgroups (Asians, English Learners, and Students with Disabilities) in the red and three subgroups (Two or More Races, Socioeconomically Disadvantaged, and White) in the orange. We have a particular school with high chronic absenteeism. We have designed an attendance support and intervention plan; improved coordination between district and site leaders serves as

next step to ensure all schools are implementing attendance initiatives with fidelity and also monitoring student subgroups at the site level.

3 - Monitoring student access to high-level high school courses by diverse student population (unduplicated students, students with disabilities, traditionally underrepresented groups)

For the 2023-24 in Piedmont's 3-year Science Pathway there were 53% of all MHS/PHS students completed the 3yr pathway, however, for students with disabilities from Millennium High School there were 0% and from Piedmont High School there was 24%. This clearly informs site and district leadership that more concerted efforts need to be made to address this discrepancy and support students with disabilities in opportunities in the sciences. However, for AP or Honors courses the data is more positive.

50% of unduplicated students and SwD participated in AP/Honors courses while 62% overall student participation in at least one AP or Honors course. Thus, students with disabilities and unduplicated students are taking AP and Honors courses on a larger scale than in just the Science Pathway.

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

There is no substantial material difference between Budgeted Expenditures and Estimated Actual Expenditures.

For Goal 1, primary expenditures were:

- (1) Continued funding of a Director of DEIB at .6 FTE, added a Teacher on Special Assignment at .4 FTE, and expanded the Affinity Mentorship course to 2 sections (.4 FTE). Highlights include a newly designed DEIB action plan with a district focus on diversity, equity, and inclusion/belonging as demonstrated through district and site-level professional learning on DEIB (i.e. Keynote Speaker, restorative circles training, book study with Zaretta Hammond's Culturally Responsive Teaching and the Brain.
- (2) Expanded FTE, and thereby access to counseling and mental health through local grants.
- (3) Fully implemented health education courses at PMS and PHS.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

District leaders conducted a comprehensive review of the actions outlined in 2023-24 LCAP to ensure that we are using the most effective strategies to improve outcomes for students and monitoring the efficacy of our actions. The following is a review of the actions, which are grouped thematically according to Goal 1.

- 1) We implemented a new SEL screener through Panorama, grades 3-12 to identify students needing additional emotional support and provided interventions at all levels.

- Using data from both the SEL screener and CHKS, the MTSS coordinator and related staff utilized district and site leaders as a part of our approach outlined above to refine and improve our processes with MTSS system development. This proved to be an area of success.
- (2) This year's district-wide professional learning day consisted of a Keynote Speaker focused on equity and fostering a culturally responsive mindset with takeaway strategies and tools for teachers. All staff have also been trained in restorative practices and harm circles for students. The district's DEIB director has led staff meetings at both the elementary and secondary levels to foster a culturally responsive mindset and has also led a book study focused on practices and takeaways after reading Zaretta Hammond's 'Culturally Responsive Teaching and the Brain.' A challenge includes creating a common message with both elementary and secondary staff; while the majority of one staff participated in the book study, for example, other staff selected content-focused professional trainings option as a part of the district's Flex PD offerings.
 - (3) Another challenge is that buy-in from staff for DEIB work tends to diminish in our district as you progress through the K-12 system. Tri-school and Piedmont Middle School staff incorporated dedicated time devoted to training on DEIB; this occurred less at the high school level which has been focused on standards-based instruction, department collaboration, and WASC.
 - (4) Affinity Mentorship course for high school students expanded; mentors worked with students at all three elementary schools and Piedmont Middle School and taught anti-bias lessons in Academy period; mentors led multiple community events focused on celebrating diversity and gender equality. This was an area of success and progress for Piedmont this year - there was a dedicated focus on cultivating an inclusive community district-wide and events such as Ruby Bridges Walk to School Day exemplified this.
 - (5) District actions were taken to form a Title IX Taskforce and Title IX subcommittees which led Board presentations, developed an FAQ for parents and our community, and provided educational presentations to students to address and improve gender inequities in athletics. The time and efforts to address inequities in Title IX have proved relatively effective with new structures and systems in place that were not present previously.
 - (6) Further developed Academy Periods at PMS, MHS, PHS with lessons focusing on diversity and inclusion; APT and PUSD agreed upon an MOU for Academy to be implemented again in 2024-25
 - (7) In addition to one staff's active participation in a 4-part book study series focused on Zaretta Hammond's 'Culturally Responsive Teaching & the Brain' -- district leaders participated as well and identified takeaway practices to incorporate at the district level.
 - (8) Expanded DEIB Council to include representation from all six sites, including district leadership.
 - (9) Successfully implemented a 7th-grade health course and adopted new curriculum for middle and high school.

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.

Given the 23-24 will be the final year of this 3-year LCAP Plan (2021-2024), we plan to restructure our new LCAP and develop four new LCAP Goals in alignment with our district's Strategic Plan. Although the majority of the actions from the previous LCAP will be included, as well as the metrics and outcomes, they will be integrated within a different approach. Our district is committed to continuous improvement, and with new district leadership we hence have a new vision which includes goals.

The following actions will be new and will fall under a new Goal 1 for 2024-2027 titled Creating an Environment to Thrive:

- 1.1 School Culture and Community-Building - Site Level Activities

Create school-centered activities that motivate and celebrate student and staff achievements and foster a sense of connectedness among students, staff, and families. Support sites to implement/monitor new or improved site level services addressing engagement, sense of belonging, and/or conditions of learning.

- 1.5 Climate Literacy Educational Activities

Develop, implement, and receive Board approval for a Climate Literacy Resolution (4th in state of California) that incorporates curriculum connections, as appropriate, partnerships and activities with local organizations, and green use of facilities

- 1.8 Support Employee Wellness services

Continue to offer counseling and support services for staff through the Employee Assistance Program and other related programs to support staff mental-health wellness.

- 1.7 Counseling/Wellness

Continue counseling and student wellness services for students; prioritize mental-health wellness (i.e. the Wellness Center at Piedmont High School - BP 0415, 4) and engage in - and support - students with matters related to social-emotional well-being and mental-health wellness

- 1.9 District Professional Development for Classified and Certificated Staff

A. Prioritize PUSD culture and community building aligned with a clear instructional vision in support of all staff collaborating together

B. Offer professional development opportunities for staff to be trained in instructional engagement strategies and building classroom community – with students and among one another

C. Prioritize staff collaboration opportunities focused on content and grade-level academic excellence (i.e. ELO's, scope and sequence, common and formative assessments, etc.)

D. Continue to train and provide professional development for staff around restorative circles, practices and the development of harm circles

E. Offer trainings in developing a culturally responsive mindset and build upon the 4-part Flex PD Series for certificated and classified staff based on Zaretta Hammond's Culturally Responsive Teaching & the Brain

The following actions will continue with only slight adjustments to the budgeted:

- 1.2 DEIB Student-Centered Activities

Continue DEIB activities with students that promote equity and inclusion and create space for student-voice; offer a Piedmont Affinity Mentorship Class and Program to improve vertical articulation for mentorship with our diverse students, grades K-12

(BSU, AAA, ASU, Mi Gente, JSU, GSA, Diversity Club) (AR 0415.1, 1a) (AR 0415, 1)

- 1.3 Gender Equity in Athletics

Continue to implement remedies identified in the Title IX audit of high school athletics to remove inequities based on gender.

- 1.4 Staff-Centered Trainings and Workshops

Continue to provide staff with training and workshops such as: restorative circles and instructional tools in the classroom, DEIB Council Meetings and events, to develop site-based plans and empower Council members to facilitate CCT meetings, staff meetings, gather and compile staff input for respective plans and share resources and update DEIB progress

Data Analysis: In grouping actions, we focused metrics to assess progress on the district's DEIB work, with an emphasis on inclusivity and belonging. To the degree the continuing actions were effective in accomplishing Goal 1, we analyzed CHKS for students and in particular, School Connectedness. For staff, we assessed results from Cal School Staff Survey.

For CHKS in the 2019-20 school year, 81% reported School Connectedness at the elementary level and in the 2023-24 school year 85%

reported School Connectedness. This is positive growth. At the high school levels, at PHS 71% reported School Connectedness in 2019-20 and 77% in the 2023-24 school year (again positive growth); for Millennium HS, 76% reported School Connectedness in 2019-20 and 67% School Connectedness. Clearly, there are notable differences from students at the different high school activities. Incorporating site-level activities specific to improving climate and culture and student-centered activities are two takeaways as a result of this data.

For the Cal School Staff Survey, in 2019-20 staff reported that 87% felt school is a safe place for staff and this improved slightly in 2023-24 in that 88% of staff reported school is a safe place for staff. Also, in 2019-20 83% of staff reported My site is a supportive and inviting place for staff to work; this declined in the 2023-24 school year in that 78% of staff reported My site is a supportive and inviting place for staff to work. The validates that there has been positive trends for inclusivity and connectedness for students in the past three-year LCAP cycle, however, for staff there have been mixed results with respect to creating a trusting, safe community for all.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA (Priority 4)	<p>2019 87.3% meet/exceed standards Overall ELA 86+, Distance from standard</p> <p>SwD ELA +8, Distance from Standard Source: CAASPP results in Illuminate</p>	<p>2021 83.4% meet/exceed standards Overall ELA +65, Distance from standard</p> <p>SwD ELA +8, Distance from standards Source: CAASPP results in Illuminate</p>	<p>2022 87.1% meet/exceed standards Overall ELA +89 distance from standard</p> <p>SwD +22 distance from standard Source: CAASPP results in Illuminate and state website</p>	<p>2023 86% meet/exceed standards Overall ELA +90 distance from standard</p> <p>SwD +36 distance from standard Source: CAASPP results in Illuminate and state website</p>	<p>Maintain greater than 86% meet/exceed standard</p> <p>Increase Overall ELA Distance from standard to 90+</p> <p>Increase SwD Distance from standard to +10 for both ELA and Math</p>
CAASPP Math (Priority 4)	<p>2019 86.6% meet/exceed standards Overall Math 84+, Distance from standard</p> <p>SwD Math -5, Distance from Standard</p>	<p>2021 87.6% meet/exceed standards Overall ELA +77, Distance from standard</p> <p>SwD Math +3, Distance from standard</p>	<p>2022 81% meet/exceed standards Overall Math +78</p> <p>SwD Math +6 distance from standard</p>	<p>2023 83% meet/exceed standards Overall Math +77</p> <p>SwD Math +9 distance from standard</p>	<p>85% meet/exceed standard</p> <p>Increase Overall Math Distance from standard to 90+</p> <p>Increase SwD Distance from standard to +10 for Math</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Source: CAASPP results in Illuminate	Source: CAASPP results in Illuminate	Source: CAASPP results in Illuminate and state website	Source: CAASPP results in Illuminate and state website	
CAST results Science 5, 8, 12 (Priority 4)	2019 70.1% meet/exceed standards. Source: CAASPP results	2021 69.4% meet/exceed standards Source: CAASPP results in Illuminate	2022 75% meet/exceed standards Source: CAASPP results state website	2023 68% meet/exceed standards Source: CAASPP results state website	85% meet/exceed standard
Graduation rate (Priority 5)	2019 99.6% graduation rate Source: Dataquest	2021 97% four year cohort graduation rate Source: Dataquest	2022 95.8% four year cohort graduation rate Source: Dataquest	2023 93.5% four year cohort graduation rate Source: Dataquest	Maintain 99% graduation rate
Instructional Materials Sufficiency: Percentage of students with access to board-adopted instructional materials (Priority 1)	2020 100% All students had access to board-adopted instructional materials Source: Board of Education Resolution certifying sufficiency	21-22 100% All students had access to board-adopted instructional materials Source: Board of Education Resolution certifying sufficiency, Fall 2021 The District is looking into ways to augment the current instructional materials to support students with a wider diversity of learning needs.	22-23 100% All students had access to board-adopted instructional materials Source: Board of Education Resolution certifying sufficiency, Sept 28, 2022	23-24 100% All students had access to board-adopted instructional materials Source: Board of Education Resolution certifying sufficiency, Sept 27, 2023.	Maintain 100% access to instructional materials

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Broad course of study offered K-6 EC 51210 and 7-12 EC 51220(a) - (i) (Priority 7)	2020 All students have access to required course of study K-6 and 7-12 Source: Local Indicators report to School Board	2021 All students have access to required course of study K-6 and 7-12 Source: Local Indicators report to School Board, October 13, 2021	2022 All students have access to required course of study K-6 and 7-12 Source: Local Indicators report to School Board, June, 2022	2023 All students have access to required course of study K-6 and 7-12 Source: Local Indicators report to School Board, June, 2023	Maintain 100% access to required broad course of study
A-G Completion: Percentage of graduating cohort who met UC/CSU Requirements (Priority 7)	2020 MHS 52% all grads PHS 97.2% all grads PHS 81.3% SwD grads Alameda County 57.8% Source: Dataquest	2021 MHS 90% all grads A-G completed PHS 96.5% A-G completed PHS 82.8% SwD grads A-G completed Alameda County 61.5% Source: https://www.ed-data.org/district/Alameda/Piedmont-City-Unified	2022 MHS 66.7% A-G completed PHS 96.7% A-G completed PHS 81.3% SwD A-G completed Alameda 63.4% Source: Dataquest 2021-22 Four-Year Adjusted Cohort Graduation Rate	2023 MHS 88.2% A-G completed PHS 92.9% A-G completed PHS 74.1% SwD A-G completed Alameda 62.8% Source: Dataquest 2022-23 Four-Year Adjusted Cohort Graduation Rate	Increase MHS to over 65% completion Maintain PHS A-G completion Increase PHS SwD to 85% completion
Concurrent community college class enrollments (BP) (Priority 8)	2021 40 students Source: Internal PUSD Off-Campus Course Permission Form	21-22 22 students took community college/college courses Source: PUSD Off-Campus Course Permission Form 6-5-2022	22-23 12 students took community college/college courses Source: PUSD Off-Campus Course Permission Form 3-6-2023	23-24 15 students took community college/college courses Source: PUSD Off-Campus Course Permission Form 5-30-2024	Maintain or Increase concurrent enrollment

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access and success in AP courses (Priority 4)	2020 781 tests taken by 396 students 91% were a 3 or above Source: Dataquest	20-21 794 Exams taken 80% exams passed with 3 or above Source: Illuminate College Readiness: Advanced Placement Report. 142 Students and 67% of the graduation cohort scored a 3 or higher on at least 2 AP exams. Source: CDE College/Career Measures Only Report 2021	21-22 794 Exams taken 78% exams passed with 3 or above Source: Illuminate College Readiness: Advanced Placement Report.	22-23 606 Exams taken 86% exams passed with a 3 or above Source: Illuminate College Readiness: Advanced Placement Report.	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% HISLTX=70.6% WHI=76.0% 2orMORE=84.4% SwD=28.6% EL=* SED=* Source: CDE CCI report	20-21 Due to the suspension of CAASPP testing in the 2019-20 school year, the CDE is not able to report the 2020-21 College/Career Indicator (CCI) preparedness measure.	21-22 Due to the suspension of CAASPP testing in the 2019-20 school year, and the optional testing in 2020-21 school year, the CDE is not able to report the 2021-22 College/Career Indicator (CCI) preparedness measure.	22-23 Due to the suspension of CAASPP testing in the 2019-20 school year, and the optional testing in 2020-21 school year, the College/Career Indicator is status only for 2023. OVERALL=76.2% AFRICANAM=* ASIANAM=92.0%	2023 Prepared OVERALL=80% SwD=40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				HISLATX=53.8% WHI=81.9% 2orMORE=65.4% SwD=33.3% EL=* SED=52.9% Source: Dashboard College/Career Levels and Measures Report & Data - 2023	
CTE pathways completion (Priority 4)	2020 17 students completed a CTE pathway Source: CALPADS	20-21 16 students completed a CTE pathway Source: CALPADS 3.19 Career Technical Education Completers	21-22 10 students completed a CTE pathway Source: CALPADS 3.19 Career Technical Education Completers	22-23 1 student completed a CTE pathway Source: CALPADS 3.19 Career Technical Education Completers	Increase by 20% the number of students completing a CTE pathway
A-G AND CTE Completion Percentage of graduating cohort completing UC/CSU Requirements AND completing a Career Technical Education (CTE) Pathway (Priority 4)	2020 8% of graduates completed both a-g requirements and CTE pathway Source: CALPADS Reporting (District Analysis)	20-21 7% of graduates completed both a-g requirements and a CTE pathway Source: CALPADS Reporting (District Analysis w/ 3.15 CTE Participants List) and CDE College/Career Measures Only Report 2021	21-22 5% of graduates completed both a-g requirements and a CTE pathway Source: CDE CCI Data File	22-23 .5% of graduates completed both a-g requirements and a CTE pathway Source: Met UC/CSU Requirements and CTE Pathway Completion Report addl report from CA Dashboard	Increase to 10% the percentage of graduate who have completed both a CTE pathway and a-g requirements

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students who participate in a local benchmark to monitor Common Core standards and identify students in need of services (Priority 2)	<p>Establish/re-implement benchmarks and determine baseline</p> <p>K-5 Math ELA</p> <p>6-8 Math ELA- Implement Reading Assessment</p> <p>9-12 Math- Implement MDTP assessments ELA- Implement Reading Assessment Source: Internal reporting in Illuminate</p>	<p>2021-22</p> <p>K-5 Math- 94% of 2nd-5th graders participated in a math benchmark ELA- 90% of students participated in a reading assessment to determine Fountas & Pinnell Reading Level</p> <p>6-8 Math- Students in CC6-8 courses took a placement assessment ELA- 93% of students participated in SRI reading assessment</p> <p>9-12 Math - All IM 1-3 classes participated in MDTP readiness diagnostic assessments ELA- 91% of students participated in SRI reading assessment Source: Internal Reporting from Illuminate, SRI, Literably</p>	<p>2022-23</p> <p>K-5 Math- 95% of 2-5th grade students participated in a math benchmark ELA- 91% of K-3rd grade students participated in the DIBELS reading assessment. 90% of 4th and 5th grade students participated in the SRI reading assessment</p> <p>6-8 Math- All students in CC6-8 courses took a placement assessment ELA- 99% of students participated in SRI reading assessment</p> <p>9-12 Math - All IM 1-3 classes participated in MDTP readiness diagnostic assessments ELA- 75% of students participated in SRI reading assessment</p>	<p>Over 95% of 2-5th students participated in math benchmarks from district-adopted curriculum.</p> <p>6-8 Math- All students in CC6-8 courses took a placement assessment ELA- 99% of students participated in SRI reading assessment</p> <p>9-12 Math - All IM 1-3 classes participated in MDTP readiness diagnostic assessments ELA- 75% of students participated in SRI reading assessment Source: Internal Reporting from SRI, DIBELS completion report, Illuminate</p>	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
			Source: Internal Reporting from SRI, DIBELS completion report, Illuminate		
Use of data-based instruction and common assessments	Develop common assessments and a system for monitoring student achievement	Reading Assessment Flowchart draft developed though MTSS (https://docs.google.com/document/d/1LAZahyrr9TEXhtJHAUBZ_FCSfNYAXRBCMwXWlb7lj34/edit)	Completed Reading Assessment Flowchart: developed by the MTSS TOSAs. (https://docs.google.com/drawings/d/1FVHP_PM_UbQGfhhgBlhmR7F0MHTy60WwKx7hrmPtyCq4/edit?usp=sharing)	MTSS TOSA's collaborated to create a reading assessment flowchart.	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	21-22 0 SSCE awarded The district is in the process of developing materials and programming related to this area.	22-23 0 SSCE awarded The district is in the process of developing materials and programming related to this area.	23-24 The district is in process of developing programming or materials for this seal.	Develop local criteria and implement SSCE at a similar rate than State Seal of Biliteracy
English learner reclassification rate (Priority 4)	20-21 13% Source: Dataquest	20-21 4.3%	21-22 4.5%	2022-23 31%	Increase annual EL reclassification rate to 25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Source: Dataquest Annual Reclassification (RFEP) Counts and Rates	Source: Dataquest Annual Reclassification (RFEP) Counts and Rates	11 out of 35 EL students were reclassified as proficient in English in the 22-23 school year. Source: Internal analysis	
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 5.1% at-risk or long-term EL students Source: Dataquest</p>	<p>ELPI available only in 2019 Dashboard, but Piedmont numbers too small to provide publicly Source: California School Dashboard</p> <p>2020-21 2.2% at-risk or long-term EL students Source: Dataquest "At-Risk" and Long-term EL</p>	<p>2021-22 5.3% at-risk or long-term EL students Source: Dataquest "At-Risk" and Long-term EL</p>	<p>2022-23 4.9% at-risk or long-term EL students</p> <p>58.8% English Learner Progress Indicator (ELPI) Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC)</p> <p>Source: Dataquest "At-Risk" and Long-term EL, CASchoolDashboard.org</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)	20-21 ELD services were provided to all EL	21-22 ELD services provided to 26 students as of	22-23 ELD services provided to 35 students as of	2023-24 ELD services provided to 27 students as of	Maintain ELD instruction services to all EL students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>students (who did not decline services).</p> <p>All classroom teachers of EL students hold a CLAD credential.</p> <p>Assistive technology supports provided to all EL students as appropriate Source: CALPADS, SARC, Internal Analysis</p>	<p>census day October 2020 Source: CALPADS 1.17 FRPM-English Learner-Foster Youth-Count</p> <p>All classroom teachers of EL students hold a CLAD credential. (pending SARC CalSASS data from CDE)</p> <p>Assistive technology supports provided to all EL students as appropriate Source: CALPADS, SARC, Internal Analysis</p>	<p>census day October 2022 Source: CALPADS 1.17 FRPM-English Learner-Foster Youth-Count</p> <p>Assistive technology supports provided to all EL students as appropriate Source: CALPADS, SARC, Internal Analysis</p>	<p>census day October 2023 Source: CALPADS 1.17 FRPM-English Learner-Foster Youth-Count</p> <p>Assistive technology supports provided to all EL students as appropriate Source: CALPADS, SARC, Internal Analysis</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>
Programs and services developed and provided to unduplicated pupils (Priority 7)	<p>2021 Establish baseline and reporting mechanism for priority access to afterschool tutoring and homework support services to all unduplicated pupils Source: Attendance in programs</p>	<p>21-22 88 unduplicated students (EL, Homeless, Foster, Socio-Econ, parent ed, direct certify) as of 12-21-2021 Source: CALPADS 1.18 FPRM- EL-Foster List</p>	<p>22-23 102 unduplicated students (EL, Homeless, Foster, free/reduced meal program) as of 3-3-2023 Source: CALPADS 1.17/18 FPRM-EL-Foster list</p>	<p>2023-24 96 unduplicated students (EL, Homeless, Foster, free/reduced meal program) as of 10-4-2023</p> <p>List of students provided to site leader to prioritize services to students</p>	<p>100% of schools provided priority access to afterschool tutoring and homework support services.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		All unduplicated students were contacted and provided prioritized access to afterschool tutoring.		Source: CALPADS 1.17/18 FPRM-EL-Foster list	
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	21-22 Individual schools provide tailored support to unduplicated pupils. Parents of all 36 unduplicated students in grades K-6 were sent an invitation for their children to participate in after-school tutoring. Source: Internal analysis/CALPADS 1.18 FPRM- EL-Foster List	22-23 Transportation Plan includes programs and outreach for unduplicated students	2023-24 FRAM process updated and all families who may qualify are contacted.	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	20-21 By Site ELA 14% MHS 77% PHS By Site Math 0% MHS 74% PHS	21-22 By Site ELA (SBAC only) 29% MHS 54% PHS By Site Math (SBAC only) 0% MHS	2022-23 By Site ELA (SBAC, SAT, AP, ACT) 23% MHS 81% PHS By Site Math (SBAC, SAT, AP, ACT) 15% MHS 67% PHS	Increase "college prepared" percentage as demonstrated in the Early Assessment Program "college ready" criteria ELA MHS increase to 40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Source: Illuminate EAP report (CAASPP, ACT, SAT, AP)	Source: Illuminate EAP Status with Summary	48% PHS (SBAC only) Source: Illuminate EAP Status with Summary	Source: Illuminate EAP Status with Summary	PHS maintain at least 85% Math MHS increase to 30% PHS increase to 85%

Goal Analysis

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

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

The actions within Goal 2 focused on academic excellence three specific areas: a) Standards- Aligned Instruction to Maintain High Levels of Academic Achievement for All Students; b) Multi-Tiered System of Support for English Language Arts (ELA); c) Differentiated Learning & Other Opportunities. Below is a review of implemented actions carried out within each of the aforementioned subcategories followed with an explanation based on data in order to determine the level of effectiveness in achieving Goal 2.

A) Standards-Aligned Instruction to Maintain High Levels of Academic Achievement

- 2.1 (A). During this year we adopted Chemistry textbooks aligned to State frameworks
- (i) Implemented the High School History-Social Science curriculum in all related subjects, grades 9-12
- (ii) Convened the World Languages curriculum adoption committee for grades 8-12, piloted curriculum, and identified a staggered approach to adopt curriculum
- (iii) Focused our elementary efforts on early literacy, implementation of From Phonics to Reading curriculum and DIBELS screener, grades TK-3
- (iv) Piloted and seeking to adopt a supplementary spelling and word study curriculum, grades 4 & 5
- (v) Convened an elementary Literacy Leadership Team of leaders from all elementary sites; participants meet regularly to advise and consult on matters related to literacy instruction, curriculum matters, and professional trainings. They serve as leaders at their site in moving our literacy work forward.
- vi) Partnered with California Reading and Literature Project from UC Berkeley to provide professional training for science of reading pedagogy, and a phonics based approach to early literacy
- (iv) With a focus on literacy, the elementary social studies adoption committee was intentionally postponed

(B) Multi-Tiered System of Support for English Language Arts

b) Multi-Tiered System of Support for English Language Arts (ELA)

- 2.2 (i) Continued to utilize both district and site-led teams to identify and implement Tier I, II, and III actions -- held district MTSS forums to align practices throughout the district
- (ii) Utilized Panorama education to review student data for implementation of site-based Response to Intervention -- next step to ensure all site teams use with fidelity
- (iii) MTSS coordinator and TOSAs continued to implement Tier II and III interventions and enrichment.
- (ii) Elementary staff worked to determine whether additional assessments were needed beyond the SRI and designed tiered supports for students not reading at benchmark. .
- (iii) Piedmont Middle School utilized a range of reading assessments to identify students in need of reading intervention, and implemented reading intervention during an Academy periods.

Piedmont has a tradition of academic excellence in education, demonstrated by the fact that Piedmont consistently ranks as one of the top ten public school districts in the state of California as measured by the summative CAASPP assessment in English Language Arts and Mathematics as well as in the California Science Assessment (CAST) based on the Next Generation Science Standards. Moreover, over 98% of Piedmont Unified graduates attend a four-year university or college upon graduation from high school. Based on this year's CAASPP results Piedmont Unified stands as the 3rd highest achieving public school district in the state in both English Language Arts and Mathematics and stands as the 5th highest achieving school district in the state in Science. Notably, based on the California Dashboard Piedmont Unified has also experienced a reduction in achievement gaps for significant student subgroups. The hard work of our staff and students deserve acknowledgement and recognition.

Per the 2023 CA Dashboard, the rate of students meeting and/or exceeding state standards in Mathematics and English Language Arts (ELA) are approximately 82.4% and 86.1%, respectively. For Science - taken by 5th, 8th, and last year's 12th graders - 68% of students taking the test met or exceeded state science standards. Moreover, all ethnicities in significant subgroups, outperformed their counterparts when compared in the state of California, including Latinx students, Black students and students with multiple race ethnicities. In ELA, Asian students in the Meeting/Exceeds category increased by 10%. Piedmont's Hispanic/Latinx students increased in the Meeting/Exceeds category in Mathematics by 6% and our biggest overall growth came from students with disabilities who increased in both ELA and Math in the Meeting/Exceeds category by 5%. In fact, out of the entire state, Piedmont's special education students out-performed all other districts' special education students. This is a fact that we are deeply proud of.

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

There were no substantial material differences between Budget Expenditures and Estimated Actual Expenditures.

For Goal 2, primary expenditures were:

- (1) Several modules for elementary teachers on the essentials of science of reading, phonological awareness, phonics and word recognition, and the administration of screeners such as DIBELS and SRI.
- (2) Training on the implementation of adopted curriculum including From Phonics to Reading.
- (3) Implementation of a new platform, Panorama, was used for refinement of MTSS and progress monitoring students received from curriculum, assessments, and reading intervention in the classroom.
- (4) Funding for a secondary ELD class, and Reading Intervention Specialist positions at each elementary to support our English Learners
- (5) Funding the alternative high school counselor position who works with the highest proportion of of low socioeconomic and English Learner students to provide coarse selection, college and career, and social-emotional counseling.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

In the category of Standards-Aligned Instruction, there were several curriculum adoptions planned and new developments that occurred this year.

- 1- This year, we successfully implemented the high school curriculum for Modern World History, US History (college prep and AP), Civics, and Economics
- 2- High school biology and chemistry teachers completed review of the piloted the curriculum and successfully adopted new Chemistry textbooks. Biology is set to be adopted in the 2024-25 school year.
- 3- A new middle and high school health science curriculum was successfully implemented.
- 4- The district convened an elementary teacher committee, the Leadership Literacy Team, which monitored implementation of From Phonics to Reading Curriculum as well as the new DIBELS screener. The committee also advised on our new partnership with California Reading & Literature Project for professional training K-5 for early literacy. This included such matters as piloting a supplemental word study and spelling curriculum for grades 4 and 5 and also updating our assessment calendar.
- 5- World Language (Grades 7-12) did convene an adoption committee but is still in process of piloting curriculum for specific languages and will take a staggered approach with adoption in subsequent years.
- 6 - Due to the focus on literacy at the elementary level, the district did not convene a History-Social Science adoption committee and paused this planned action.

In the category of MTSS for English Language Arts, reading screeners were implemented for K-12, and a reading flowchart for intervention K-12 was developed. Challenges existed with the district-approved ELA curriculum in grades 4 and 5 leading to a pilot of a supplemental curriculum. The MTSS coordinator role and related part-time MTSS TOSA positions have been eliminated moving forward due to budget cuts.

In the area of Equitable Teaching and Grading Practices, essential learning outcomes were developed for all middle school courses and for most of the high school courses.

In the area of Differentiated Learning, after-school tutoring was offered but very few students participated. English learners received specialized instruction by certificated teachers at the elementary, middle, and high school levels. Advanced learners continued to have access to differentiated learning opportunities in the classroom in elementary and middle school, access to compressed math in middle school, and access to honors and advanced placement courses in high school.

The curriculum adoption work continued to prove effective at both elementary and high school levels. A total of eight new curricula were adopted which will impact teaching and learning for all students in grades K-5 and nearly all high school students.

Our elementary academic focus for 2023-24 was in literacy; however, our CAASPP scores in all areas--English Language Arts, Mathematics, and Science--are all very high (see metrics for full report).

In English Language Arts, on the CAASPP taken in 2023, 86% met or exceeded standards with an overall increase of 90 points in the distance from standard. There was an increase for Students w/Disabilities of over 5% in ELA and this subgroup outperformed all other districts in this same category.

Across all levels, we implemented a reading screener to collect local benchmark data for monitoring progress toward reading proficiency. Students who scored below basic were identified for reading intervention across all levels. The development of the District-wide Reading Flowchart and Tier II Reading Interventions resulted in a reduction in students scoring Basic/Below Basic in 4th grade. The 8th and 11th-grade students maintained a high level of proficiency but there was minimal change in the Basic/Below Basic category.

Here are the fall and spring scores for grades 4, 8, and 11 on the Scholastic Reading Inventory which indicate overall effectiveness with specific actions for literacy:

Fall 2023 Scores

Grade 4: 71% Advanced/Proficient, 29% Basic/Below Basic

Grade 8: 90% Advanced/Proficient, 10% Basic/Below Basic

Grade 11: 82% Advanced/Proficient, 18% Basic/Below Basic

Spring 2024 Scores

Grade 4: 86% Advanced/Proficient, 16% Basic/Below Basic

Grade 8: 92% Advanced/Proficient, 8% Basic/Below Basic

Grade 11: 87% Advanced/Proficient, 13% Basic/Below Basic

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.

In the area of Standards-Aligned Instruction, the elementary schools implemented From Phonics to Reading, grades K-3 and the DIBELS screener. The district convened a Literacy Leadership Team committee of teachers to provide input and guide collaborative steps with literacy instruction. We piloted a supplemental literacy curriculum at grades 4 & 5 which was a new development. On the 2023 CA Dashboard, 86% of students meet/exceed standards with an overall ELA +90 distance from standard. For ELA, the district's Standard Exceeded level grew for 2023 to 57%. Students with disabilities were +36 distance from standard and all significant subgroups, including, English Learners and socioeconomically disadvantaged were marked as a green or blue on the Dashboard.

The district aims to continue to focus on literacy instruction and training for staff and, as a result of the literacy focus, the potential review of the history-social science framework previously outlined in the LCAP was paused. The adoption of chemistry textbooks occurred and biology and physics textbook adoption will be reevaluated in the 2024-25 school year. The World Language Adoption Committee formed in the fall of 2023 and new world language curricula will begin to be adopted with a staggered approach, beginning for implementation in the 2024-25 school year.

The addition of DIBELS, along with SRI as local reading measures, has now been implemented and continues to inform the Multi-Tiered System of Support implemented across all levels. As we continue and eventually complete trainings with California Reading & Literature Project with UC Berkeley, we will move towards convening an ELA Adoption Committee, K-5, to select future instructional materials for piloting at the elementary level.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of teachers fully credentialed	2020 99% of teachers fully credentialed Source: School Accountability Report Card (SARC) / Human Resources	2020-21 misassignment and credential data moved to new reporting mechanism and has been delayed for 20-21. Internal analysis indicates 99% of teachers have full credential. Source: School Accountability Report Card (SARC) / CalSASS	2021-22 In 2020-21 2.3% of Teachers Without Credentials or Misassignments (“ineffective” under ESSA) Source: School Accountability Report Card (SARC) / CalSASS	2022-23 In 2021-22, .66% of Teachers Without Credentials or Misassignments (“ineffective” under ESSA) Source: School Accountability Report Card (SARC) / CalSASS	100% fully credentialed
Piedmont Community (Parents & Staff) Response Survey	Baseline data established May, 2021 Level of trust in district leaders: 6 stars, 5.51 weighted average	February 2022 Level of trust in district leaders: 67% trust/strongly trust 2022 vs 45% in 2021	March 2023 Level of trust in district leaders: 64% trust/strongly trust. Distrust 6.4% Strongly distrust 3.1%	Not yet available.	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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Level of trust in the District compared to pre-Covid: 17% higher level of trust 55% lower level of trust 28% not sure</p> <p>Source: Piedmont Community Response Survey (developed by communications consultant)</p>	<p>Level of trust in the District compared to pre-Covid: 33% Higher level of trust 27% Lower level of trust 40% not sure</p> <p>Source: Pandemic Response Survey (developed by Dir of Communications ~584 responses) presented to Board 3/9/2022</p>	<p>Level of trust in the District compared to pre-Covid: 12% higher level of trust 23% lower level of trust 52% about the same 13% not sure</p> <p>Source: Pandemic Response Survey (developed by Dir of Communications 395 responses total)</p>		<p>compared to pre-Covid</p>
% of staff members who participate in SEL-related trainings	<p>Establish baseline using attendance logs</p>	<p>2021-22 Presentations at elementary site by teachers on special assignment, school counselors, and school psychologists; presentations at secondary sites led by Teachers on Special Assignment</p> <p>Source: School Site-Based Meeting Agendas</p>	<p>2022-23 Presentations at elementary site by teachers on special assignment, school counselors, and school psychologists; presentations at secondary sites led by Teachers on Special Assignment and Counselors.</p> <p>Monthly MTSS meetings</p> <p>Source: Meeting Agendas</p>	<p>Currently in process.</p>	<p>100% staff have participated in one or more of the following: trauma-informed instruction, executive function, SEL screener, restorative practices, and/or MTSS</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of staff members who participate in culturally responsive or equity/inclusion trainings	Establish baseline using attendance logs	2021-22 11/9/21 CCT; training offered to tri-school staff Presentations at secondary sites led by Teachers on Special Assignment Source: School Site-Based Meeting Agendas	2022-23 10/7/22 Professional Learning Day for certificated and classified staff Source: Agendas	Approximately 90% of state have participated in culturally responsive trainings.	100% of staff participated in one of more of the following: affinity-based support groups, culturally sensitive communication on race, identity, bias, and inclusion, and/or consent
% of instructional staff (teachers and paraeducators) who participate in training supporting effective instruction of state standards	Establish baseline using attendance logs	2021-22 10/19/21, 12/8/21 CCT; training offered to tri-school staff Source: School Site-Based Meeting Agendas	2022-23 10/7/22 Paraprofessional training in Reading Source: Agendas	Currently in process.	100% of instructional staff
BIPOC family needs assessment survey	Research needs assessment survey tool and establish baseline data	This needs assessment was conducted during the fall and winter of the 2021-22 school year.	Family Identity survey conducted at all schools in Fall 2022.	Will occur in the spring.	Improve on all indicators
% of administrators, certificated, and classified employees who identify as BIPOC	20-21 Administrators: 8% Latino, 92% White	21-22 PUSD Staff Race/Ethnicity	22-23 PUSD Staff Race/Ethnicity	23-24 PUSD Staff Race/Ethnicity	Increase % of employees who identify as BIPOC

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<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>	<p>Administrators: 4% Asian, 4% African American/Black, 12% Latino, 80% White</p> <p>Certificated: 1% African American/Black, 7% Asian, 6% Latino, 0% Native Hawaiian or Other Pacific Islander, 3% Two or More Races, 82% White</p> <p>Classified: 10% African American/ Black, 13% Asian, 19% Latino, 3% Native Hawaiian or Other Pacific Islander, 1% Two or More Races, 54% White</p> <p>https://docs.google.com/spreadsheets/d/1AQj1ts4k27gWi8Qf5LxYrK4rVfLsxQU7QldN_EH4Q1qA/edit#gid=0 Source: Escape 05 report</p> <p>PUSD is signing an MOU with ACOE and Alder University to host three teacher</p>	<p>Administrators: 8% Asian, 8% African American/Black, 8% Latino, 69% White</p> <p>Certificated: 0% African American/Black, 8% Asian, 11% Latino, 0% Native Hawaiian or Other Pacific Islander, 5% Two or More Races, 76% White</p> <p>Classified: 11% African American/ Black, 10% Asian, 22% Latino, 7% Native Hawaiian or Other Pacific Islander, 3% Two or More Races, 47% White</p> <p>https://docs.google.com/spreadsheets/d/1AQj1ts4k27gWi8Qf5LxYrK4rVfLsxQU7QldN_EH4Q1qA/edit#gid=0 Source: Escape 05 report</p> <p>PUSD is signing an MOU with ACOE and Alder University to</p>	<p>Administrators: 14% Asian, 5% African American/Black, 10% Latino, 62% White</p> <p>Certificated: 2% African American/Black, 8% Asian, 10% Latino, 0% Native Hawaiian or Other Pacific Islander, 4% Two or More Races, 78% White</p> <p>Classified: 13% African American/ Black, 10% Asian, 19% Latino, 8% Native Hawaiian or Other Pacific Islander, 1% Two or More Races, 48% White</p> <p>https://docs.google.com/spreadsheets/d/1AQj1ts4k27gWi8Qf5LxYrK4rVfLsxQU7QldN_EH4Q1qA/edit#gid=0 Source: Escape 05 report</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		residents for the 2022-23 school year to increase the racial diversity of PUSD certificated staff.	host six teacher residents for the 2023-24 school year to increase the racial diversity of PUSD certificated staff.		
District Policy/Procedures/Program Review	Research or create a rubric to review district policies, procedures, and programs through a racial equity/anti-racist lens	Director of DEI conducted five Special Board Workshops on effective anti-racist governance and the Board discussed forming a policy subcommittee to review district policies beginning in 2022-23	District departments compiled process and procedure documentation for review by the interim superintendent.	In process	Improve on all indicators
% of Parents of Students with Exceptional Needs engaging in site and district planning meetings	Establish a new system for parent engagement that aligns parent subgroup meetings with LCAP development meetings	<p>The PRAISE (Special Education Parent Group) meets monthly and serves as a planning, informational, and collaborative space between parents and school/district leaders.</p> <p>The Special Education District Advisory Council meets quarterly and includes Board members, parents, teachers, and community members who meet to discuss</p>	<p>The PRAISE (Special Education Parent Group) meets monthly and serves as a planning, informational, and collaborative space between parents and school/district leaders.</p> <p>The Special Education District Advisory Council meets quarterly and includes Board members, parents, teachers, and community members who meet to discuss</p>	Approximately 25% of parents of students with exceptional needs engaged in site and district planning materials.	Increase % of parents engaging in district planning meetings

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

Goal Analysis

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

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

The actions within Goal 3 focused on three specific areas: A) Professional Learning; B) Communication and Collaboration; C) Teaching & Learning Experiences of Diverse Staff & Students.

A) Professional Learning

- 3.1 (A) Coaching of teachers occurred related to SEL instructional practices; it proved challenging to embed dedicated trainings for SEL consistently whereas at both professional learning days and during staff meetings, training for restorative practices such as how to facilitate community circles was embedded for all staff. Other strategies such as a book study for staff furthered support in cultivating a culturally responsive mindset for staff.
- 3.1 (B) Successfully provided training on race, identity, bias, inclusion, and belonging to support inclusive practices and culturally responsive teaching strategies

Successful projects included the following: staff trainings with Zaretta Hammond's Culturally Responsive Teaching & the Brain, identified space at professional trainings for the BIPOC Support Network staff, and development of the X-space for students.

- 3.1 (C) Provided ongoing training on core academic instruction (i.e. From Phonics to Reading Curriculum) to support staff and dedicated professional learning focused on

B) Communication and Collaboration

- 3.2 (A) Communication and Collaboration -- Notable changes occurred this year as the new Superintendent communicated regularly with all staff, parents/guardians, and the greater community through a weekly newsletter.
- 3.2 (B) Updates to a new district website were made incrementally; additional work is needed to completely update the website. This was an area which can be improved moving forward and planned actions only had a degree of effectiveness.

C) 3.3 Teaching & Learning Experiences of Diverse Staff & Students

- (A) Regular monitoring of the Racial Equity Board Policy and all policies related to diversity, equity, inclusion, and social justice took place along with status reports to the Board. With a new DEIB director, there was development of a new DEIB action plan.
- (B) Maintained hiring and retention of diverse staff, including partnership with ACOE and Alder Teacher Residency program. Additional measures can be taken to increase district vision for hiring diverse staff on platforms such as Edjoin and including continued updates with hiring practices and interview questions.
- (C) Supported the experience of BIPOC staff at district trainings so that the district can improve retention, job satisfaction, and well-being for diverse staff.

Data Analysis:

- 1 - Staff feedback from presentations that included diversity, equity, inclusion and belonging garnered over 85%, feedback with ratings of 4 or 5 (out of a 5-point scale). This included professional trainings at staff meetings, teacher collaboration, and designated district professional development days.

2 -- In the category of highly qualified teachers, in 2021-22, .66% of teachers were without credentials (compared to 2.3% in the 2020-21 school year) -- an improvement.

3 -- The district aimed to expand hiring and retention efforts to increase racial diversity of staff. This included updated interview questions and expansion of hiring through such programs as Alder. Efforts are still necessary to improve with website statements and partnerships with local organizations, however, the data below demonstrates improvement in this area.

In the 2020-21 school year the following composition of staff occurred: A) Administrators: 8% Latino, 92% White; B) For Certificated: 1% African American/ Black, 1% Asian, 8% Latino, 2% Native Hawaiian or Other Pacific Islander, 2% Two or More Races, 87% White; C) For Classified: 10% African American/ Black, 12% Asian, 18% Latino, 6% Native Hawaiian or Other Pacific Islander, 2% Two or More Races, 51% White

Juxtaposed to staff demographics in the 2023-24 school year, staff composition consisted of the following: A) Administrators: 14% Asian, 5% African American/Black, 10% Latino, 62% White; B) For Certificated: 2% African American/Black, 8% Asian, 10% Latino, 0% Native Hawaiian or Other Pacific Islander, 4% Two or More Races, 78% White; For Classified: 13% African American/ Black, 10% Asian, 19% Latino, 8% Native Hawaiian or Other Pacific Islander, 1% Two or More Races, 48% White

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

There were no substantive differences between the planned actions and Budget Expenditures with the actual implementation.

Highlights of expenditures included the continued funding of stipends for an Equity Council, and the successful partnership with ACOE and Alder University to host six teacher residents. There was less emphasis on formal training on social-emotional learning; however, elementary teachers identified essential learning outcomes and some secondary teachers led lessons on SEL during the Academy period.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The professional learning sessions provided teachers to further develop an inclusive community among staff and celebrate diversity. Technical information also provided staff with the ability to implement the adopted phonics curriculum and select a supplemental literacy curriculum at the grade 4 and 5 levels.

One of the BIPOC teacher residents is returning to work for the district in the 2024-25 school year.

Elementary teachers received additional time to develop lessons as a follow-up to the DEI curriculum training in October; however, WASC preparation at the secondary level became a priority in the second half of the school year.

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

There is a plan to provide more extensive training for teachers at all grade levels on the development of curriculum through a DEIB lens. Funding for this training will be provided using the Antibias Grant funds.

As a result of this year's literacy focus, a series of professional learning sessions for elementary teachers will focus on the following topics: foundational literacy skills, Tier II reading intervention, progress monitoring, and a scope and sequence for K-5 literacy, spelling conventions, and word work.

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

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023