Piedmont Unified School District
2024-25 LCAP Package

Approved by the Alameda County Office of Education on September 15, 2024

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Piedmont Unified School District
CDS Code: 01-61275-0000000
School Year: 2024-25
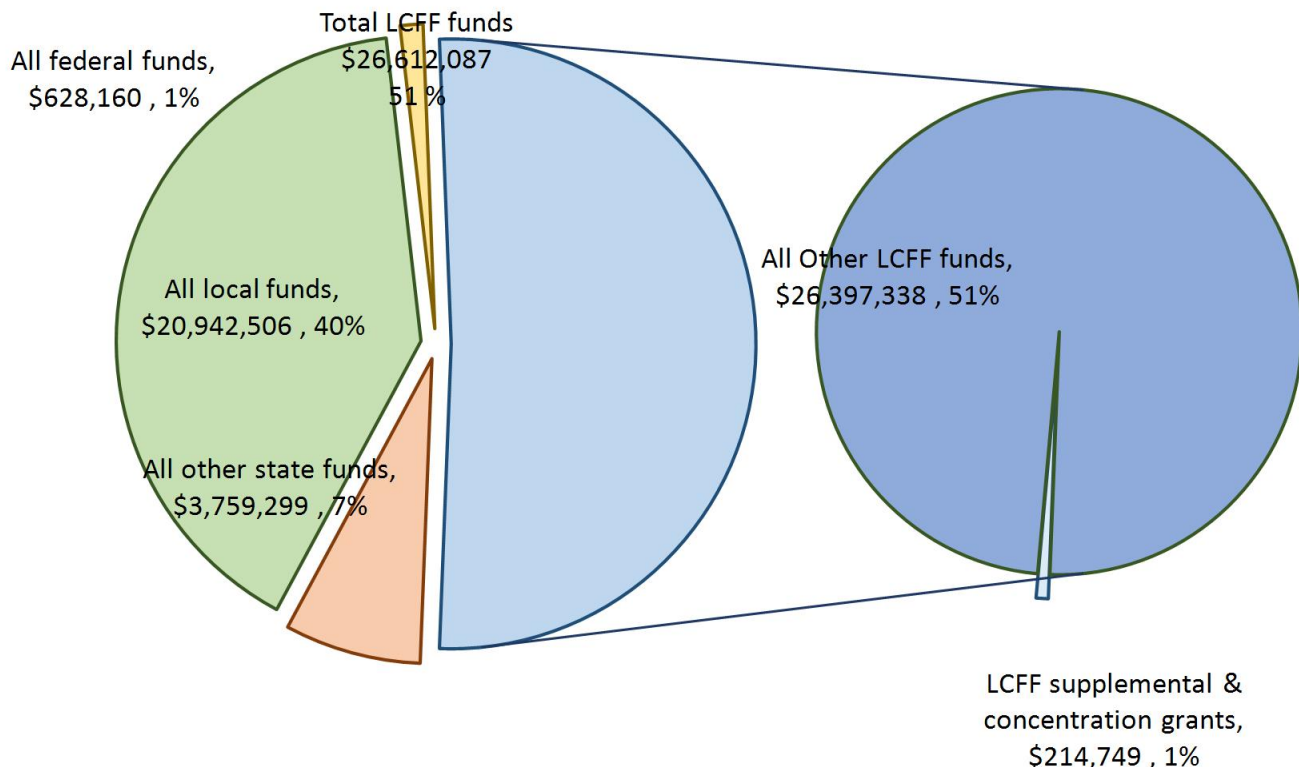LEA contact information:
Dr. Jennifer Hawn
Superintendent
jhawn@piedmont.k12.ca.us
510-594-2613

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

All federal funds, $628,160 , 1%

Total LCFF funds $26,612,087 51%

All Other LCFF funds, $26,397,338 , 51%

All local funds, $20,942,506 , 40%

All other state funds, $3,759,299 , 7%

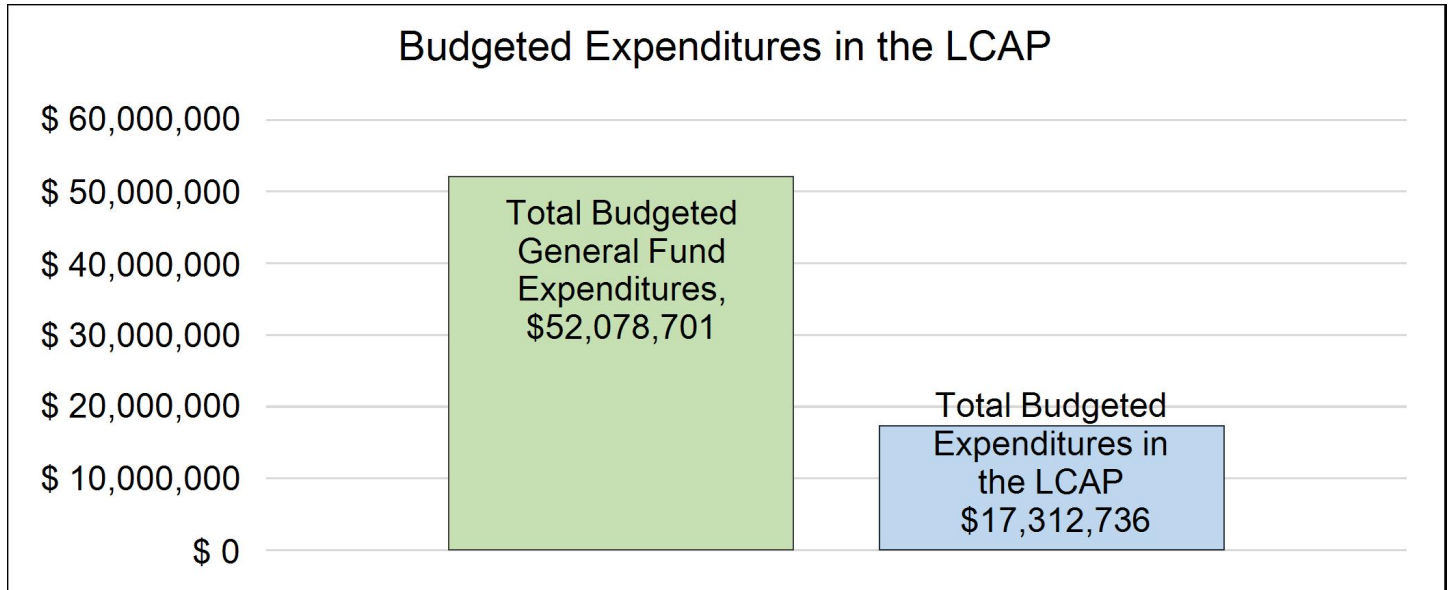LCFF supplemental & concentration grants, $214,749 , 1%

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

The text description for the above chart is as follows: The total revenue projected for Piedmont Unified School District is $51,942,052, of which $26,612,087 is Local Control Funding Formula (LCFF), $3,759,299 is other state funds, $20,942,506 is local funds, and $628,160 is federal funds. Of the $26,612,087 in LCFF Funds, $214,749 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

$ 60,000,000	
$ 50,000,000	
$ 40,000,000	Total Budgeted General Fund Expenditures, $52,078,701
$ 30,000,000	
$ 20,000,000	
$ 10,000,000	Total Budgeted Expenditures in the LCAP $17,312,736
$ 0	

This chart provides a quick summary of how much Piedmont Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Piedmont Unified School District plans to spend $52,078,701 for the 2024-25 school year. Of that amount, $17,312,736 is tied to actions/services in the LCAP and $34,765,965 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
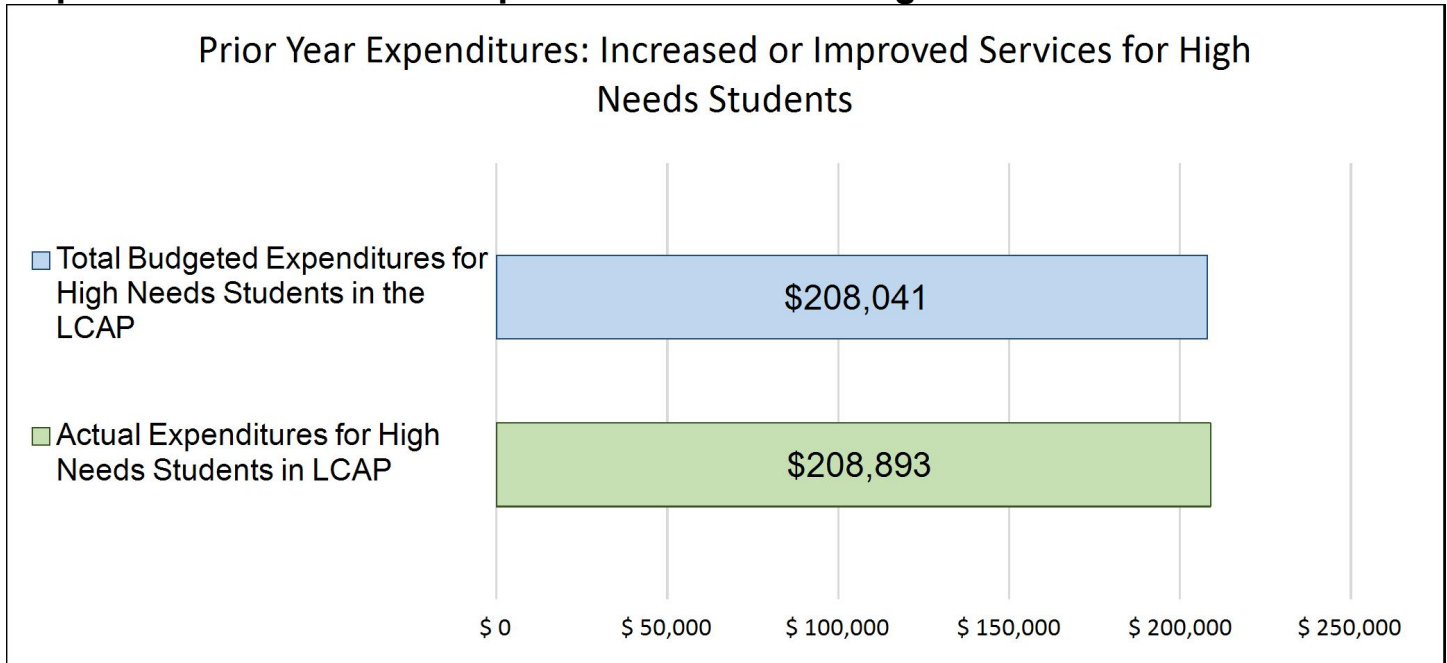
Expenditures not included in the LCAP include salaries and benefits for classroom teachers, student support staff, administrators, administrative support staff, custodial and facilities maintenance staff, and food service workers. Also not included is the cost of business operations, insurance, utilities and classroom supplies.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Piedmont Unified School District is projecting it will receive $214,749 based on the enrollment of foster youth, English learner, and low-income students. Piedmont Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Piedmont Unified School District plans to spend $219,793 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24

Prior Year Expenditures: Increased or Improved Services for High Needs Students

- ☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $208,041
- ☐ Actual Expenditures for High Needs Students in LCAP — $208,893

$ 0 $ 50,000 $ 100,000 $ 150,000 $ 200,000 $ 250,000

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

The text description of the above chart is as follows: In 2023-24, Piedmont Unified School District's LCAP budgeted $208,041 for planned actions to increase or improve services for high needs students. Piedmont Unified School District actually spent $208,893 for actions to increase or improve services for high needs students in 2023-24.

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.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Piedmont Unified School District	Dr. Jennifer Hawn Superintendent	jhawn@piedmont.k12.ca.us 510-594-2613

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)	19-20 Elementary 81% School Connectedness 91% Feel Safe at school 77% Caring adults at school PMS 74% School Connectedness 81% Feel Safe at school 74% Caring adults at school PHS 71% School Connectedness 84% Feel Safe at school 69% Caring adults at school	2021-22 Elementary 86% School Connectedness 90% Feel Safe at School 83% Caring Adults at School PMS 80% School Connectedness 83% Feel Safe at School 77% Caring Adults at School PHS 73% School Connectedness 86% Feel Safe at School 73% Caring Adults at School	2022-23 Elementary 86% School Connectedness 92% Feel Safe at School 76% Caring Adults at School PMS 84% School Connectedness 85% Feel Safe at School 82% Caring Adults at School PHS 74% School Connectedness 88% Feel Safe at School 76% Caring Adults at School	2023-24 Elementary 85% School Connectedness 89% Feel Safe at School 75% Caring Adults at School PMS 84% School Connectedness 90% Feel Safe at School 80% Caring Adults at School PHS 76% School Connectedness 84% Feel Safe at School 77% Caring Adults at School	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 2023/2024 found all	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	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% Elevated--9%	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% Elevated--7%	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: Female students: 93% on track	85% or higher Normal risk

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Extremely Elevated--2% Non-binary (3 students reported) Normal--33% Elevated--33% Extremely Elevated--33% Source: BESS Screener February 2022	Extremely Elevated--1% Non-binary students Normal--56% Elevated--33% Extremely Elevated--11% Source: BESS Screener October 2022	Male students: 84% on track Non-binary students: 88% on track Source: Panorama Student Success District Overview October 2023	
Multi-Tiered Systems of Support (MTSS)	21-22 Convene a team to develop SEL-aligned MTSS that clearly describes our supports for student wellbeing and methods for addressing student need Source: Internal meeting agendas	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.	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 the Board and community at Board meetings.	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-wide systems to implement Multi-Tiered Systems of	MTSS is fully integrated in our schools via instructional practices, school cultures, norms, and approaches to student discipline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Support in schools to support all students, including: (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 Below are examples of the systems already underway as the district develops its larger plan: • Using Panorama to identify across the whole child students in need of support	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				• Collaborating with administration to interpret student data, • Training staff to use the Panorama platform to look at student data and record interventions	
Access to high-level high school courses by diverse student population (unduplicated students, students with disabilities, traditionally underrepresented groups) (Priority 7)	20-21 SwD course enrollment in third year of Science pathway MHS: 36%, PHS: 62.5% Female representation in AP Computer Science courses 34%, and middle school Fab Lab and Computer Arts, 20% 39% of 9-12th graders are unduplicated pupils, special ed, 504 or socio-economic disadvantaged. Unduplicated students and SwD participation	21-22 SwD 3rd year of Science pathway MHS: 0% PHS: 35% Overall 56% Female enrollment in high school AP Computer Science courses 41%, and middle school Fab Lab and Computer Arts, 27% 32% of 9-12th graders are unduplicated pupils, special ed, 504 or socio-economic disadvantaged. Unduplicated students and SwD participation in AP and Honors	22-23 SwD 3rd year of Science Pathway MHS: 29% PHS: 59% Overall 58% Female enrollment in high school AP Computer Science courses 43%, and middle school Fab Lab and Computer Arts, 34% 38% of 9-12th graders are unduplicated pupils, special ed, 504 or socio-economic disadvantaged. Unduplicated students and SwD participation	23-24 • 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 high school AP Computer Science courses 39% female enrollment in middle	SwD complete the 3-year science pathway at the same percentage as overall students Female enrollment in high school Computer Science AP courses is 50%, and middle school CS related courses is 50% Increase Unduplicated and SwD participation in AP or Honors courses to match overall student participation in those courses

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	in AP and Honors courses 28% and overall student participation is 31% Source: Internal Analysis	courses 21% and overall student participation is 41% Source: Internal Analysis	in AP and Honors courses 30% and overall student participation in at least one AP or Honors course is 61% Source: Internal Analysis	school CS courses • Unduplicated students, SwD, 504 - 24% of 9-12th graders are counted as unduplicated pupils, special ed, 504 or socio-economic disadvantaged. 50% of Unduplicated students and SwD participated in AP/Honors courses 62% overall student participation in at least one AP or Honors course Source: Internal Analysis	
Expulsions (Priority 6)	0 expulsions Source: Dataquest	20-21 0 expulsions Source: Dataquest	21-22 0 expulsions Source: Dataquest	22-23 0 expulsions Source: Dataquest	Maintain 0 expulsions
Equity and inclusion student and staff survey & diversity and inclusion dashboard	Research equity and inclusion survey and dashboard tools and establish baseline data Source: Meeting agendas	In September, 2021, the Director of DEI resigned the position so an outside consultant was hired to interview BIPOC staff, students, and community members	The Director of DEI utilized CHKS data as the data point to measure the successful implementation of DEI initiatives outlined in 2021-22. The	23-24 DEIB Action Plan created and shared with partners.	Improve on all indicators

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		to gather qualitative data on inclusion and belonging. The following areas were identified as needing improvement: I. DIVERSITY EFFORTS AND LEADERSHIP (a) Clear commitment from District leadership to develop a "North Star" to guide the District's DEIB work (b) Provide ongoing coaching and support to school and district leadership to deepen their understanding of DEIB and implementation of inclusive practices and programs (c) Improved districtwide communication that is consistent among leaders and staff (d) Develop policies and procedures for a zero tolerance policy and accompanied by a toolkit of resources	following baseline data was established. The California Healthy Kids Survey data on school connectedness, safety, and caring adults was used to measure inclusion and belonging. 2022-23 Elementary 86% School Connectedness 92% Feel Safe at School 76% Caring Adults at School PMS 84% School Connectedness 85% Feel Safe at School 82% Caring Adults at School PHS 74% School Connectedness 88% Feel Safe at School 76% Caring Adults at School		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		II. CULTURE (a) Develop an accountability system that is role modeled at all levels in order to positively impact the culture in all schools and workplaces (b) Review and update the district's and each school's values through an anti-racist lens (c) Create inclusive, accessible spaces for BIPOC staff and students to connect and provide resources and activities that increase their sense of belonging III. GROWTH AND SUPPORT (a) Continue to make small, incremental changes related to DEIB that will lead to meaningful change over time (b) Recommend the Director of DEI hold weekly office hours with an online sign-up sheet for folks to	MHS 65% School Connectedness 70% Feel Safe at School 82% Caring Adults at School Source: CA Healthy Kids Survey 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. I. DIVERSITY EFFORTS AND LEADERSHIP (a) "North Star" commitment written into the LCAP for 2022-23 (b) Monthly meetings with the admin team to provide support to school and district leadership to deepen their understanding of DEIB and		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		have opportunities to build relationships and learn from other sites in the District (c) Formalize the mentorship program for BIPOC students (d) Recognize examples of excellent academic programming and normalizing the growth and learning the district is undergoing overall and related to DEIB. IV. TRAINING OPPORTUNITIES (a) Develop a strong onboarding process to retain new staff that includes implicit bias and other training (b) Develop an Awareness Program that includes tips and best practices for how to talk about bias, micro-aggressions, and belonging (c) Build a toolkit of resources, flyers, and one-pagers for students, teachers, staff, and parents	implementation of inclusive practices and programs (c) Interim superintendent worked with the superintendent advisory committee to improve communication (d) Interim superintendent developed a process for investigating incidents of hate and bias II. CULTURE (a) No accountability system was developed (b) No review of the district's and each school's values through an anti-racist lens was completed (c) The BIPOC Staff Network met 3-4 times to provide resources and activities that increase their sense of belonging III. GROWTH AND SUPPORT		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		(d) Develop goals and metrics for hiring more BIPOC staff to expand representation across PUSD Source: DEI Focus Group Report developed by Extracurricular Consulting	(a) Continue to make small, incremental changes related to DEIB that will lead to meaningful change over time (b) Director of DEI began holding office hours mid-year (c) Affinity Mentorship program became a course for high school students and is increasing to two sections for 2023-24 (d) Did not focus any work on the action: Recognize examples of excellent academic programming and normalizing the growth and learning the district is undergoing overall and related to DEIB. IV. TRAINING OPPORTUNITIES (a) The District did not develop a strong onboarding process to retain new staff that includes implicit bias and other training (b) The District did not develop an		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Awareness Program that includes tips and best practices for how to talk about bias, micro-aggressions, and belonging (c) TOSAs began to build a toolkit of resources, flyers, and one-pagers for students, teachers, staff, and parents (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		
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-	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	23-24 Feedback Forms collected	Improve on all indicators

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		wide at the District Professional Learning Day on October 7, 2022.	on modifying their current units to reflect one of the three areas of the framework.		
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 Outcomes, CALPADS 1.12	Reduce Drop-out rate to 1% or less.
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	20-21 98.67% Regular Day attendance	21-22 96.65% Regular Day attendance	22-23 95.04% Source: Internal ADA report (Monthly	Maintain 97% attendance rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Source: Internal ADA report	Source: Internal ADA report (Monthly Attendance Summary Annual)	Source: Internal ADA report (Monthly Attendance Summary Annual)	Attendance Summary Annual)	

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 made 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.

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

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% HISLATX=70.6% WHI=76.0% 2orMORE=84.4% SwD=28.6% EL=* SED=* Source: CDE CCI report	20-21 Due to the suspension of CAASPP testing in the 2019-20 school year, the CDE is not able to report the 2020-21 College/Career Indicator (CCI) preparedness measure.	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% HISLATX=53.8% WHI=81.9% 2orMORE=65.4% SwD=33.3%	2023 Prepared OVERALL=80% SwD=40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				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
Percentage of students who participate in a local benchmark to monitor Common Core standards and identify	Establish/re-implement benchmarks and determine baseline K-5 Math ELA	2021-22 K-5 Math- 94% of 2nd-5th graders participated in a math benchmark ELA- 90% of students participated in a	2022-23 K-5 Math- 95% of 2-5th grade students participated in a math benchmark	Over 95% of 2-5th students participated in math benchmarks from district-adopted curriculum. 6-8	100% of all students participate in a locally determined common assessment

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students in need of services (Priority 2)	6-8 Math ELA- Implement Reading Assessment 9-12 Math- Implement MDTP assessments ELA- Implement Reading Assessment Source: Internal reporting in Illuminate	reading assessment to determine Fountas & Pinnell Reading Level 6-8 Math- Students in CC6-8 courses took a placement assessment ELA- 93% of students participated in SRI reading assessment 9-12 Math - All IM 1-3 classes participated in MDTP readiness diagnostic assessments ELA- 91% of students participated in SRI reading assessment Source: Internal Reporting from Illuminate, SRI, Literably	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 6-8 Math- All students in CC6-8 courses took a placement assessment ELA- 99% of students participated in SRI reading assessment 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	Math- All students in CC6-8 courses took a placement assessment ELA- 99% of students participated in SRI reading assessment 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	
Use of data-based instruction and common assessments	Develop common assessments and a	Reading Assessment Flowchart draft developed though	Completed Reading Assessment Flowchart: developed	MTSS TOSA's collaborated to create	Instructional practices are guided by ongoing use baseline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	system for monitoring student achievement	MTSS (https://docs.google.com/document/d/1LAZahyrr9TEXhtJHAUBZ_FCSfNYAXRBCMWxWlb7lj34/edit)	by the MTSS TOSAs. https://docs.google.com/drawings/d/1FVHPPM_UbQGfhbgBIhmR7F0MHTy60WwKx7hrmPtyCq4/edit?usp=sharing	a reading assessment flowchart.	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% Source: Dataquest Annual Reclassification (RFEP) Counts and Rates	21-22 4.5% Source: Dataquest Annual Reclassification (RFEP) Counts and Rates	2022-23 31% 11 out of 35 EL students were reclassified as proficient in English in the 22-23 school year. Source: Internal analysis	Increase annual EL reclassification rate to 25%
English Learner Progress Indicator (Priority 4)	2021 Establish baseline on English Learner Progress	ELPI available only in 2019 Dashboard, but Piedmont numbers	2021-22 5.3% at-risk or long-term EL students	2022-23 4.9% at-risk or long-term EL students	85% making progress (moving one level a year)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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 2018-19 5.1% at-risk or long-term EL students Source: Dataquest	too small to provide publicly Source: California School Dashboard 2020-21 2.2% at-risk or long-term EL students Source: Dataquest "At-Risk" and Long-term EL	Source: Dataquest "At-Risk" and Long-term EL	58.8% English Learner Progress Indicator (ELPI) Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC) Source: Dataquest "At-Risk" and Long-term EL, CASchoolDashboard.org	Reduce long-term or at-risk EL students to below 15%
English Learner programs and services (Priority 2)	20-21 ELD services were provided to all EL students (who did not decline services). All classroom teachers of EL students hold a CLAD credential. Assistive technology supports provided to all EL students as appropriate	21-22 ELD services provided to 26 students as of census day October 2020 Source: CALPADS 1.17 FRPM-English Learner-Foster Youth-Count All classroom teachers of EL students hold a CLAD credential. (pending SARC CalSASS data from CDE)	22-23 ELD services provided to 35 students as of census day October 2022 Source: CALPADS 1.17 FRPM-English Learner-Foster Youth-Count Assistive technology supports provided to all EL students as appropriate Source: CALPADS, SARC, Internal Analysis	2023-24 ELD services provided to 27 students as of census day October 2023 Source: CALPADS 1.17 FRPM-English Learner-Foster Youth-Count Assistive technology supports provided to all EL students as appropriate Source: CALPADS, SARC, Internal Analysis	Maintain ELD instruction services to all EL students. 100% of all classroom teachers will be CLAD credentialed. 100% of EL students have access to assistive technology supports to access curriculum as appropriate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Source: CALPADS, SARC, Internal Analysis	Assistive technology supports provided to all EL students as appropriate Source: CALPADS, SARC, Internal Analysis			
Programs and services developed and provided to unduplicated pupils (Priority 7)	2021 Establish baseline and reporting mechanism for priority access to afterschool tutoring and homework support services to all unduplicated pupils Source: Attendance in programs	21-22 88 unduplicated students (EL, Homeless, Foster, Socio-Econ, parent ed, direct certify) as of 12-21-2021 Source: CALPADS 1.18 FPRM- EL-Foster List All unduplicated students were contacted and provided prioritized access to afterschool tutoring.	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	2023-24 96 unduplicated students (EL, Homeless, Foster, free/reduced meal program) as of 10-4-2023 List of students provided to site leader to prioritize services to students Source: CALPADS 1.17/18 FPRM-EL-Foster list	100% of schools provided priority access to afterschool tutoring and homework support services.
Parent engagement in programs and services for unduplicated pupils (Priority 7)	20-21 60% families of unduplicated students were contacted for targeted support during COVID-19. Source: Internal Calpads/Direct Certify list	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	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)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		their children to participate in after-school tutoring. Source: Internal analysis/CALPADS 1.18 FPRM- EL-Foster List			
Early Assessment Program (Priority 4)	2019 By Site ELA 30% MHS 85% PHS By Site Math 22% MHS 82% PHS Source: Illuminate EAP report (CAASPP, ACT, SAT, AP)	20-21 By Site ELA 14% MHS 77% PHS By Site Math 0% MHS 74% PHS Source: Illuminate EAP Status with Summary	21-22 By Site ELA (SBAC only) 29% MHS 54% PHS By Site Math (SBAC only) 0% MHS 48% PHS (SBAC only) Source: Illuminate EAP Status with Summary	2022-23 By Site ELA (SBAC, SAT, AP, ACT) 23% MHS 81% PHS By Site Math (SBAC, SAT, AP, ACT) 15% MHS 67% PHS Source: Illuminate EAP Status with Summary	Increase "college prepared" percentage as demonstrated in the Early Assessment Program "college ready" criteria ELA MHS increase to 40% 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 be 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
	Level of trust in the District compared to pre-Covid: 17% higher level of trust 55% lower level of trust 28% not sure Source: Piedmont Community Response Survey (developed by communications consultant)	Level of trust in the District compared to pre-Covid: 33% Higher level of trust 27% Lower level of trust 40% not sure Source: Pandemic Response Survey (developed by Dir of Communications ~584 responses) presented to Board 3/9/2022	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 Source: Pandemic Response Survey (developed by Dir of Communications 395 responses total)		compared to pre-Covid
% of staff members who participate in SEL-related trainings	Establish baseline using attendance logs	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 Source: School Site-Based Meeting Agendas	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. Monthly MTSS meetings Source: Meeting Agendas	Currently in process.	100% staff have participated in one or more of the following: trauma-informed instruction, executive function, SEL screener, restorative practices, and/or MTSS

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 Certificated: 1% African American/ Black, 1% Asian, 8%	21-22 PUSD Staff Race/Ethnicity Administrators: 4% Asian, 4% African American/Black, 12%	22-23 PUSD Staff Race/Ethnicity Administrators: 8% Asian, 8% African American/Black, 8%	23-24 PUSD Staff Race/Ethnicity Administrators: 14% Asian, 5% African American/Black, 10%	Increase % of employees who identify as BIPOC

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Latino, 2% Native Hawaiian or Other Pacific Islander, 2% Two or More Races, 87% White Classified: 10% African American/ Black, 12% Asian, 18% Latino, 6% Native Hawaiian or Other Pacific Islander, 2% Two or More Races, 51% White	Latino, 80% White Certificated: 1% African American/Black, 7% Asian, 6% Latino, 0% Native Hawaiian or Other Pacific Islander, 3% Two or More Races, 82% White Classified: 10% African American/ Black, 13% Asian, 19% Latino, 3% Native Hawaiian or Other Pacific Islander, 1% Two or More Races, 54% White https://docs.google.com/spreadsheets/d/1AQj1ts4k27gWi8Qf5LxYrK4rVfLsxQU7QIdNEH4Q1qA/edit#gid=0 Source: Escape 05 report PUSD is signing an MOU with ACOE and Alder University to host three teacher residents for the 2022-23 school year to increase the racial	Latino, 69% White Certificated: 0% African American/Black, 8% Asian, 11% Latino, 0% Native Hawaiian or Other Pacific Islander, 5% Two or More Races, 76% White Classified: 11% African American/ Black, 10% Asian, 22% Latino, 7% Native Hawaiian or Other Pacific Islander, 3% Two or More Races, 47% White https://docs.google.com/spreadsheets/d/1AQj1ts4k27gWi8Qf5LxYrK4rVfLsxQU7QIdNEH4Q1qA/edit#gid=0 Source: Escape 05 report PUSD is signing an MOU with ACOE and Alder University to host six teacher residents for the 2023-24 school year to increase the racial	Latino, 62% White Certificated: 2% African American/Black, 8% Asian, 10% Latino, 0% Native Hawaiian or Other Pacific Islander, 4% Two or More Races, 78% White Classified: 13% African American/ Black, 10% Asian, 19% Latino, 8% Native Hawaiian or Other Pacific Islander, 1% Two or More Races, 48% White https://docs.google.com/spreadsheets/d/1AQj1ts4k27gWi8Qf5LxYrK4rVfLsxQU7QIdNEH4Q1qA/edit#gid=0 Source: Escape 05 report	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		diversity of PUSD certificated staff.	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	The PRAISE (Special Education Parent Group) meets monthly and serves as a planning, informational, and collaborative space between parents and school/district leaders. The Special Education District Advisory Council meets quarterly and includes Board members, parents, teachers, and community members who meet to discuss continuous improvement in Special Education programs and services.	The PRAISE (Special Education Parent Group) meets monthly and serves as a planning, informational, and collaborative space between parents and school/district leaders. The Special Education District Advisory Council meets quarterly and includes Board members, parents, teachers, and community members who meet to discuss continuous improvement in Special Education programs and services.	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
		PUSD has CAC (Community Advisory Committee) chairs from PADC, PREC, Makers, ALPS, and PAF who are working on parent engagement and planning.	PUSD has CAC (Community Advisory Committee) chairs from PADC, PREC, Makers, ALPS, and PAF who are working on parent engagement and planning.		

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 updates to 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

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Piedmont Unified School District	Dr. Jennifer Hawn Superintendent	jhawn@piedmont.k12.ca.us 510-594-2613

Plan Summary [2024-25]

General Information

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

Piedmont Unified School District serves an increasingly diverse group of students and aims to prepare all students to thrive as engaged, global citizens in a constantly evolving world. Piedmont Unified's newly developed graduate profile places an emphasis on developing students' critical thinking and communication skills while providing students with a broad foundation of academic knowledge to pursue post-secondary goals of choice. Educators in Piedmont make it a priority to nurture students' sense of empathy towards others in order to develop an inclusive community in which everyone belongs and feels a sense of connectedness. Piedmont stands acutely aware of the role race, cultural identity, and religion play in a student's self-identity during their childhood years and aims to create an environment that is centered on student voice and identity assets. Regardless of demographics, all Piedmont parents and guardians are actively involved in their student's education, demonstrated through strong participation in classrooms and events, on field trips, and as integral members of community committees.

A dedicated team of over 360 highly experienced teachers, support staff, and administrators work with students at the following six school sites: Wildwood Elementary, Beach Elementary, Havens Elementary - known as the 'Tri-Schools'; Piedmont Middle; Piedmont High School; and Millennium High School (an alternative high school). Piedmont Unified also has a Preschool as well as the Piedmont Adult School, which is WASC-accredited and offers both a diploma program and a fee-based program.

In the 2023-24 school year, the student population of Piedmont Unified totaled 2,308 students. California's Local Control Funding Formula recognizes unduplicated pupils and provides supplemental funds for the following three subgroups – English Learners, Low Socioeconomic

Status, and Foster Youth. Of the district's total enrollment, 76 students (or 3.2%) are identified as economically disadvantaged and 26 students are identified as English Learners (ELs). Piedmont does not have any students identified as Foster Youth. The student enrollment in Piedmont disaggregated by ethnicity (as reported in Data Quest) is as follows: 2% African-American/Black; 14.9% Asian; 1.1% Filipino; 10.4% Hispanic or Latino; 18.5% Two or More Races; 53% White.

Piedmont is an affluent city located in the east bay hills, surrounded on all sides by the city of Oakland, and almost entirely zoned for single-family dwelling residential use. Piedmont has a total population of just over 11,000 residents who demonstrate their generous commitment to education in a variety of ways. The Piedmont Education Foundation provides over $3 million in funding support which is raised through Parent Club fundraising events and through the annual Giving Campaign. Piedmont residents pay a parcel tax that contributes approximately $9.0 million, or nearly one-third of the district budget, yearly. Piedmont residents currently pay a second parcel tax that contributes $2.6 million annually toward Piedmont Unified School District (PUSD) employees' salaries. Thanks to generous financial support, PUSD is able to attract and retain highly qualified educators who provide an outstanding educational experience for our students. Parent and guardian involvement is a cornerstone of Piedmont Schools, and the input of community members is integral to the process of creating our LCAP. Members of parent support groups (PRAISE, ALPS, Piedmont Arts Fund, Piedmont Makers, PADC, PAAC), parent clubs, and Piedmont Education Foundation, as well as teachers, classified staff, site, and district administrators, and students give input into creating the actions and services developed to meet them.

Piedmont is consistently among the highest-ranking unified school districts in California on standardized testing measures; over 96% of Piedmont Unified School District graduates pursue a college education. This year district and Board leadership, with staff and community input, created a Graduate Profile focused on developing Piedmont graduates who are: 1) Empathetic 2) Scholars 3) Collaborators 4) Critical Thinkers 5) Self-Regulated. Ultimately, PUSD's goal is for all students to learn in a culturally responsive and academically enriched school environment where they feel a sense of connectedness and belonging, irrespective of race, socioeconomic status, and background.
We are extremely proud of the efforts and new approach that went into creating the 2024-27 Local Control Accountability Plan; Piedmont stands ready to build from its strong foundation and further create dynamic and inclusive communities for all students, centered on an academically excellent education for all.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

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 unified 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.

California re-launched the California Dashboard in Fall of 2022, and access to data has supported our district to more easily reflect on the efficacy of our LCAP actions. However, it's important to note that some metrics and outcomes are also gathered internally. Where this is the case, we have provided an alternative but aligned metric before listing the actions. With that being said, the following are some of the successes, and subsequent challenges, that we are happy to celebrate, and also address, with the community.

Performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). PUSD has very strong results on the California Dashboard. Nearly all performance indicators were at the highest level and Piedmont schools continue to score among the highest in Northern California in English Language Arts and Mathematics.

PUSD's Academic Performance Overall and by Student Group:

(1) English/Language Arts: Very High, 86.06% met or exceeded standards with 89.8 points above Standard
Students with Disabilities: Improved to Very High
English Learners: High
Socio-economically Disadvantaged and Asian: High
Hispanic, White, Two or More Races: Very High
African American: No performance level

(2) Mathematics: Very High, 76.3 points above Standard
Students with Disabilities: High
Socioeconomically Disadvantaged: High
English Learners and Asian: High
Hispanic, White, Two or More Races: Very High
African American: No performance level

(3) English Learner Progress: No performance level, 59% making progress toward English language proficiency

(4) College and Career Indicator:

Students with Disabilities: Low
White: Very High
No Performance Level for all other student groups

(5) Academic Engagement and Conditions and Climate Overall:

(a) Chronic Absence: Low – This is an area for our district to address.
Three student groups with indicators in the red/lowest performance – Asian, English Learners, Students with Disabilities.
At the school level, we have one school -Havens Elementary – and particularly Asian students at Havens – whose students are more chronically absent as indicated by red/lowest performance. As a result, we have developed an attendance intervention monitoring and engagement plan and will work closely with site administrators, attendance staff and counselors to implement a plan to address chronic absenteeism that includes positive reinforcement (celebrations) and close monitoring with interventions for chronically absent students.

(b) Graduation Rate: Medium
Students with Disabilities: Low
White: Very High
No Performance Level for all other student groups

(c) Suspension Rate: High
Below are the numerical performance levels reflected in the ratings above, including the CAASPP and other local measures. CAASPP - 'California Assessment of Student Performance and Progress' is an umbrella acronym for several assessments:
All students in grades 3 through 8, and grade 11 take the Smarter Balanced Assessments in English language arts/literacy and mathematics.
The California Science test is taken in the 5th, 8th, and 11th or 12th grades.
The ELPAC language tests- an initial ELPAC is taken by any student whose home language is not English. If they are determined to not be fluent in English, the student becomes eligible for EL services and is tested each spring to assess English proficiency until they are deemed fluent.

(1) English Language Arts: 86.1% of our students Meet or Exceed state standards.
(2) Math: 82.4% meet or exceed the state math standards.
(3) Science: 68% met or exceeded state science standards

Piedmont Unified School District has a lot to be proud of this year:

We are #3 in English in the state for unified school districts.
We are #3 in Math in the state for unified school districts.
We are #5 in Science in the state for unified school districts.
There was a reduction in Achievement gaps in student groups.

We continue to implement two new K-12 Reading assessments and assess students on their reading progress K-12 two to three times during

this academic year. We implemented DIBELS, a Dyslexia screener, and partnered with California Reading & Literature Project with UC Berkeley to have all K-5 staff receive training on Science of Reading for literacy, with an emphasis on phonics, phonological awareness, and word recognition. We also have Scholastic Reading Inventory (SRI) for grades 4-12 and implemented Panorama, a new data reporting system to support school site implementation of RTI and MTSS, for the 2023-24 school year.

And for science - taken by 5th, 8th, and last year 12th graders - 68% or those students taking the test met or exceeded state science standards. It's important to note that in science students are tested on multiple years of science standards. Fifth graders are tested on 4th and 5th grade science topics, Eighth graders are tested on 6th-8th grade standards, 11th and 12th graders took a test focused on three years of high school science in four areas including biology, chemistry, physics and earth science. We are transitioning to having our 11th graders take this test so they are "closer" to their last science class in our 3 year integrated science pathway and we believe this will only improve results in this subject area.

Comparison between 2023 and 2022 For ELA and Mathematics: In 2022, 87% of students in ELA Met or Exceed standards vs 86% in 2023. In 2023 83% of students in mathematics Met or Exceed standards vs 81% last year. There is much to celebrate when we dig down into student results by group also. All race/ethnicities outperformed the state of California, including Latinx students, Black students and students with multiple race ethnicities. In particular:

- Asian students Meeting/Exceeds in ELA increased by 10%
- Hispanic/Latinx students were about the same in ELA and increased the % meet/exceed in Math by 6%
- And the biggest overall growth came from SwD who increased their % meet/exceed in both ELA and Math by 5%
- PUSD Students with Disabilities outperformed average California student
- 63% meet/exceed ELA vs 51% CA Gen Ed
- 53% meet/exceed Math vs 38% CA Gen Ed

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Educational Partner(s)	Process for Engagement
At the onset of the year, district and site leadership created a calendar of engagement opportunities that provided opportunities for school personnel, students, local bargaining units, and community members to provide input, meaningfully collaborate, and serve as an integral part of the LCAP process. In addition to school personnel at respective sites and district-wide, along with students and community members, the LCAP process also specifically engaged the community's local bargaining units: Association of Piedmont Teachers (APT), California School Employees Association, Piedmont Chapter 60 (CSEA), and Association of Piedmont School Administrators (APSA). Examples of engagements for school personnel, local bargaining units, students, and community members include the following: • Sept. 5, 2023: Adult Education • Sept. 6, 2023: PHS Staff Meeting (APT) • Sept. 11, 2023: ASB Students @ PHS • Sept. 13, 2023: MHS Staff Meeting (APT) • Sept. 15, 2023: ASB Students @ MHS • Sept. 15, 2023: PMS Community • Sept 18, 2023: Wildwood Community • Sept. 25, 2023: PHS Journalism Students • Oct. 11, 2023: ASB Students @ PMS • Oct. 11, 2023: Tri-School Staff Meeting (APT)	To develop the 2024-2027 LCAP, Piedmont Unified School District engaged in a new and comprehensive process beginning in the fall of 2023. PUSD stood dedicated to engaging all community partners in meaningful review and refinement of the LCAP for 2024-2027. The district had received community and staff feedback that the previous approach to the LCAP was limited and restrictive in nature to certain members of the educational community; thus, LCAP engagements in the 2023-24 school year were purposely designed to be more inclusive of each of the 6 school communities we serve and provide multiple opportunities for engagement and input. The following is a review of the different ways in which PUSD solicited input from our education partners during the LCAP process for the 2024-2027 LCAP. 1. Community and Staff Input Forums throughout the fall, 2023 District and Board leadership transitioned to a site-based strategy for collecting community input for new Strategic Priorities that would serve as the foundation for the LCAP. Leveraging strong relationships that existed among staff along with new district leadership, the district and Board facilitated community, staff, and student engagements. This direct communication and community engagements supported both feedback for Strategic Priorities and the LCAP, in effect aligning these two important strategic plans. In total

Educational Partner(s)	Process for Engagement
- Oct. 13, 2023: PHS Community - Nov. 17, 2023: PHS Parent Club - Jan. 19, 2024: PMS Parent Club - Jan. 30, 2024: LCAP Community Kick-Off Mtg. - Feb. 15, 2024: Tri-School SSC Meeting - Mar. 5, 2024: Ed. Services Team (APSA) - Mar. 6, 2024: Secondary Staff Meeting (APT: PMS, MHS, PHS Staff) - Mar. 11, 2024: Professional Learning Day (CSEA) - Mar. 13, 2024: Tri-School SSC Meeting - Mar. 14, 2024: Wildwood Elementary - Mar. 15, 2024: Beach Elementary - Mar. 21, 2024: Havens Elementary - Apr. 4, 2024: District Management Team (APSA) - Apr. 16, 2024: Final LCAP Community Mtg.	we had 12 site meetings between September and October of 2023 to elicit site-level input from a variety of community stakeholders. The process included a common set of slides that district leadership delivered in order to support families and community members build a common understanding of the key components of crafting Strategic Priorities and the timeline for this year's work. Facilitators of the community forums provided context and rationale about how a Strategic Plan would provide a new vision for the educational community and would be aligned with all priorities moving forward, including the LCAP. An open-ended approach with opportunities for input invited families to share any thing that was not covered in the conversation. Products and notes from the engagements provided an abundance of different pieces of input which directly informed the Strategic Plan and the formation of the LCAP. 2. LCAP Community Engagements & Parent Advisory Committee (PAC) Meetings: Piedmont has a very engaged parent community. Interested LCAP Advisory Committee members were either recommended by the school sites or reached out to from Ed Services. Once the LCAP goals were solidified from the aforementioned process in the fall with the school communities, an initial LCAP Advisory Committee meeting and engagement open to all community members occurred; the meeting included members of an LCAP Advisory Committee comprised of staff, parents, teachers, and site principals. The meetings began with developing a shared understanding of the LCAP, a development of Piedmont LCAP Bylaws, and an understanding of LCFF and California's 8 state priorities. A collaborative and structured process then generated actions and services aligned with each of the previously crafted LCAP goals. The members were also asked to give feedback. 3. Staff Engagements and Opportunities for Input: Throughout March and April, 2024, opportunities existed with staff from each of the six school communities to review and generate additional actions and services aligned with the four LCAP goals. For

Educational Partner(s)	Process for Engagement
	secondary schools, staff from each of the three schools (Piedmont Middle, Millennium and Piedmont High Schools) joined together at Piedmont Middle School on March 6, 2024 to receive an overview of the LCAP process and provide site-specific recommendations aligned with the LCAP goals. On March 11, 2024 at the district professional development day for staff, classified staff (CSEA) gathered together and had an opportunity to provide feedback as well and receive a district presentation. Finally, both the Ed Services Team and the All Administrators Team convened in meetings to also have an opportunity to provide recommendations related to the LCAP goals.

4.Schools Site Councils and site parent club meetings:

6 out of 6 school sites within the district dedicated at least one of their parent club meetings to reviewing LCFF and LCAP processes, the newly developed Strategic Priorities and LCAP Goals and to connect site-specific needs to be considered for the upcoming LCAP actions and services.

5. Mid-year LCAP Report to the PUSD Board of Education:
In February, the Assistant Superintendent of Educational Services presented a summary of LCAP 2023-2024 highlights and monitoring information to the Board of Trustees. This data included a review of implementation progress on for each goal, a comprehensive report attached with data and budget expenditures related to the LCAP, and a review of the timeline moving forward.

6. SELPA Engagement:

In order to align our LCAP with the regional plan and services for our students with IEPs, we met with the SELPA Director, Katy Babcock, for feedback and recommendations based on our current programs and data analysis.

7. Student Voice Opportunities:

Multiple student groups had opportunities to engage and participate in LCAP meetings. This included district-wide engagements as well as |

Educational Partner(s)	Process for Engagement
	such engagements with classes like Piedmont High School's ASB class. Students received an overview of the process and made contributions to the recommended actions and services aligned with each LCAP goal.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The 2024-2027 LCAP and four goals were a direct response to community engagements that occurred during the fall of this year.   Actions and services are aligned to community feedback and the limitations we experienced with the previous LCAP. Based on an analysis of the results of actions and the recommendations of staff, student, parent and community groups, we have highlighted the following areas that have been influenced by this reflective process.

Goal 1: Creating an Environment to Thrive
In direct response to community and staff input, we have identified the area of School Culture and Community-Building at the site level for leaders and staff to develop a targeted action plan (Action 1.1). This has served as a recurring theme from staff who hope to target and improve morale and also from parents/community members who wish for students to have meaningful experiences to connect with their school community. Also, two Board Policies related to Diversity, Equity, and Inclusion (BP 0415, BP 0415.1) have been developed in response to feedback from educational partners and insights from our community; as a result, DEIB student and staff-centered activities (Actions 1.2 and 1.4 as well as Action 1.9) have been built in and connect directly with supporting and enacting these policies. Finally, we have a passionate, committed interest from students, staff, and community in the areas of both gender inequities in athletics (1.3) and climate literacy education (1.5). For gender inequities, we have made progress with a Title IX Task Force that has helped improve our athletic participation data and will continue education efforts in the community. For climate literacy, we have a newly adopted Board resolution that is supported by an engaged and motivated group of staff, students, and parents that are looking to further support a climate literacy program.

Goal 2: Investing in Outstanding Academics
A continuing focus on literacy training and curriculum has been a common theme from feedback at the elementary level, for community members especially. Last year, Piedmont Unified adopted DIBELS as our elementary dyslexia screener, grades K-3, and we also adopted From Phonics to Reading, grades K-3. This year we formed a Literacy Leadership Team and also piloted Spellography, a word study and spelling curriculum, at grades 4 & 5 (Action 2.3). Due to these developments along with our partnership with California Reading & Literature, there has also been interest expressed from community members about an eventual English Language Arts adoption, for grades K-5 (Action 2.4). After presenting in LCAP community and staff engagements and sharing context about unduplicated pupils and LCFF, it was notable that two additional academic areas of interest from staff included: utilizing supplemental and concentration funds for specialized instruction

for English Learners, both at the elementary and secondary levels (Action 2.13) and increasing inclusion opportunities and push-in opportunities for Special Education students in a general education setting (Action. 2.15).

Goal 3: Partnering Beyond the Classroom
The potential to connect class learning with meaningful field experiences outside of the classroom has been identified as an important component by parents and community members. Staff also see the value in field trips and experiential learning, however, have additional constraints to consider. Local partnerships in such areas as technology, performing arts groups, or science/climate literacy education are all examples that community members or staff identified as feasible and logical for the purpose of field trips or guest speakers (Action 3.1). Students and staff in a similar way, advocated to continue to develop expert series speakers and career days on secondary campuses (Action 3.7). In addition, we are interested in developing a grades 9-12 Independent Study option based on community interest for students (Action 3.4) and explore potential partnerships for students to be exposed to career and technical opportunities that are local and nearby (3.3).

Goal 4: Building for Operational Excellence
Staff and community members alike demonstrated overwhelming interest in developing AI guidelines (for students to adhere to and also for training purposes for staff (Action 4.1) and improving internal operational efficiencies related to digital processes (Action 4.2). As a result of Board Policies 0415 & 0415.1, we are committed to addressing chronic absenteeism and intervening as appropriate with attendance matters (Action 4.6) and continuing to improve hiring and retention practices to retain diverse teaching and staff members (Action 4.8). These two aspects were of important interest after staff and community members reviewed current district data in naming actions to incorporate.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Creating an Environment to Thrive: Cultivate a culture of caring, belonging, and trust that will provide students and staff with the support they need to foster connections and truly engage in meaningful learning by: a. Prioritizing student and staff social and emotional well-being. b. Cultivating a culture of respect and connectedness among students, staff, and families. c. Leaning into a restorative justice culture through aligned and consistent application of RJ practices. d. Incorporating a climate literacy education for students and staff with curriculum matters, as appropriate, and related to site activities outside of the classroom.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In the fall of 2023, district leadership in coordination with the PUSD Board of Education, engaged with each school community in order to receive input and feedback that led to the creation of this goal. Engagements included students, staff, parents, and community members and a clear theme emerged to prioritize students' social-emotional well-being and foster a culture of belonging in our communities for both students and staff. Coupled with qualitative data from the California Healthy Kids Survey as well as the district's SEL screener, Goal 1 serves as foundational in honoring community feedback to continually create inclusive environments that are welcoming and in which students feel a sense of connectedness, irrespective of race, ethnicity, and socioeconomic status.

Thus, Goal 1 continues the district's equity work and supports our community's core values – centered on integrity, equity, academic excellence, curiosity, and courage – as well as our newly created Graduate Profile that places an emphasis on relationships and culture-building. Research has shown that when schools (or families or communities) provide three developmental supports—caring adult relationships, high expectations, and opportunities for meaningful participation—students are more likely to report more positive academic, social-emotional, and health outcomes.

Students, staff and parents in Piedmont report in climate surveys that schools in Piedmont are safe places to learn. Further analysis reveals that there is also an opportunity for growth in perceptions around respect, collaboration, empathy and self-regulation skills - all key ingredients of our new Graduate Profile. Nineteen percent of high schoolers report being disrespected by a staff member because of their race, ethnicity or culture. Twenty-one percent of students report being victims of low violence acts such as being pushed, rumors spread, and social media bullying. Twenty-six percent of high school students report harassment based on race, ethnicity, religion, gender, sexuality, disability, or immigrant status in the last 12 months. And nearly a quarter of high schoolers believe that there is a lot of tension between different races and cultures.

Many of the indicators from the last LCAP cycle showed improvements in "Feeling safe at school", "School Connectedness" and "Caring Adults at school". For this LCAP cycle we will continue DEIB and equity work, and will work creatively and with more intention to cultivate a positive climate in our schools to create the conditions necessary for more meaningful engagement and substantial learning to take place. Actions and services will support students and staff to prioritize SEL skills and structures, foster a culturally responsive mindset, and place equity at the forefront of instructional decisions.

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Linked below are two articles that further validate this goal:
https://calschls.org/docs/factsheet-19_pupil_engagement.pdf
What Works brief 2 https://data.calschls.org/resources/S3_WhatWorksBrief2_MeaningfulPart_final.pdf

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Cal Healthy Kids Survey students (priority 6)	2023-24 Elementary 85% School Connectedness 89% Feel Safe at School 75% Caring Adults at School PMS 84% School Connectedness 90% Feel Safe at School 80% Caring Adults at School PHS			Elementary - all measures 85% or above Middle School - all measures 85% or more PHS - School Connectedness => 75% Feel Safe =>85% Caring Adults =>75%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		76% School Connectedness 84% Feel Safe at School 77% Caring Adults at School 74% students report no Harassment (race, ethnicity, religion, gender, sexuality, disability, immigrant...) Climate Indicator MHS 67% School Connectedness 71% Feel Safe at School 83% Caring Adults at School Source: CA Healthy Kids Survey			No Harassment =>75% MHS School Connectedness => 75% Feel Safe =>85% Caring Adults =>85%	
1.2	CALSCHLS Climate Perception Surveys Staff/Parents (priority 6)	Lack of Respect of Staff by Students is a Problem (A6.8) 35% Staff (mod-severe problem) School is a supportive and inviting place for staff to work. A6.4 78% Staff Students treated fairly by rules 78% Students (A6.8) 75% Parents (A7.1)			Lack of Respect of Staff =< 30% School is a supportive/inviting place to work =>80% Students treated fairly by rules - all measures greater than 80% Harassment or bullying of	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		94% Staff (A8.8) Harassment or bullying of students - Parent Survey (A10.4) 17% "Large problem" Black African Americans parents. Source: CA Healthy Kids Staff, Parent and Student Surveys			students a "large problem" reported by Black African American parents =< 10% Source: CA Healthy Kids Staff, Parent and Student Surveys	
1.3	Social-Emotional Screener (Priority 6)	September 2023 3rd-12th Asian- 67% Hispanic/Latino- 68% Two or More Races- 67% White- 76% *Black/African American- American Indian/Alaska Native (combined)- 62%			Increase sense of "belonging" as measured by a survey such as the panorama SEL survey so that all measurable student groups are ->75% "How much do you feel like you belong at this school" (Completely", "quite a bit")	
1.4	Expulsions (Priority 6)	2022-23 0 expulsions			Maintain 0 expulsions Source: Dataquest	
1.5	Suspensions (Priority 6)	2022-23 .7% Suspension Rate Source: Dataquest https://dq.cde.ca.gov/dataquest/dqCensus/DisSuspRateLevels.aspx?ye			Suspension rate below .3% Eliminate any student group suspension rate gap	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ar=2022-23&agglevel=District&cds=0161275			more than 2 levels from the overall student outcome on the CA Dashboard Source: Dataquest Suspension Rate, CA Dashboard	
1.6	Drop-out Rates - High School and Middle School (Priority 5)	2022-23 0% Middle school drop-out rate 3.7% Drop-out rate High School Source: Dataquest Four-Year Adjusted Cohort Outcome https://dq.cde.ca.gov/dataquest/dqcensus/CohOutcomeLevels.aspx?agglevel=district&year=2022-23&cds=0161275			Maintain middle school drop-out to less than 1% Reduce High School Drop-out rate to 2% or less (drop-out rate includes those that do not graduate with a regular high school diploma, do not complete high school, and those not enrolled as a "fifth year senior") Source: Dataquest Four-Year Adjusted Cohort Outcome, CALPADS Fall 1 Report 8.1c; CALPADS EOY Report 1.10 Completers and	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Dropouts, Student List	
1.7	School Attendance (Priority 5)	2022-23 95.04% ADA Source: Internal ADA report (Monthly Attendance Summary Annual)			ADA => 97% Source: Internal ADA report (Monthly Attendance Summary Annual)	
1.8	DEIB Student centered actions (priority 6) (AR 0415.1, 1a)	2 sections, 51 students, enrolled in Affinity Mentor course. Activities from the BSU, AAA, ASU, Mi Gente, JSU, GSA, Diversity Club advertised at PHS/MHS			Evidence of DEIB actions including Affinity Mentor classes and club meetings.	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
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.	$0.00	No
1.2	DEIB Student-Centered Activities	Continue DEIB activities with students that promote equity and inclusion and 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)	$39,272.00	No
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.	$1,000.00	No
1.4	DEIB 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	$114,001.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	Climate Literacy Educational Activities	Develop a climate literacy program (5th in state of California) that incorporates curriculum connections, as appropriate, partnerships and activities with local organizations, and green use of facilities to raise student and community awareness with respect to climate matters.	$0.00	No
1.6	Student, Parent, & Community Workshops	Partner with outside organizations (i.e. PRAISE, PIE, ALPS, Piedmont Arts Fund, Piedmont Makers, PADC, PAAC, etc.), parent clubs, and Piedmont Education Foundation to provide educational workshops/series for prioritized topics of interest aligned to PUSD instructional vision	$5,000.00	No
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	$322,345.00	No
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.	$0.00	No
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. Continue to train and provide professional development for staff around restorative circles, practices and the development of harm circles D. 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	$40,000.00	No

Action #	Title	Description	Total Funds	Contributing
		E. Partner with National Equity Project to provide training on restorative practices		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Investing in Outstanding Academics: Provide our students with an excellent education and opportunities for personal growth to develop a deep understanding of and skills in the arts, humanities, math, sciences, and technology by: Advancing coursework and evidence-based instruction that inspires all learners and produces comprehensive student literacy in skills needed for the future. Ensuring classrooms are led by exceptional, diverse teachers. Augmenting academic instruction with safety nets that support student learning.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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.

This, however, is not to say that student group achievement gaps do not exist or that structural improvements could not yield even more improved results. A discernible achievement gap exists for Black/African American students compared with the overall Piedmont results. From a systems standpoint, for example, our 12th grade students took the CAST in four areas including biology, chemistry, physics and earth science, covered by the end of 11th grade; thus, we are transitioning to have 11th grade students take the CAST so they are closer to their last science class in our 3-year integrated science pathway which cover these standards.

Ultimately, PUSD strongly believes all students are able to achieve academically provided the proper conditions and support. Thus, by focusing on teaching and learning and supporting our teachers in the area of instruction, curriculum, and pedagogy, students' academic achievement will continue to grow. Furthermore, by embracing and implementing a culture of continuous improvement in partnership with teachers and students, we will create lifelong learners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP ELA (Priority 4)	2023 86% meet/exceed District ELA distance from standard +90 SwD +36 distance from standard Source: CAASPP results in Illuminate and state website			District CAASPP ELA => 86% meet/exceed District ELA Distance from standard =>+90 SwD Distance from standard => +40 for both ELA	
2.2	CAASPP Math (Priority 4)	2023 83% meet/exceed District Math distance from standard +77 SwD Math +9 distance			District CAASPP Math =>85% meet/exceed District Math distance from standard =>90+	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		from standard Source: CAASPP results in Illuminate and state website			SwD Distance from standard => +10 for both ELA Source: CAASPP results in Illuminate and state website	
2.3	CAST results Science 5, 8, 12 (Priority 4)	2023 68% meet/exceed Source: CAASPP results state website			CAST meet/exceed =>70%	
2.4	EL progress - English learner reclassification rate (Priority 4)	2022-23 31% 11 out of 35 EL students were reclassified as proficient in English in the 22-23 school year. Source: Internal analysis			Maintain 25%-31% reclassification rate	
2.5	English Learner Progress Indicator (Priority 4)	2022-23 58.8% EL students made progress as measured by the ELPAC Summative assessment "High Status" on CA Dashboard English Learner Progress LTEL rate at 3.5% Source: CA Dashboard.			"High Status" as measured on the 5x5 Additional Reports from the CA Dashboard LTEL rate at <5% Source: CA Dashboard. Dataquest "At-Risk" and Long-	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dataquest "At-Risk" and Long-Term English Learners (LTEL) report https://dq.cde.ca.gov/dataquest/longtermel/EverElTypeLevels.aspx?cds=0161275&agglevel=District&year=2022-23			Term English Learners (LTEL) report	
2.6	English Learner programs and services (Priority 2)	2023-24 ELD services provided to 27 students as of census day October 2023 Source: CALPADS 1.17 FRPM- English Learner-Foster Youth-Count Assistive technology supports provided to all EL students as appropriate Source: CALPADS, SARC, Internal Analysis			ELD services provided to all EL students (who did not decline services). All classroom teachers of EL students hold a CLAD credential. Assistive technology supports provided to all EL students as appropriate Source: CALPADS, SARC, Internal Analysis	
2.7	Access and success in AP courses (Priority 4)	22-23 606 Exams taken 86% exams passed with a 3 or above			700+ tests taken with at least 87% resulting in a 3 or above.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		57% of Black/African American students taking an AP course also take the AP test. Source: Illuminate College Readiness: Advanced Placement Report. Racial Equity 0415.1 Internal Analysis			Improve AP test-taking rate of Black/AA identified students who are enrolled in an AP class =>80%	
2.8	Access to high-level coursework for historically underrepresented student groups (Priority 7)	2022-23 AP Computer Science course enrollment 43% female AP access 62% of all 9th-12th graders took an AP course 30% of students with a Black identity took an AP course			Enrollment in AP computer Science courses is 50% female. % of students with a Black identity taking AP courses is within 10% points of average overall student participation in those courses Source: Internal analysis using Racial Equity BP 0415.1 monitoring tool and Computer Science roster counts.	
2.9	HS Science integrated science three-course pathway completion (Priority 4)	23-24 53% of all MHS/PHS students completed the 3yr pathway			Improve the % of students who complete the 3 course integrated	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SwD 3rd year of Science Pathway completion MHS: 0% PHS: 24%			science pathway that covers all state science standards.	
2.10	A-G Completion: Percentage of graduating cohort who met UC/CSU Requirements (Priority 7)	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			A-G completion MHS => 75% completion PHS =>93% PHS SwD =>75% completion Source: Dataquest Four-Year Adjusted Cohort Graduation Rate	
2.11	CTE pathways completion (Priority 4)	2022-23 1 student completed a CTE pathways Pathway(s): Computer Science Source: Internal Analysis or CALPADS 3.19 Career Technical Education Completers			Add at least one more CTE pathway, and increase CTE pathway completion over 2022-23 levels. Source: CALPADS 3.19 Career Technical Education Completers	
2.12	A-G AND CTE Completion Percentage of graduating cohort completing UC/CSU	2022-23 .5% of graduates completed both A-G requirements and a CTE pathway			Increase % students who complete both a CTE pathway and A-G course	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Requirements AND completing a Career Technical Education (CTE) Pathway (Priority 4)	Source: Met UC/CSU Requirements and CTE Pathway Completion Report addl report from CA Dashboard			requirements =>5%	
2.13	Graduation rate (Priority 5)	2022-23 PHS 4 year cohort graduation rate =95.8% MHS 4 year cohort grad rate =73.9% Source: Dataquest "5 year cohort graduation" and "4 year cohort graduation" reports https://dq.cde.ca.gov/dataquest/dqcensus/CohRateLevels.aspx?agglevel=district&year=2022-23&cds=0161275			5 year cohort district graduation rate => 96% PHS 4 year cohort grad rate =>96% MHS 4 year cohort grad rate =>75.0% Source: Dataquest "5 year cohort graduation" and "4 year cohort graduation" reports	
2.14	Broad course of study offered K-6 EC 51210 and 7-12 EC 51220(a) - (i) (Priority 7)	2023 All students have access to required course of study K-6 and 7-12 Source: Local Indicators report to School Board, June, 2023			All students have access to required course of study K-6 and 7-12 Source: Local Indicators report to School Board	
2.15	Professional learning for K-5 classroom teachers on Science of Reading (priority 1)	All classroom teachers were trained in Modules 1-3 of the California Reading & Literature Project			All K-5 teachers trained in latest ELA adoption materials.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: sign-in sheets and binders				
2.16	Number of teachers of who are National Board Certified (Priority 1)	2023-24 9 teachers in the district are National Board Certified Co-curricular stipend position to support district teachers seeking National Board certification Source: HR analysis			At least one new National Board certified teacher approved each year, with support from co-curricular stipended position Source: HR analysis, meeting materials	
2.19						

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Standards- Aligned Instruction to Maintain High Levels of Academic Achievement for All Students	Provide opportunities for staff collaboration in order to review, update, and align Essential Learning Outcomes (ELO's) and scope and sequence for courses	$0.00	No
2.2	National Board Certification	Continue to partner with, and support, PUSD teachers to earn their National Board Certification.	$14,000.00	No
2.3	Supplemental Spelling & Word Study Curriculum, grades 4 &5	All teachers will implement the adopted supplementary spelling and word study curriculum for grades 4 & 5.	$50,000.00	No
2.4	Elementary English Language Arts Adoption, K-5	Convene an elementary team of teachers to recommend pilot materials and subsequently prioritize a district-wide pilot and adoption of English Language Arts curriculum, K-5. Stated goal for all students to be able to access research-based core reading instruction, including phonics, phonemic awareness, spelling patterns, and morphology.	$164,998.00	No
2.5	World Languages Curriculum at Secondary Level	Complete pilot, adoption and implementation of secondary World Languages in a staggered sequence (Spanish, French, and Chinese).	$61,173.00	No
2.6	A-G Grant	Continue to implement A-G Improvement Grant actions	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.7	Academic Supports for Students with Disabilities	Provide appropriate staff for all students designated with disabilities to receive necessary supports and services both inside and outside of the classroom.	$12,044,583.00	No
2.8	Elementary Curriculum Council	Convene Elementary Curriculum Council to advise on all materials related to curriculum and assessment matters, K-5	$14,000.00	No
2.9	EL Learner Support and ELD Instruction	Provide specialized instruction by certificated English Learner (EL) teachers. Four elementary and one secondary certificated staff member provide targeted services for English learners for approximately 20% of their total FTE. In elementary, students meet with the EL teacher either one-on-one each day or as part of a small group. In middle and high school, EL students are scheduled for one period to be in a designated ELD class	$219,793.00	Yes
2.10	High School Science Curriculum adoption and implementation	Continue adoption for high school science curriculum in the following subjects. I. Implement newly-adopted Chemistry CP curriculum II. Pilot and adopt curriculum for AP Physics I III. Implement new Biology textbooks	$58,827.00	No
2.11	Multi-Tiered Systems of Support and Safety Nets	Continue to monitor, revise, and implement tiered systems of support to ensure a safety net for all students With a growth mindset, all educators continue to ask: • What do we want all students to know and be able to do? • How will we know if they learn it? • How will we respond when students do not learn? • How will we extend the learning for students who are already proficient?	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		- For students in need of additional support or opportunities to accelerate, partner with local organizations to provide after-school tutoring. Sessions will be offered first to students who are English learners, low income, foster youth, or homeless. - Continue to provide acceleration opportunities and advanced coursework, when appropriate. - Continue to provide opportunities for intervention, when appropriate. - Foster positive school cultures by building upon Social-Emotional Learning-based Multi-Tiered Systems of Support (MTSS) that support students healthy identity in the categories of academic, behavioral, and social-emotional supports for students(AR 0415.1, 1a) (BP 0415, 4)		
2.12	Professional Development	Support certificated, classified, and administrative staff through embedded collaboration time, curriculum and pedagogical training, and quality professional development opportunities including but not limited to topics such as state-standards implementation, evidence-based instructional standards, Social/Emotional Learning (SEL) and technology integration. A. All K-5 teachers will complete early literacy training with California Reading & Literature Project based out of UC Berkeley to focus on science of reading and build capacity and foundational reading skills that are developmentally appropriate for each grade level. B. Prioritize staff collaboration opportunities focused on content and grade-level academic excellence (i.e. ELO's, scope and sequence, common and formative assessments, etc.) C. Continue the process of identifying Essential Learning Outcomes in secondary courses to ensure all students have mastered the essential standards and embed cycles of inquiry with data analysis and instructional planning	$79,450.00	No

Action #	Title	Description	Total Funds	Contributing
		D. Develop strategies in collaboration with staff to further culturally sensitive and responsive ways to support students and staff in building community (BP 0415, 8) (v) E. Provide regular opportunities for teacher collaboration including through PLCs, grade-level/department teams, and use of grade-level Essential Learning Outcomes F. Continue to support staff to develop differentiated instructional practices and support for students G. Approved Flex-PD plans.		
2.13	Increase Opportunities for Pre-K Students with Disabilities	Increase inclusion opportunities for preschoolers with IEP's to be in a general education program that has more than 50% of peers without IEPs. Explore opportunity to use early intervention grant 6547 in order expand inclusive opportunities for all students with IEP's at the preschool level (age 0-5, up to grade Pre-K).	$48,000.00	No
2.14	Maximize Push-In Services	Maximize push-in for related Special Education services (i.e. Speech and Language Pathologists, Occupational Therapists, etc.) in a regular academic setting.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Partnering Beyond the Classroom Harness community resources to expand experiential learning opportunities both inside and outside the classroom resulting in a student-centric experience for all types of learners by: A. Enhancing classroom education through experiential field trips that can supplement and enrich education. B. Providing opportunities for robust life skill development through the use of expert speakers and hands-on activities. C. Cultivating an understanding of our role beyond Piedmont through meaningful community interactions and service-based learning.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Piedmont Unified understands the importance of providing learning opportunities for students both inside and outside of the classroom. Based on the realities of our current and evolving society, technology and global social and environmental issues have a profound impact on student growth, their learning, and career interests and aspirations. As an organization, Piedmont aims to embrace this reality and partner with the local Piedmont community, which has the potential to harness extraordinary resources to expand learning beyond the typical classroom experience.

Experiential Learning Theory, as developed by psychologist David Kolb, stands as the process of learning by doing; through hands-on experiences and reflection, students are better able to connect theories and knowledge learned in the classroom to real-world situations. By engaging students in hands-on experiences and prioritizing opportunities for reflection, students are better able to connect theories and knowledge learned in the classroom to real-world situations. Experiential learning opportunities may exist in a variety of classroom-led and outside-the-classroom forums and may include opportunities for students that include field trips, guest speakers, community and service-

learning projects, and culminating experiences such as internships, college coursework, and capstone projects, to name a few. When students participate in experiential education opportunities, it is Piedmont Unified's belief that they gain:

- A better understanding of course material
- A broader view of the world and an appreciation of community
- Insight into their own skills, interests, passions, and values
- Opportunities to collaborate with diverse organizations and people
- Positive professional practices and skill sets
- The gratification of assisting in meeting community needs

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Field Trip / Experiential Learning opportunities (Priority 5)	No data currently collected. Collect data in 2024-25 school year.			Increase by one the number of field trip/experiential learning exposures per year per grade level on average.	
3.2	Community-wide Educational Events (Priority 3)	No data currently collected. Collect data in 2024-25 school year.			Evidence of three or more educational events or other community-wide events each year.	
3.3	Percentage of students who graduate with college level credit already earned (Priority 4)	2023-24 15 students took community college/college courses No students showing on the College and Career Readiness Indicator from the CDE			5% or more of 12th graders graduate with some college level credit already earned. Ideally reporting in the College/Career Levels and Measures Report	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: PUSD OffCampus Course Permission Form 3-6-2023 and CCI indicator https://www6.cde.ca.gov/californiamodel/ccireport?&year=2023&cdcode=0161275&scode=&reporttype=schools			& Data from the CDE.	
3.4	Improve College and Career Readiness (Priority 4)	2023: Yellow (53.8%) - Hispanic students prepared. 11.7% all students "not prepared" Source: College/Career Levels and Measure Report (Addl Reports) https://www6.cde.ca.gov/californiamodel/			Increase Hispanic/Latinx students "readiness" to "blue" as measured on the CA Dashboard. Decrease the % of the overall graduating cohort who are "not prepared" for college and career as indicated on the Dashboard College and Career Indicator additional reports. Source: CA Dashboard and Addl Reports	
3.5	Industry certificate or Third-party culminating assessment (Priority 4)	2023-24 10% of 9th-12th grade students with a Black identity pass an AP test			Increase the percentage of Black/African American identity	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		40% of 9th-12th grade students students overall pass an AP exam Source: Racial Equity Board Policy 0415.1 monitoring report. CTE Completer industry certificate IC report.			students who earn an industry recognized certificate or pass an AP test. Source: Racial Equity Board Policy 0415.1 monitoring report. CTE Completer industry certificate IC report.	
3.6						

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Local Partnerships with Organizations	Expand partnerships with local organizations such as non-profits, performing arts groups, and athletic organizations to broaden and expand students' interests and abilities.	$0.00	No
3.2	Improve Computer Science Pathway (CTE)	Explore ways to improve and augment our Computer Science Pathway that results in increased student participation with internships, industry certification and civic engagement through targeted outreach.	$0.00	No
3.3	Improve Career and Technical Education (CTE)	Explore, develop, and create partnerships to expand either course opportunities or local partnerships related to Career and Technical Education to promote increased student engagement and achievement related to real-world career competencies. Investigate a CTE Pathway that may include Acting and/or other Visual and Performing arts.	$0.00	No
3.4	Independent Study	Develop and implement a grade 9-12 Independent Study option for students to earn a Piedmont Unified high school diploma.	$0.00	No
3.5	Science Education and Environmental Partnerships	Explore outside education and science camps and field trips with local agencies to provide our developmentally appropriate-aged students outdoor science or history experiences aligned with their grade curriculum.	$10,000.00	No
3.6	College and Career Readiness & Counseling Services	Place an emphasis on college and career application processes or post-secondary options. Increase student opportunities to: • learn about various 2 and 4-year university opportunities; • earn college credit while still in high school; • participate in CTE industry pathway opportunities;	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		• support students with local internships; • participate in experiential and/or service learning opportunities		
3.7	Development of Expert Speaker Series and Career Day	Continue to partner with parents, community members, and local organizations to host and offer a wide-array of speakers that span various sectors including but not limited to: youth mental health, business and entrepreneurship, AI and robotics, sports and wellness, neurodiversity and equity, current events and local and national events, etc	$0.00	No
3.8	Improve opportunities for Community College coursework for high schoolers	Explore and improve processes for communication and enrollment in community college courses.	$0.00	No
3.9	State Seal of Civic Engagement	Develop local criteria and implement opportunities for students to earn a State Seal of Civic Engagement. This would include a civic action project such as volunteering for non-profit organizations; advocacy at the local, state, or federal level to change policy; raising awareness about a pressing issue or training others to implement a solution; developing a unique solution to a persistent problem	$2,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Building for Operational Excellence: Create clearly defined systems and processes that support our commitment to excellence with access to high-quality educators, outstanding curriculum, and well-maintained facilities.	

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Outstanding learning in all classrooms across the district depends on excellence in operational systems and processes and staff and district leadership modeling a unique, innovative approach that reflects student ideals. In PUSD, we strongly believe that in order to create opportunities for our students to become ready for the world and develop into future leaders of change and progress, we must partner with our students and also demonstrate that same leadership through innovative approaches to managing our organization. Operational systems and processes ensure equitable support for all students. Actions and services in this goal provide optimal environments for learning and further improvement:

The overall TK-8th grade Chronic Absenteeism rate of 8.7%, including reducing the rates of absenteeism in the following student groups:
Asian 10%,
English Learners 30%,
Students with Disabilities 11%,
Socioeconomically Disadvantaged 12%

Diverse staff demographics:
White 65%,
Hispanic/Latino 13%,
Asian 9%,
Black or African American 6%,
Native Hawaiian/Pacific Islander 3%,
Two or more races 3%

When students feel connected to school and want to be physically present, they logically are less likely to demonstrate chronic absenteeism.

This includes but is not limited to the following: continually improving and maintaining state-of-the-art facilities, partnering with local artists and muralists – with our student artists – to create beautiful and welcoming spaces that celebrate our diverse population, providing access to modern technology, and establishing powerful new ways to look at data and the district budget so that we make the best decisions to serve our students.

We also recognize with the current teacher shortage that we must differentiate and expand our recruitment strategies to meet the needs of our community and effectively serve our evolving student population. This includes new approaches to recruitment and hiring to ensure the strongest, most qualified candidates join our district and that we effectively retain them once they do. Finally, we must further improve the promotion of and access to, the district's educational, athletic, and extracurricular programs and partnerships so our families are excited to continue learning in Piedmont Unified.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Facilities in good repair (Priority 1)	All schools with "good" or better on FIT report completed mid-year.			No schools marked with rating other than "good" on the FIT report. Source: FIT reports, SARC reports	
4.2	Chronic Absenteeism (Priority 5)	2022-23 • Overall "orange" for Absenteeism on the CA Dashboard. • Asian student group in "red" (status 10.2%, increase +8.1) • English Learners in "red" (status 30.3, Change +30.3)			• Overall "green" for Absenteeism on the CA Dashboard. • Asian student group in "green" (decrease the # of	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		- Students with disabilities in "red" (Status 11.1, change +3.5) - Havens Elementary in "red" (status 13.8%, change, change +4.8%) - K-8 school absenteeism is 8.7% Source: CA Dashboard			C/A students by 2 each year) - English Learner absenteeism in "green" (decrease # of C/A students by 3 each year) - Students with disabilities absenteeism in "green" on the CA Dashboard (decrease by 2 students/year) - Havens Elementary absenteeism in	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					"green" =<10% • All k-8 schools have less than =<10% chronically absent students Source: CA Dashboard, CALPADS EOY Report 14.1/14.2	
4.3	Percent of Schools providing Students with Standards-Based Instructional Materials thereby meeting Williams Act requirements (Priority 1)	100% schools provide all students with standard-based instructional materials as reported at a school board hearing by the end of the eighth week of the school year Source: School board agenda			Maintain 100% schools provide all students with standard-based instructional materials as reported at a school board hearing by the end of the eighth week of the school year Source: School board agenda	
4.4	Misassignments and vacancies (Priority 1)	2021-22 In 2021-22, .66% of Teachers were without credentials or were			Over 90% of teachers fully credentialed and less than 1% "ineffective" as	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		misassignments ("ineffective" under ESSA) Source: Dataquest Teaching Assignment Monitoring Outcomes			reported on the Dataquest Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) report Source: Dataquest Staff Assignment Data	
4.5	Interpretation provided for non-English proficient community members. (Priority 3)	New service - no baseline data			95% or greater of interpretation requests successfully provided. Source: Interpretation invoices and scheduling reports	
4.6	AI Guidance	New service - no baseline data			Evidence of AI Guidance provided to staff, students and families. Source: district website	
4.7	Improved Processes	New service - no baseline data			Evidence of documentation on improved processes	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Source: PUSD Knowledgebase or website	
4.8	Technology Improvements	2023-24 103/150 classrooms and meeting spaces feature laser projectors and a wireless A/V kit.			150 classrooms are equipped with laser Projectors and wireless A/V features. Source: internal analysis Laser/Vivi Implementation https://docs.google.com/spreadsheets/d/1EVLzzYZVIkQqUke0_P-fpkk0rBnKy-Xz3L3W468STsc/edit#gid=1610960224	
4.9	PUSD Threat Management Plan (Priority 6)	2023-24 School Safety Plans exist, but internal documentation on student threat assessment does not.			Evidence of a Threat Management Plan Source: Source: PUSD Knowledgebase or website	
4.10	Parents of Students with Exceptional Needs engaging in site and district meetings	2023-24 3 Parent meetings focused on the needs of families of students with disabilities led by Director of Special Education and staff.			At least 2 meetings each year as documented by email announcements or meeting sign-in sheets.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2 parents of SwD attended LCAP Parent Advisory Committee meetings 2 parents of SwD attended two meetings of the Technology Advisory Committee			At least one parent with a SwD on the LCAP Parent Advisory Committee. At least one parent with a SWD attends a District Technology Advisory Committee meeting.	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Student Chronic Absenteeism	Monitor site absenteeism and collaborate with site leaders to target and implement timely attendance interventions, and celebrate attendance consistently; coordinate available resources (including counselors, district nurses, and site staff). Monitor absenteeism of all students at Havens, and specifically Asian students, to intervene and implement timely and responsive attendance plan for this site.	$0.00	No
4.2	Student Behavioral Supports	Create and implement a balanced student behavior and support matrix protocol for responding to events on campus and building an inclusive community. Communicate with, and educate, students and community for partnership and alignment purposes focused on kindness and inclusion.	$0.00	No
4.3	Improved Interpretation Services	Reevaluate language translation services and fund interpreters as needed for non-English proficient staff and community members to more fully participate in school interactions.	$2,500.00	No
4.4	AI Guidelines	Collaborate with staff in order to minimize risks and maximize benefits of artificial intelligence emerging technologies.	$5,580.00	No
4.5	Digitize and Improve Processes	Improve internal processes in business services, educational services and human resources in order to better serve staff, students, and the community.	$5,000.00	No
4.6	Technology Infrastructure	Continually refine and enhance the needs for technology infrastructure as it relates to educational objectives as outlined in the district technology plan. Emphasis will include classroom learning technology (54 Projectors and A/V services); student devices (6th and 9th grades), and cybersecurity Improvements (Crowdstrike, phishing training).	$176,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.7	New Employee Mentoring and Support	To ensure teaching success and retention offer mentoring and support for all new certificated employees, including a formal onboarding process, regardless of years of service in the profession.	$24,700.00	No
4.8	Recruitment and Hiring Practices	Continue to partner with Alameda County Office of Education and Alder GSE to hire, train, and retain diverse teaching candidates; expand hiring through development of partnerships with local university programs (i.e. Cal State East Bay, SFSU, UC Davis, UC Berkeley, etc.). Continue to refine and expand job descriptions and interview processes to incorporate DEIB practices and Board Policy that attracts diverse and highly qualified candidates.	$26,000.00	No
4.9	Facilities Updates, Maintenance, & Campus Beautification Projects	Continue to update facilities based on need and incorporate campus beautification projects in appropriate spaces district-wide (i.e. development of green spaces for students and artistic murals including professional artists with student artists to incorporate site themes and student voice).	$3,774,514.00	No
4.10	PUSD Threat Management Plan	In partnership with Piedmont Police and Fire Departments, refine protocols and processes of campus safety plans to ensure a safe and welcoming environment for all students, staff, and parents. These include review of staffing and security resources and procedures, continued situational assessment, and recommendations based upon Governing Board direction and identified district and site safety priorities.	$0.00	No
4.11			$0.00	

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$214749	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
0.859%	0.000%	$0.00	0.859%

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

Required Descriptions

LEA-wide and Schoolwide Actions
For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.9	**Action:** EL Learner Support and ELD Instruction **Need:** ELD instruction **Scope:** Limited to Unduplicated Student Group(s)	Provides push-in, pull-out, and ELD class instruction for English Language Learners	English Learner reclassification rate, English Learner progress indicator, English Learner programs and services

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

N.A.

Additional Concentration Grant Funding

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

Not Applicable

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	0	0

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	0	0

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	25001957	214749	0.859%	0.000%	0.859%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$10,049,717.00	$5,584,613.00	$1,068,316.00	$610,090.00	$17,312,736.00	$12,776,554.00	$4,536,182.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	School Culture and Community-Building - Site Level Activities	All	No				2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.2	DEIB Student-Centered Activities	All	No				2024-25	$34,272.00	$5,000.00	$34,272.00	$0.00	$5,000.00	$0.00	$39,272.00	
1	1.3	Gender Equity in Athletics	All	No				2024-25	$0.00	$1,000.00	$1,000.00	$0.00	$0.00	$0.00	$1,000.00	
1	1.4	DEIB Staff-Centered Trainings and Workshops	All	No				2024-25	$90,001.00	$24,000.00	$62,001.00	$43,000.00	$9,000.00	$0.00	$114,001.00	
1	1.5	Climate Literacy Educational Activities	All	No				No costs in 24-25	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.6	Student, Parent, & Community Workshops	All	No				2024-25	$0.00	$5,000.00	$0.00	$0.00	$5,000.00	$0.00	$5,000.00	
1	1.7	Counseling/Wellness	All	No				2024-25	$265,625.00	$56,720.00	$87,298.00	$0.00	$235,047.00	$0.00	$322,345.00	
1	1.8	Support Employee Wellness services	All	No				2024-25	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.9	District Professional Development for Classified and Certificated Staff	All	No				2024-25	$10,000.00	$30,000.00	$5,000.00	$25,000.00	$10,000.00	$0.00	$40,000.00	
2	2.1	Standards- Aligned Instruction to Maintain High Levels of Academic Achievement for All Students	All	No				Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	National Board Certification	All	No				2024-25	$0.00	$14,000.00	$14,000.00	$0.00	$0.00	$0.00	$14,000.00	
2	2.3	Supplemental Spelling & Word Study Curriculum, grades 4 &5	4th and 5th grades	No				2024-25	$0.00	$50,000.00	$0.00	$0.00	$50,000.00	$0.00	$50,000.00	
2	2.4	Elementary English Language Arts Adoption, K-5	All	No				2024-25	$0.00	$164,998.00	$0.00	$164,998.00	$0.00	$0.00	$164,998.00	
2	2.5	World Languages Curriculum at Secondary Level	All	No				2024-25	$0.00	$61,173.00	$0.00	$61,173.00	$0.00	$0.00	$61,173.00	
2	2.6	A-G Grant	All	No				2024-25	$0.00	$10,000.00	$0.00	$10,000.00	$0.00	$0.00	$10,000.00	
2	2.7	Academic Supports for Students with Disabilities	Students with Disabilities	No				2024-25	$12,044,583.00	$0.00	$9,025,059.00	$2,014,615.00	$394,819.00	$610,090.00	$12,044,583.00	
2	2.8	Elementary Curriculum Council	All	No				2024-25	$14,000.00	$0.00	$14,000.00	$0.00	$0.00	$0.00	$14,000.00	
2	2.9	EL Learner Support and ELD Instruction	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-25	$219,793.00	$0.00	$219,793.00	$0.00	$0.00	$0.00	$219,793.00	.82%
2	2.10	High School Science Curriculum adoption and implementation	All	No				2024-25	$0.00	$58,827.00	$0.00	$58,827.00	$0.00	$0.00	$58,827.00	
2	2.11	Multi-Tiered Systems of Support and Safety Nets	All	No				2024-25	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.12	Professional Development	All	No				2024-25	$0.00	$79,450.00	$0.00	$0.00	$79,450.00	$0.00	$79,450.00	
2	2.13	Increase Opportunities for Pre-K Students with Disabilities	Students with Disabilities	No				2024-25	$40,000.00	$8,000.00	$0.00	$0.00	$48,000.00	$0.00	$48,000.00	
2	2.14	Maximize Push-In Services	Students with Disabilities	No				2024-25	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.1	Local Partnerships with Organizations	All	No				2024-25	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.2	Improve Computer Science Pathway (CTE)	All	No				2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Improve Career and Technical Education (CTE)	All	No				2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.4	Independent Study	9th-12th grade	No				2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.5	Science Education and Environmental Partnerships	All	No				2024-25	$0.00	$10,000.00	$0.00	$0.00	$10,000.00	$0.00	$10,000.00	
3	3.6	College and Career Readiness & Counseling Services	9th-12th grade	No				2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.7	Development of Expert Speaker Series and Career Day	All	No				2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.8	Improve opportunities for Community College coursework for high schoolers	9th-12th grade	No				2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.9	State Seal of Civic Engagement	All	No				2024-25	$2,000.00	$0.00	$2,000.00	$0.00	$0.00	$0.00	$2,000.00	
4	4.1	Student Chronic Absenteeism	Asian, English Learners All Students with Disabilities	No				2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.2	Student Behavioral Supports	All	No				2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.3	Improved Interpretation Services	All	No				2024-25	$0.00	$2,500.00	$2,500.00	$0.00	$0.00	$0.00	$2,500.00	
4	4.4	AI Guidelines	All	No				2024-2027	$5,580.00	$0.00	$5,580.00	$0.00	$0.00	$0.00	$5,580.00	
4	4.5	Digitize and Improve Processes	All	No				2024-2027	$0.00	$5,000.00	$0.00	$0.00	$5,000.00	$0.00	$5,000.00	
4	4.6	Technology Infrastructure	All	No				2024-25	$0.00	$176,000.00	$0.00	$0.00	$176,000.00	$0.00	$176,000.00	
4	4.7	New Employee Mentoring and Support	All	No				2024-25	$24,700.00	$0.00	$24,700.00	$0.00	$0.00	$0.00	$24,700.00	
4	4.8	Recruitment and Hiring Practices	All	No				2024-25	$26,000.00	$0.00	$0.00	$0.00	$26,000.00	$0.00	$26,000.00	
4	4.9	Facilities Updates, Maintenance, & Campus Beautification Projects	All	No				2024-25	$0.00	$3,774,514.00	$552,514.00	$3,207,000.00	$15,000.00	$0.00	$3,774,514.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.10	PUSD Threat Management Plan	All	No				2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.11								$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
25001957	214749	0.859%	0.000%	0.859%	$219,793.00	0.820%	1.699 %	**Total:**	$219,793.00
								LEA-wide Total:	$0.00
								Limited Total:	$219,793.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.9	EL Learner Support and ELD Instruction	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$219,793.00	.82%

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,471,046.00	$1,578,891.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Equity, Inclusion, & Social Justice	No	$144,040.00	$151,594
1	1.2	School Culture	No	$51,126.00	$51,862
1	1.3	Wellness Services and Health Education	No	$262,240.00	$282,724
2	2.1	Standards- Aligned Instruction to Maintain High Levels of Academic Achievement for All Students	No	$210,592.00	$208,673
2	2.2	Multi-Tiered System of Support for English Language Arts (ELA)	No	$403,419.00	$478,221
2	2.3	Equitable Teaching and Grading Practices	No		
2	2.4	Counseling			
2	2.5	After-School Tutoring			
2	2.6	English Learner Support			
2	2.7	Differentiated Learning Opportunities	Yes	$208,041.00	$208,893
3	3.1	Professional Learning	No	$59,031.00	$68,709
3	3.2	Communication and Collaboration	No	$16,450.00	$16,450

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	Teaching & Learning Experiences of Diverse Staff & Students	No	$116,107.00	$111,765

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$212,098	$208,041.00	$208,893.00	($852.00)	0.810%	0.810%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.7	Differentiated Learning Opportunities	Yes	$208,041.00	208,893	.81%	.81%

To Add a Row: Click "Add Row."
To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
26,648,199	$212,098	0%	0.796%	$208,893.00	0.810%	1.594%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

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

Schools Identified
A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

Requirements

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

    o   All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding
Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

    o The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section [42238.024(b)(1) (California Legislative Information)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal
Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  o These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

  o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

  o Indicate the school year to which the baseline data applies.

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

    ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

  ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

  o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

  o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o This discussion 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

  o 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, target 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.

  o 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.

Actions:
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - o Professional development for teachers.

  - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

    o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

    o These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions
For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - o **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table
- **4. Total Planned Contributing Expenditures (LCFF Funds)**

    o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

    o This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

  - This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table
- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

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