BOARD OF EDUCATION
PITTSBURG UNIFIED SCHOOL DISTRICT

PUBLIC HEARING 2023 - 2024 LCAP

Presented by:
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June 14, 2023

Glossary of Terms

ACSA – Association of California School Administrators
CAA – California Alternative Assessment
CCEIS - Comprehensive Coordinated Early Intervening Services
CDE- CA Department of Education
CHKS – California Healthy Kids Survey
COST - Coordination of Services Team
CSEA - California School Employees Association
CSI – Comprehensive Support and Improvement
CTE - Career Technical Education
DAC – District Advisory Committee
DELAC – District English Learner Advisory Committee
ECE – Early Childhood Education
ELA - English Language Arts
ELD - English Language Development
ELO-P Expanded Learning Opportunity Program
EWI – Early Warning Indicators
FAAS - Families of African American Scholars
LCAP - Local Control and Accountability Plan
LCFF – Local Control Funding Formula
LCP - Learning Continuity and Attendance Plan
MTSS – Multi-Tiered System of Support
PBIS -Positive Behavioral Interventions and Supports
PD – Professional Development
PEA – Pittsburg Education Association

RJ – Restorative Justice
RTI – Response to Intervention
SARC – School Accountability Report Card
SEL – Social Emotional Learning
STEAM – Science, Technology, Engineering, Arts and Mathematics
TIP – Teaching Induction Program
TOSA – Teacher on Special Assignment
UbD – Understanding by Design
UPK - Universal Pre-Kindergarten
WOW – Week of Welcome

Assessments:
- CAASPP - California Assessment of Student Performance and Progress
- Acadience - Early Literacy
- iReady (Local: adaptive diagnostic assessment for ELA and Math)
- DRDP : Desired Results Developmental Profile (formative assessment instrument developed by the California Department of Education used in Pre-K)

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HOW THE LOCAL CONTROL FUNDING FORMULA (LCFF) WORKS

In 2013, California dramatically reformed the way it funds our public schools. LCFF established a funding system that provides school districts with base funding and additional funds based on how many low-income students, English learners, and foster youth they serve.

BASE GRANTS

Every student generates a base grant, which funds basic educational costs, such as teacher salaries, retirement costs, instructional materials, etc.

SUPPLEMENTAL GRANTS

Every student who **is low-income, learning English,** or in **foster care** generates 20% more funding above the base grant.

These funds must be spent on increasing and improving services for these high-need student groups in order to improve their achievement.

CONCENTRATION GRANTS

In districts where at least 55% of students are high-need, those high-need students above the 55% enrollment threshold generate an extra 50% of the base grant.

These funds must also be spent to increase or improve services for high-need students in order to improve their achievement.

THE LOCAL CONTROL & ACCOUNTABILITY PLAN (LCAP)

All school districts must adopt a Local Control & Accountability Plan (LCAP), a 3-year plan for how districts will use state funds to serve all students.

Each district's LCAP must include the following:

✔ Goals

✔ Actions

✔ Related expenditures

LCAPs must include services that target each major student subgroup, including:

✔ Racial/ethnic subgroups

✔ Low-income students

✔ English learners

✔ Students with disabilities

✔ Foster youth

✔ Homeless youth

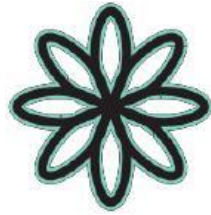**LCAPs must address the 8 State Priorities*:**

1. Basic Services
2. Implementation of standards
3. Parental engagement
4. Student achievement
5. Student engagement
6. School climate
7. Access to courses
8. Other student outcomes
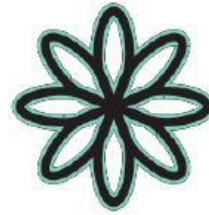
THE TIMEFRAME TO DEVELOP THE LCAP

Winter 2023	Spring 2023	Spring 2023	July 1, 2023	October 2023
District engaged the community to solicit input on the LCAP. District and community assessed student needs.	District presented main new activities to the Board and Community at Board Workshop in April.	District presented main new activities to parent groups and student groups.	School board adopts plan by July 1st in a public hearing. Required by Statute	County office of education must approve district LCAPs by October. Required by Statute

LCAP Process

- ❏ The Local Control and Accountability Plan (LCAP) is a tool for local educational agencies to set goals, plan actions, and leverage resources to meet those goals to improve student outcomes.

- ❏ LCAP community meetings are an opportunity for educational partners to provide feedback on our current activities and initiatives.

- ❏ Three-year plan
    - ❏ 2021/22, 2022/23, 2023/24
    - ❏ We are in the process of developing the LCAP for the **2023 – 2024** school year

- ❏ Development Phase
    - ❏ Engaging Educational Partners
    - ❏ Data analysis and reflection process
    - ❏ Writing the plan

- ❏ Adoption Phase
    - ❏ Public Hearing, to solicit public input
    - ❏ Public Meeting, to adopt the LCAP, the budget, and report on local indicators

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LCAP Community Input

Educational Partner group	Date
District Administrators	February 7 and February 28, 2023
DAC/DELAC	March 6, 2023
FAAS/PAACT CAAASA participants	April 17, 2023 April 17 and April 18, 2023
Community Meetings	Tuesday, March 21, 2023: 9:00 AM – 11:00 AM Tuesday, March 21, 2023 6:00 PM - 8:00 PM (Virtual) Monday, March 27, 2023 6:00 PM - 8:00 PM
PEA CSEA	April 18, 2023 April 4, 2023
Student groups	March - May 2023
School site meetings	March - May 2023
LCAP Board Workshop	April 26, 2023

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THE BIG PICTURE

OVERVIEW OF OUR DISTRICT

# of Schools	# of Students	# of Staff	# of Students by Race/Ethnicity	# of Students by Subgroup
Elementary: 8	TK-5: 4500	Support Staff: 533	African American/ Black: 1697	Low-Income: 7,645
Junior: 3	6-8: 2447	Teachers: 566	Asian: 345	English Learners: 2720
High School: 1	9-12: 3718	Administrators: 95	Filipino: 508	Foster Youth: 61
Alternative: 1			Hispanic: 7001	Homeless Youth: 182
			Pacific Islander: 134	% Unduplicated or High Need: 81%
			White: 517	
			Two or more: 532	

Student Demographics 2022 – 2023
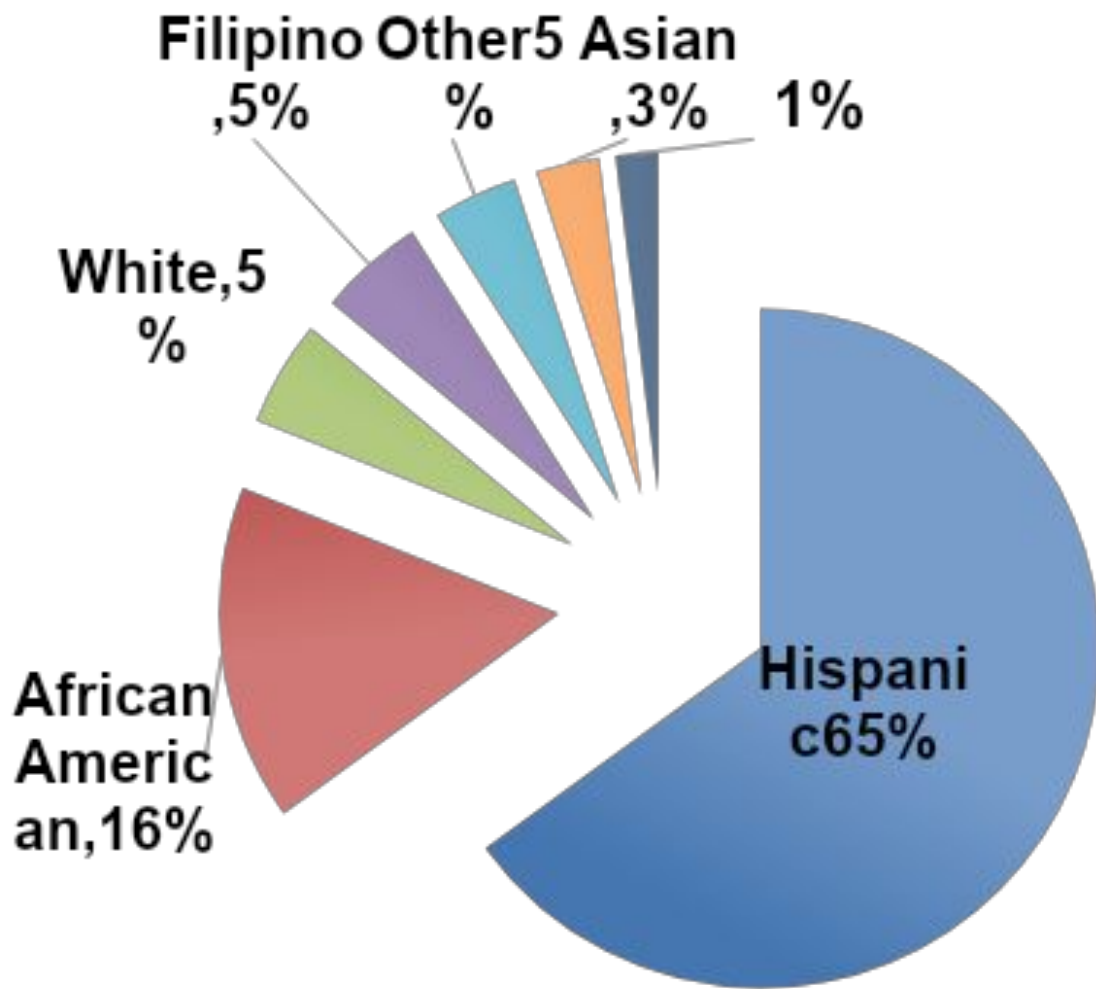
10,665 enrollment (Fall CALPADS)

77.4% Free/ reduced lunch
26.6% English Learners
11.4% Special Education
2.1%   Homeless
0.4% Foster Youth

Unduplicated Count
2019 – 2020: 75%
2020 – 2021: 78%
2021 – 2022: 76%
2022 - 2023 : 81%

Filipino ,5%   Other5 %   Asian ,3%   1%
White,5 %
African American,16%
Hispanic 65%

Results-Oriented Cycle of Inquiry

5 Priority Areas/(6) Goals

- ❑ Engaging and Rigorous Teaching and Learning (LCAP Goal #1) (aligned to Board Goals 1 and 2)

- ❑ Equity, Access, and Success (LCAP Goal #2) (aligned to Board Goals 1 and 2)

- ❑ Student and Family Assets (LCAP Goal #3) (aligned to Board Goal 6)

- ❑ Recruit, Retain, and Support a Diverse Staff (LCAP Goal #4) (aligned to Board Goal 3)

- ❑ Safety, Facilities, & Nutrition to Support Student Learning (LCAP Goal #5) (aligned to Board Goal 4)

- ❑ Differentiated Assistance and Comprehensive Support and Improvement (LCAP Goal #6)

LCAP Presentation Organization

❏ Goal and alignment with Board Goals, dates for data presentations

❏ District actions and services and personnel funded through LCAP (Supplemental and Concentration)

❏ Site-based actions and services and personnel funded through LCAP: Site allocations, Site decision making process and School Site Council approvals (budget allocation details are in Budget Presentation)

❏ Highlights from 2022-2023

❏ Data Highlights from 2022-2023

❏ Any changes, additions for 2023-2024

❏ Actions and services and personnel aligned to Goal funded from other sources (not including the General Fund): Ex: ESSER, Arts, Music, Grants, Title Funds

Goal 1: Engaging and Rigorous Teaching and Learning

Pittsburg Unified will work towards full implementation of academic content and performance standards adopted by the state board for all students, including English learners by identifying essential Common Core and behavior standards, providing high quality engaging instruction and detailed pacing guides, analyzing data from common assessments, and identifying strategic and intensive interventions and enrichment activities that results in students graduating college and career ready.

Action	Title	Description	Measurements (*State Dashboard Measure)
1.1	College and Career Readiness	Access to college and career and post-secondary opportunities, College and Career Readiness Standards, linked learning, career integrated academic, work based learning experiences and Science, Technology, Engineering, Arts and Math (STEAM). ❏ Advanced Placement (AP) Courses ❏ Career Technology Education (CTE) courses ❏ Marine Science Institute Delta Discovery ❏ Outdoor Science education - elementary ❏ Science adoptions ❏ MESA for 2 Junior High, PHS ❏ Math adoption selection process k-12	*Graduation rates *College and career indicator *CAASPP Numbers of CTE/AP/Elective offerings AP/SAT test results iReady Assessments
1.2	College and Career Readiness	Academic based programs and personnel to support targeted high needs students to get into college which includes AVID, Puente, Dual Language Immersion and dual enrollment. ❏ DLI programs at Foothill and Willow Cove Elementary, Hillview and Rancho Jr High, Pittsburg High (Seal of Biliteracy)	*CAASPP iReady Assessments Seal of Biliteracy

Board Goal 1: Student Achievement; Board Goal 2: Powerful Instruction
BM presentations: Recruitment and Retention 9/28/22; Data workshops 11/14/22, 2/13/23; Early Literacy 2/8/23; Discipline Matrix 3/8/2023; Restorative Justice 3/22/23; English Learner 4/5/23;

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Goal 1: Engaging and Rigorous Teaching and Learning

Action	Title	Description	Measurements (*State Dashboard Measure)
1.3	College and Career Readiness	College and career readiness supports for students. This includes supports and services provided by college and career technicians, supports for taking college preparatory exams, and personnel to provide develop comprehensive counseling plans and academic and social emotional counseling. ❏ College and Career Technicians ❏ Counselors (Elementary and Secondary) ❏ Comprehensive Counseling plans ❏ California College Guidance Initiative ❏ AP prep support ❏ U-CAN College Fair ❏ PAAACT 8th grade and 12th Grade Black Promotion and Graduation	*Graduation rates *College and career indicator *CAASPP Numbers of CTE/AP/Elective offerings AP/SAT test results iReady Assessments
1.4	Monitoring and evaluation of data	Programs and staff to monitor academic, behavior and attendance data. ❏ iReady ❏ California Healthy Kids Survey ❏ Aeries ❏ PowerSchool ❏ Unified Insights	*CAASPP iReady Assessments Seal of Biliteracy

Board Goal 1: Student Achievement; Board Goal 2: Powerful Instruction
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Goal 1: Engaging and Rigorous Teaching and Learning

Action	Title	Description	Measurements (*State Dashboard Measure)
1.5	District administrative staffing for instructional support	District actions and services to implement and support our priority areas.	
1.6	Site based actions and services	Site based actions and services to implement and support our priority areas. Each site has received targeted LCAP funding, proportionally to the size and need at the site. Funding allocated for certificated/classified personnel and materials and services aligned with the School Plan for Student Achievement.	*CAASPP iReady Assessments Seal of Biliteracy

Board Goal 1: Student Achievement; Board Goal 2: Powerful Instruction
BM presentations: Recruitment and Retention 9/28/22; Data workshops 11/14/22, 2/13/23; Early Literacy 2/8/23; Discipline Matrix 3/8/2023; Restorative Justice 3/22/23; English Learner 4/5/23;

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- Higher graduation rate compared to the state
- Continued to offer Virtual Independent School K-12
- Implementation of new PUSD Board approved Ethnic Studies Course at Hillview JHS and Pittsburg High School
- Increased dual enrollment courses at PHS to include LMC's English 100
- Planning completed with LMC to implement additional dual enrollment courses in Math and ECE
- K-8 Science adoption implementation
- Implementation of designated ELD utilizing Amplify materials
- Secondary Literacy - Reading Apprenticeship Professional Learning from West Ed - Hillview Jr. High
- Project Lead The Way (PLTW) Robotics class at Rancho Medanos Jr. High
- Expanded AVID classes to all grade levels 6th, 7th and 8th - Rancho Medanos
- DLI Kindergarten enrollment numbers back to pre-pandemic status
- Implemented 4.5 hour and piloting five (5) hour Kindergarten and Transitional Kindergarten day
- Implementation of Developmentally Appropriate Free Choice time in Kindergarten daily
- Added AP Macroeconomics

Board Goal 1: Student Achievement; Board Goal 2: Powerful Instruction
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- ❏ State indicator for Graduation
    - ❏ Higher overall graduation rate compared to the state
    - ❏ 88.2% for all students compared to 87.4% for State.
    - ❏ AA PUSD is 88.6% AAState is 79.5%; ELL PUSD is 83.3% and ELL State is 73.3%
    - ❏ Increase from 2021 to 2022 grad rates for Students with Disabilities (+11.8%);
    - ❏ Increase from 2021 to 2022 grad rates for English Learners (+10%),
    - ❏ Increase from 2021 to 2022 grad rates for Socioeconomically Disadvantaged (+2.4%);
    - ❏ Increase from 2021 to 2022 grad rates for Hispanic (+3.8%).
    - ❏ Females have a higher graduation rate than males, from 5% to 11% higher.

Board Goal 1: Student Achievement; Board Goal 2: Powerful Instruction
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DATA HIGHLIGHTS GOAL #1: CTE

 Increase in CTE course offerings and students enrolled in and completing courses:

In 2018-2019, we had 29 CTE Courses and 1889 students taking CTE
In 2022-2023, we had 36 CTE Courses and 2256 students taking CTE

Increased percentage of all students who took and completed CTE courses (2022-2023 data not yet available from State)

	2020/21	2021/2022
All	31%	36.3%
AA	33%	41.0%
Hisp	29%	34.4%
EL:	25%	30.9%
SWD	25%	36.4%

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- ❏ Hosting the U-CAN College Fair (United College Action Network) for Historically Black Colleges and Universities (HBCUs) at Pittsburg High School with additional activities for Elementary and Junior High Scholars to build awareness

- ❏ Full implementation of the elementary book diversity project

- ❏ Science adoption: secondary
- ❏ Math adoption process k-12

- ❏ Math 110: Introduction to Statistics Dual Enrollment
- ❏ Early Childhood Education Pathway (2 year, multi-course pathway of CSU and/or UC transferable classes in Early Childhood Development and Education

- ❏ Construction pathway alignment with LMC or Trade Union Pre-Apprenticeship
- ❏ Financial Literacy: Jr High, PHS, Black DIamond

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Personnel

❏ (1) Band Assistant

❏ (4) Music Teachers

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Goal 2: Equity, Access, and Success

With a focus on equity, PUSD will narrow the achievement gap among all subgroups by providing access to additional opportunities to support our students in attaining proficiency in ELA and mathematics.

Action	Title	Description	Measurements (*State Dashboard Measure)
2.1	Supports, interventions and opportunities	Academic supports and interventions for our high needs students. This includes: ❏ Expanded learning (before/after school tutoring) during the school year; ❏ Opportunities for credit recovery during the school year (Evening school) and during summer; ❏ Summer Learning ❏ Outside contracts to provide online tutoring; ❏ Materials and supplies and administrative support staff. ❏ Success Academy at PHS Opportunities to accelerate academically, explore/visit a college or university, 7th grade College Field Trip, HBCU College Tour, and financial assistance to cover fees for college preparatory exams. Ensure all student have access to materials aligned to CA content standards and that teachers have the needed instructional resources.	*Graduation rates *College and Career Readiness Indicator *CAASPP iReady Williams/SARC

Board Goal 1: Student Achievement; Board Goal 2: Powerful Instruction
BM presentations: Recruitment and Retention 9/28/22; Data workshops 11/14/22, 2/13/23; Early Literacy 2/8/23; Discipline Matrix 3/8/2023; Restorative Justice 3/22/23; English Learner 4/5/23;

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Goal 2: Equity, Access and Success

Action	Title	Description	Measurements (*State Dashboard Measure)
2.2	Early Literacy	Support the acceleration of early literacy with planning, instructional delivery, coaching, modeling and collaboration with dedicated support staff in the elementary schools and Early Childhood Education program. ❏ PK program at each elementary site ❏ Additional academic material to support reading ❏ Instructional coaches Provide instructional aide for high needs students to provided targeted small group support.	*CAASPP iReady Acadience DRDP
2.3	Site based actions and services	Administrative staffing for instructional support	
2.4	Administrative staffing for instructional support	Maximize support for English Language Learners through a combination of additional class sections, support staff and contracts with vendors to provide professional development and support. Summer opportunities focusing on English Language acquisition.	*English learner progress indicator, ELPAC *Reclassification criteria

Board Goal 1: Student Achievement; Board Goal 2: Powerful Instruction
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Goal 2: Equity, Access and Success

Action	Title	Description	Measurements (*State Dashboard Measure)
2.5	Dedicated supports for our Students with Disabilities	Enhance coordination of special education services and early preventive practices. Increase access and inclusion for learners with special education services through instructional assistance support during mainstreaming. Staff to provide additional coaching and training. CCEIS plan to guide district actions to address root causes for disproportionality.	*Accelerated outcomes for Students with Disabilities (iReady), Grad Rates, Decrease in State identifiers for compliance
2.6	Dedicated supports for our African American students	Conduct root cause analysis to identify areas to support the academic growth for our African American students. Enhance systems and practices to address disproportionality in AA student in academics, suspensions and identification in OHI and ED. Mentoring services for our high needs AA students.	*Grad rate; CAASPP, Suspensions, Chronic Absenteeism iReady
2.7	Site based actions and services	Site based actions and services to implement and support the priority areas. Each site has received targeted LCAP funding, proportionally to the size and need at the site. Funding allocated for certificated/classified personnel and materials and services aligned with the School Plan for Student Achievement	*CAASPP iReady Acadience *California Healthy Kids Survey (CHKS) ❑ Staff ❑ Parents ❑ Students

Board Goal 1: Student Achievement; Board Goal 2: Powerful Instruction
BM presentations: Recruitment and Retention 9/28/22; Data workshops 11/14/22, 2/13/23; Early Literacy 2/8/23; Discipline Matrix 3/8/2023; Restorative Justice 3/22/23; English Learner 4/5/23;

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Goal 2: Equity, Access, and Success Highlights

- ❏ Expanded Learning, tutoring, and enrichment supports
  - ❏ Robust summer program in 2022. Continue in 2023.
- ❏ EPOCH In person Equity Training at all School Sites
- ❏ Improve Your Tomorrow to support our AA male students
- ❏ Hired retired teachers/additional personnel to help provide additional language support for ELs and EOs with foundational skills
- ❏ After school tutoring to help support ELD Scholars to meet reclassification goals (Rancho)
- ❏ SEL support for newcomers (ELD 1-4) at Hillview and PHS - (Dr.Dargan)
- ❏ Additional counselor at PHS to help support newcomers (ELD 1-4 students)
- ❏ Newcomer pull out language support
- ❏ Kinder - 3rd grade data deep dive PDs and planning sessions with Instructional coach
- ❏ Increased access to behavior support aides.
- ❏ Multiple professional development opportunities/workshops for SPED staff and families.
- ❏ District counselor for newcomer families

Board Goal 1: Student Achievement; Board Goal 2: Powerful Instruction
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DATA HIGHLIGHTS GOAL #2

- ❏ Acadience
  - ❏ 3rd graders are going on with the highest rate of overall composite scores at 47% proficient. They have climbed 8% in the last 2 years post pandemic!
  - ❏ All grades continue to inch upwards from our lowest post pandemic scores in 2020-21.
    - ❏ EOY- Kinder: 20-21- 30%   22-23- 54%
    - ❏ EOY- first: 20-21- 40%   22-23- 41%
    - ❏ EOY- second: 20-21- 38%   22-23- 42%
    - ❏ EOY- third: 20-21- 39%   22-23- 47%

- ❏ Reclassifications in 2022/23 showed an increase compared to 2021/22 from 6.0% to at least 10%.
- ❏ Increase in scholars receiving the State Seal of Biliteracy : 2020: 120 scholars; 2021: 205 scholars; 2022: 203 scholars
- ❏ 2022 First time adding Seal of Biliteracy for Mandarin- 10 scholars
- ❏ Doubled number receiving Seal of Biliteracy in French from 9 in 2019 to 21 in 2022

- ❏ Continue robust summer offerings
  - ❏ Expanded Learning Opportunity Program - all sites

- ❏ Expanding the Transitional Kindergarten/Kindergarten instructional day - Universal PreKindergarten (UPK)Plan
  - ❏ 5 hour TK/K instructional Day

- ❏ Addition of Supervisor, Early Education
- ❏ TOSA dedicated for Teachers who teach ELD/DI

- ❏ Additional supports to Stoneman Elementary for continued Literacy work post CSI funds

- ❏ Focus on Secondary Literacy: Identify & Implement Research Based Program and Instructional Strategies to address secondary literacy needs

- ❏ Focus on Math acceleration; materials selection process, instructional strategies

- ❏ PD and PD for literacy and math and early ed is also under Goal 4 (Professional Development)

- ❏ Reconceptualize and implement Success Academy at PHS
- ❏ Continued alignment and inclusion of classes for students with disabilities: PreK class move to LME; additional section at Parkside
- ❏ Implementation of Pathways to Graduation

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Personnel

- 8 Early Literacy Coaches
- 1 ELD Coach

- .5 Teacher on Special Assignment (Unified Sports)

- 5 Virtual Independent Study Positions

- 2 Behaviorists

Contracts:
- Paper: on-line tutoring
- Independent Study On-line Learning Edgenuity
- Summer School Supports

Professional Development
- Literacy; Secondary Literacy

Board Goal 1: Student Achievement; Board Goal 2: Powerful Instruction
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Goal 3: Student and Family Assets

Promote a culture of community and partnership among the parents, students, staff, and PUSD community that results in an increase in parent involvement, student participation, and a positive school climate by providing multiple opportunities for parents/guardians to participate in leadership and/or decision-making activities, supporting the implementation and monitoring of MTSS/COST/CARE services across the district and supporting the Mental Health and Social Emotional Learning of students in environments that are conducive to learning.

Action	Title	Description	Measurements (*State Dashboard Measure)
3.1	Parent and Family Engagement	Increase parent engagement and participation, improve home-school communication and provide parent services, training and workshop. District and sites will fully implement parent involvement policies and programs at all schools that meet federal requirements and district goals. ❏ Parent and Family Liaisons	Parent Participation/ Completion on parent workshops
3.2	Restorative Justice	❏ Restorative justice staff to support secondary schools.	*Attendance Rates *Suspension Rates
3.3	Social Emotional/ Mental Health and Behavior supports	Continue to implement a Multi-Tiered System of Supports to support behavioral and social success for all students including dedicated resources and staff to support students who exhibit behavior challenges and have health needs. ❏ SEL Curriculum - Choose Love and Character Strong ❏ Lincoln ❏ Mindful Life Project ❏ Behaviorists, Behavior Support Aides, MTSS/COST facilitators ❏ Nurses	*California Healthy Kids Survey (CHKS) Staff Parents Students

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Goal 3: Student and Family Assets

Action	Title	Description	Measurements (*State Dashboard Measure)
3.4	Full Service Community School Initiative	Full Service Community School Initiative Dedicated resources and staff to support Full Service Community School initiative. Highlands Elementary Hillview Jr High Rancho Medanos Jr High Martin Luther King Jr. Jr High Full Service Community School Coordinators To provide services, support and opportunities that will lead to improved student learning, stronger families, and healthier school communities	Grant evaluation
3.5	Parent and Family Engagement	Ensure multiple ways to increase and improve communication with families ParentSquare, webinars, newsletter, social media, flyers Families of African American Scholars (FAAS); PAAACT	*California Healthy Kids Survey (CHKS) Staff Parents Students
3.6	Site based actions and services	Site based actions/services to implement and support the priority area Equity, Access and Success	

Board Goal 6: Meaningful Collaboration, Partnership, and Parental Engagement
BM presentations: Recruitment and Retention 9/28/22; Data workshops 11/14/22, 2/13/23; Early Literacy 2/8/23; Discipline Matrix 3/8/2023; Restorative Justice 3/22/23; EL 4/5/23; Parent and Family Engagement Update 5/10/23

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Goal 3: Student and Family Assets Highlights

- Access to nurse services at all sites

- Mindfulness across all elementary sites and piloting at Rancho Medanos

- District Parent Liaison for newcomer families

- Communication specialist for parent engagement

- Family nights/events (Literacy, PE/Mindfulness)

- Parent Institute for Quality Education (PIQE) parent series for parents of PHS students

- Development of Families of African American Scholars (FAAS) Committee

- Social Emotional Learning support through Art intervention for ELD students at Hillview Jr High and Pittsburg High School provided by Dr. Dargan

Board Goal 6: Meaningful Collaboration, Partnership, and Parental Engagement
BM presentations: Recruitment and Retention 9/28/22; Data workshops 11/14/22, 2/13/23; Early Literacy 2/8/23; Discipline Matrix 3/8/2023; Restorative Justice 3/22/23; EL 4/5/23;Parent and Family Engagement Update 5/10/23

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- ❏ State indicator for Suspension: Decreases
  - ❏ 5.4% for all students (Aeries)
  - ❏ Significant gaps exist in suspension rates between African American students (12.6%); Homeless (10%); Students with Disabilities (8.8%); and Foster Youth (21.3%)

	2018	2019	2022
All	7.7	6.8	5.4
AA	16.8	14.5	12.6

- ❏ Local Indicator: Parent Family Engagement
  - ❏ New Parent workshops
    - ❏ Black Fatherhood Series
    - ❏ PIQE (Parent Institute for Quality Education) High School Series

Board Goal 6: Meaningful Collaboration, Partnership, and Parental Engagement
BM presentations: Recruitment and Retention 9/28/22; Data workshops 11/14/22, 2/13/23; Early Literacy 2/8/23; Discipline Matrix 3/8/2023; Restorative Justice 3/22/23; EL 4/5/23; Parent and Family Engagement Update 5/10/23

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❏ Continued expansion of Community Schools Initiative

❏ Addition of 4 elementary counselors so each elementary school has a full time counselor

Board Goal 6: Meaningful Collaboration, Partnership, and Parental Engagement
BM presentations: Recruitment and Retention 9/28/22; Data workshops 11/14/22, 2/13/23; Early Literacy 2/8/23; Discipline Matrix 3/8/2023; Restorative Justice 3/22/23; EL 4/5/23; Parent and Family Engagement Update 5/10/23

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Personnel

- ❏ (2)Parent and Family Liaisons
- ❏ (3) Restorative Justice Facilitators
- ❏ (4) Elementary Counselors
- ❏ (6) Behavior Support Assistants
- ❏ (1) CCEIS Specialist
- ❏ (3) Secondary Teachers on Special Assignment (Coaches)
- ❏ (1) District Nurse
- ❏ (6) Library Techs
- ❏ 8.88 Classroom Aides
- ❏ 2.82 Bilingual Aides

- ❏ (6) MTSS Cost/Care Specialists
- ❏ (2) Full Service Community Schools Site Coordinators
- ❏ .2 FSCS; .3 Child Welfare and

Contracts

- ❏ Mindful Life
- ❏ Site nursing services

Board Goal 1: Student Achievement; Board Goal 2: Powerful Instruction
BM presentations: Recruitment and Retention 9/28/22; Data workshops 11/14/22, 2/13/23; Early Literacy 2/8/23; Discipline Matrix 3/8/2023; Restorative Justice 3/22/23; English Learner 4/5/23; Parent and Family Engagement Update 5/10/23

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Goal 4: Recruit, Retain and Support a Diverse Staff

PUSD will recruit and retain highly qualified diverse staff. Teachers are appropriately assigned, fully credentialed in the subject areas and pupils they are teaching.

Action	Title	Description	Measurements (*State Dashboard Measure)
4.1	High quality certificated staffing PK -12	Recruit and retain high quality and diverse staff by providing a comprehensive and competitive benefits package, small class sizes to support student learning and a focus on diversity. Commitment to include diversity questions during the hiring process.; Having diverse panels during the hiring process Development of PUSD Teacher Residency Program Black Teacher Project	Williams/SARC Teacher retention data
4.2	Specialized certificated support	Provide support for newly hired teachers. New teachers to PUSD will be provided with a Teacher Induction Program (TIP) mentor to support professional growth. New teachers to PUSD who do not qualify for TIP, will receive a current teacher at their school site as a mentor teacher.	Teacher retention data Teachers completing TIP requirements

Board Goal 3: Outstanding staff
BM presentations: Recruitment and Retention 9/28/22; Data workshops 11/14/22, 2/13/23; Early Literacy 2/8/23; Discipline Matrix 3/8/2023; Restorative Justice 3/22/23; EL 4/5/23;

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Goal 4: Recruit, Retain and Support a Diverse Staff

Action	Title	Description	Measurements (*State Dashboard Measure)
4.3	Opportunities to collaborate	Provide teachers frequent opportunities to meet collaboratively to focus on integration of CCSS into lesson planning and instruction and to analyze formative assessment data using a common data protocol process for lesson planning and effective instructional delivery.	PD Sign in sheets Classroom walkthroughs
4.4	Professional development for all PUSD Staff	Certificated and classified staff participate in varied professional learning opportunities to guide the work with content standards, student engagement, parent involvement, social emotional learning and equitable classroom practices. ParentSquare, webinars, newsletter, social media, flyers	PD Sign in sheets Classroom walkthroughs

Board Goal 3: Outstanding staff
BM presentations: Recruitment and Retention 9/28/22; Data workshops 11/14/22, 2/13/23; Early Literacy 2/8/23; Discipline Matrix 3/8/2023; Restorative Justice 3/22/23; EL 4/5/23;

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- ❏ 8.5% salary increase for 2022-2023
- ❏ 100% paid dental, vision and medical at Kaiser rate
- ❏ 40% Salary increase in Past 9 years
- ❏ Unlimited years service credit
- ❏ $5000 signing bonus: Science, Math, SPED, DI, SLP & PUSD Grads
- ❏ $2100 stipend for Special Day Class teachers; $1750 stipend for Dual Immersion teachers
- ❏ Equity questions for all interviews
- ❏ MOU for mentor teachers to support new teachers at each site.
- ❏ Coaching for Administrators
- ❏ Multiple professional development opportunities/workshops for SPED staff
- ❏ Ethnic Studies professional learning and curriculum development
- ❏ Instructional Coaching for all secondary emergency credentialed teachers and opt-in coaching available to veteran teachers.
- ❏ New to Rancho teacher meetings weekly to help new teachers transition to PUSD/RMJH
- ❏ New Teacher Professional Learning Series for all new secondary teachers within the first 2 years of entering the profession
- ❏ PHS ELD and Sheltered Teachers - Book study & Collaboration time - One (1) Saturday a month
- ❏ Districtwide Professional Development with EPOCH: with in person deep dive (modules 3 and 4)
- ❏ Number of Participants for - CA Association of African American Superintendents & Administrators (CAAASA), CA Association of Bilingual Education (CABE)and ACSA conferences

BM presentations: Recruitment and Retention 9/28/22; Data workshops 11/14/22, 2/13/23; Early Literacy 2/8/23; Discipline Matrix 3/8/2023; Restorative Justice 3/22/23; EL 4/5/23;

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- ❏ Local Indicator: Teacher Recruitment - Continuing to increase the diversity of our staff through our recruiting practices. Since 2014-2015, we have had a 17% increase in Certificated Staff of Color

- ❏ School site data shows uneven representation of teachers of color

- ❏ PUSD has a higher percentage of African American teachers than the State average

  - ❏ PUSD AA certificated: 12%   State: 3.9%

- ❏ Certificated retention rate at 87%

- ❏ HIgher than State for Teachers Credentialed in Course (2020-2021): State 83%   PUSD 89.2%

- ❏ Increase targets to match student population

Board Goal 3: Outstanding staff
BM presentations: Recruitment and Retention 9/28/22; Data workshops 11/14/22, 2/13/23; Early Literacy 2/8/23; Discipline Matrix 3/8/2023; Restorative Justice 3/22/23; EL 4/5/23;

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❏ Partner with the Center for Powerful Public Schools for developing an equity-focused walk-through protocol for classroom and school observations

❏ Partner with the Black Teacher Project to support Black educators in PUSD

❏ Add position of Supervisor, Teacher Residency Program and Teacher Induction Program

❏ Expansion of "Week of Welcome" sessions: Understanding by Design, building lessons for students with disabilities in the gen ed classroom (required for all new teachers, open to all); additional sessions in Math and Literacy strategies

❏ New Teacher PD series

❏ Leadership Academy for Aspiring Leaders

Board Goal 3: Outstanding staff
BM presentations: Recruitment and Retention 9/28/22; Data workshops 11/14/22, 2/13/23; Early Literacy 2/8/23; Discipline Matrix 3/8/2023; Restorative Justice 3/22/23; EL 4/5/23;

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- ❏ California Commision on Teacher Credentialing Grants; Alder Graduate School of Education Contribution

- ❏ Professional Development Days: Safety, Mandatory Trainings Outside the Work Day

- ❏ Professional Development: Ethnic Studies; Transitional Kindergarten; Reading Dyslexia, Science Adoptions, School Climate

- ❏ Professional Development Conferences (CAAASA Conference, CALSA Conference, CSBA, ACSA)

- ❏ Professional Development : Math (PD with UnboundED, Silicon Valley Math Institute, Asimolar); Math training for Instructional Aides

- ❏ Professional Development: Early Education (Prek, TK, K) Theme of Self Regulation

Board Goal 1: Student Achievement; Board Goal 2: Powerful Instruction
BM presentations: Recruitment and Retention 9/28/22; Data workshops 11/14/22, 2/13/23; Early Literacy 2/8/23; Discipline Matrix 3/8/2023; Restorative Justice 3/22/23; English Learner 4/5/23;

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Goal 5: Facilities and Nutrition to Support Student Learning

Establish exceptional learning conditions and an environment that promotes trust, respect, and acceptance, that results in students and families feeling safe, welcomed, and valued members of PUSD by continuing to ensure basic services are maintained such as clean and well maintained facilities, access to school nutrition are ensuring safety is a priority.

Action	Title	Description	Measurements (*State Dashboard Measure)
5.1	Technology and connectivity	Ensure 1-1 access to technology and connectivity for all our students. Support staff will be available for integrating technology into the classroom.	CA Healthy Kids Survey
5.2	Emergency preparedness and Health and Safety Programs	Resources and personnel to support school and district-wide safety.	CA Healthy Kids Survey`
5.3	Safe and well maintained facilities	Ensure school sites and facilities provide a safe and effective learning environment. Ongoing routine repairs and deferred maintenance projects are identified, monitored and completed using state rules and regulations.	Williams/SARC
5.4	Child Nutrition Program	School meal program will be available to all students. Access to meals on a regular basis.	CA Healthy Kids Survey

Board Goal 4: Quality Learning Environment; Board Goal 5: High-Performing, Accountable Organization
BM Presentation: School Safety 8/24/22; Comprehensive School Safety Plans 2/23/23

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Goal 5: Facilities and Nutrition to Support Student Learning Highlights

- ❏ Safety coordination and safety services

- ❏ CRAs at all sites and District Office

- ❏ Increased security cameras and replaced gradient ones

- ❏ New radios and site antennas at sites

- ❏ Ring doorbells installed at the main office at all sites (except Parkside)

- ❏ Amazon Echo screens were provided so office staff can see the front door

- ❏ New safety door knobs for Stoneman

- ❏ Los Medanos Elementary School Portable Replacement

- ❏ PHS Softball Field

Board Goal 3: Outstanding staff
BM presentations: Recruitment and Retention 9/28/22; Data workshops 11/14/22, 2/13/23; Early Literacy 2/8/23; Discipline Matrix 3/8/2023; Restorative Justice 3/22/23; EL 4/5/23;

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- ❏ Standardization of School Site Safety Plan through Trainer of Trainers

- ❏ Implementation of updated radios for all school sites

- ❏ Increased focus on diversifying options for student meals through Child Nutrition Services

- ❏ Increase days of scratch cooking

- ❏ Continue technology fund set-aside for Chromebook replacement

- ❏ Continued Facility updates; including safety measures such as gates, doors

- ❏ Plan for enrollment, possible additional facilities

Board Goal 3: Outstanding staff
BM presentations: Recruitment and Retention 9/28/22; Data workshops 11/14/22, 2/13/23; Early Literacy 2/8/23; Discipline Matrix 3/8/2023; Restorative Justice 3/22/23; EL 4/5/23;

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Personnel

- ❏ 8 Elementary Campus Resource Assistants (CRAs)
- ❏ 3 Junior High Campus Resource Assistants
- ❏ 1 Theater Supervisor

Contracts:
- ❏ additional Custodial Services
- ❏ Personal Protective Equipment/Sanitization Stations

Facilities Upgrades
- ❏ HVAC
- ❏ Independent Study Portable Project

Board Goal 1: Student Achievement; Board Goal 2: Powerful Instruction
BM presentations: Recruitment and Retention 9/28/22; Data workshops 11/14/22, 2/13/23; Early Literacy 2/8/23; Discipline Matrix 3/8/2023; Restorative Justice 3/22/23; English Learner 4/5/23;

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Goal 6: Differentiated Assistance

To support and engage our African American, English Learners, Students with Disabilities, Homeless and Foster Youth student groups to provide rigorous teaching and learning

Action	Title	Description	Measurements (*State Dashboard Measure)
6.1	(2.5) Dedicated supports for our Students with Disabilities	Enhance coordination of special education services and early preventive practices. Increase access and inclusion for learners with special education services through instructional assistance support during mainstreaming. Staff to provide additional coaching and training. CCEIS plan to guide district actions to address root causes for disproportionality.	*Accelerated outcomes for Students with Disabilities (iReady), Grad Rates, Decrease in State identifiers for compliance
6.2	2.6) Dedicated supports for our African American students	Conduct root cause analysis to identify areas to support the academic growth for our African American students. Enhance systems and practices to address disproportionality in AA student in academics, suspensions and identification in OHI and ED. Mentoring services for our high needs AA students.	*Accelerated outcomes for African American students (iReady), Grad Rates, Decrease in State identifiers for compliance

Board Goal 1: Student Achievement; Board Goal 2: Powerful Instruction
BM presentations: Recruitment and Retention 9/28/22; Data workshops 11/14/22, 2/13/23; Early Literacy 2/8/23; Discipline Matrix 3/8/2023; Restorative Justice 3/22/23; English Learner 4/5/23;

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Goal 6: Differentiated Assistance

To support and engage our African American, English Learners, Students with Disabilities, Homeless and Foster Youth student groups to provide rigorous teaching and learning

Action	Title	Description	Measurements (*State Dashboard Measure)
6.3	(2.4) Focus on English Learners	Maximize support for English Language Learners through a combination of additional class sections, support staff and contracts with vendors to provide professional development and support. Summer opportunities focusing on English Language acquisition.	*English learner progress indicator, ELPAC *Reclassification criteria
6.4	Focus on Homeless and Foster Youth	Conduct root cause analysis to identify areas to support the academic growth for our Homeless and Foster Youth. Counselor dedicated to support our Homeless and Foster Youth	*Accelerated outcomes for Homeless and Foster Youth students (iReady), Grad Rates, Decrease in State identifiers for compliance

Board Goal 1: Student Achievement; Board Goal 2: Powerful Instruction
BM presentations: Recruitment and Retention 9/28/22; Data workshops 11/14/22, 2/13/23; Early Literacy 2/8/23; Discipline Matrix 3/8/2023; Restorative Justice 3/22/23; English Learner 4/5/23;

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Goal 6: Differentiated Assistance Highlights

- ❏ Highlights are captured in LCAP Goal 2

- ❏ Stoneman Elementary exited Comprehensive Support and Improvement (CSI) status
- ❏ Black Diamond High School is entering CSI for 2020-2021 graduation rate

Board Goal 1: Student Achievement; Board Goal 2: Powerful Instruction
BM presentations: Recruitment and Retention 9/28/22; Data workshops 11/14/22, 2/13/23; Early Literacy 2/8/23; Discipline Matrix 3/8/2023; Restorative Justice 3/22/23; English Learner 4/5/23;

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LOCAL INDICATORS

Priority 1: Basic Services and Conditions at Schools

Evidence:

❏ Quarterly Williams Reports (July 2022, Oct 2022, Jan 2023, Apr 2023)

❏ School Accountability Report Cards (SARCs)

❏ As of the beginning of 2022-23 we have 10 teacher misassignments; 0 EL teacher misassignments; ___ FTE vacancies.

 ❏ 10 Misassignments

 ❏ 9 - Single Subject credential teachers who are teaching VOC ED or CTE courses classes without a CTE credential

 ❏ 1 - Foundational Level Math teaching outside credential area

❏ All students have access to textbooks; sufficiency of materials were Resolutions are passed by the Board at the beginning of each school year - Resolution #22-13; September 2022.

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Priority 2: Implementation of State Academic Standards

Evidence:

❑   LCAP Goals and Strategies

❑   Adopted Curricula

❑   iREADY, MARS Tasks, Increase in performance tasks.

❑   AP and Career Technical Education Expansion in the District.

❑   Committed FTE for Arts and Music, Quaver curriculum.

❑   Adoption Processes Underway

❑   Understanding by Design PD for developing standards-aligned Transfer Goals and Instructional Units

PUSD Implementation of State Standards Grid

Standards-Based Curricular Area	Adoption/Curricula	PD to Support	Additional PD, Resources or Considerations
English Language Arts^	*Currently Sufficient Materials *K-8 Adoption Complete *9-12 in Adoption Process - COMPLETED ADOPTION *Includes curriculum and supplemental resources for Special Ed	*Pre-Service PD provided for adoptions. *On-going coaching support.	*Understanding by Design *Facilitative Teaching *Standards-Based Interim Assessments *UbD Learning Targets Focus in 2023-24.
English Language Development^	*Currently Sufficient Materials *K-5 Adoption Complete *6-12 to be Adopted process scheduled for 2023-24 *Includes curriculum and supplemental resources for Special Ed * New K-12 Math Adoption process beginning in 2023-24.	*Pre-Service PD provided for adoptions. *On-going coaching support.	*Understanding by Design *Facilitative Teaching *Standards-Based Interim Assessments *UbD Learning Targets Focus for Designated ELD in 2023-24.
Mathematics^	*Currently Sufficient Materials *Adoption Mostly Complete *Pre-Calc and 2 or 3 Higher Level Math Courses Need Adoptions - STILL IN PROCESS *Includes curriculum and supplemental resources for Special Ed	*Pre-Service PD *SVMI *Coaching support.	*Understanding by Design *Facilitative Teaching *Standards-Based Interim Assessments *UbD Learning Targets Focus in 2023-24.
Next Generation Science Standards	*NGSS Adoptions adopted and implemented K-8; HS recommended adoption *JHS has a curriculum framework *Includes curriculum and supplemental resources for Special Ed	*PD in PUSD has been ahead of curricula roll out (based on delayed State guidance).	*Understanding by Design *Facilitative Teaching *UbD Learning Targets Focus in 2023-24.
History-Social Science^	*Currently Sufficient Materials. * Existing Adoptions *Elem has materials, not yet aligned. *Secondary going thru new adoption - COMPLETED ADOPTION *Includes curriculum and supplemental resources for Special Ed	*Site Coaching and Curricular Support	*Understanding by Design *Facilitative Teaching *UbD Learning Targets Focus in 2023-24.

^Please note that current sufficiency of instructional materials is certified by Resolution at the beginning of each year with details of adoptions. Resolutions recently passed were in Sep 2022, Sept 2021, Sep 2020, Sep 2019 and Sep 2018 showing details of adoptions and publishers for these areas.

PUSD Implementation of State Standards Grid

Standards-Based Curricular Area	Adoption/Curricula	PD to Support	Additional PD, Resources or Considerations
Career Technical Education	*Expansion of CTE Offerings. *Standards now well-understood across pathways. Unique opportunities to work on self-driving vehicles as part of a large grant.	*Varies with Pathway.	*CTE Pathway-Specific Supports. *Perkins and other, new grant funding.
Health Education Content Standards	*Moved Health Education In-House from an external provider in 2018-19.	*In-House Implementation	*Understanding by Design *Facilitative Teaching
Physical Education Model Content Standards	*Well-Developed PE Model. *Includes accommodations/modifications for Special Ed		*Bond Investments
Visual and Performing Arts	*Standards are being implemented. *Music: Quaver Curriculum *Standards-Based Performing Arts at JHS and HS. *Includes curriculum and accommodations/modifications for Special Ed	*Quaver curriculum roll out. *On-going Performing Arts classes and activities.	*Understanding by Design *Facilitative Teaching *Bond Investments
World Languages	*Dual Immersion Programs with Standards-Based Resources, including Spanish for Spanish Speakers. *AP Spanish, French, Italian, Mandarin *Includes accommodations/modifications for Special Ed *World Languages New 6-12 Adoptions Process upcoming 2023-24.	*WestEd training	*Understanding by Design *Facilitative Teaching
ADDITIONAL - EPOCH PD and Deep Dives into Diversity and Equity in Teaching and Learning in PUSD.	*District expanded its focus on equity with EPOCH Diversity & Equity in-person PDs and additional equity review of educational practices.	*EPOCH PD	*External EPOCH PD Provider

^Please note that current sufficiency of instructional materials is certified by Resolution at the beginning of each year with details of adoptions. Resolutions recently passed were in Sep 2022, Sep 2021, Sep 2020, Sep 2019, and Sep 2018 showing details of adoptions and publishers for these areas.

Priority 3: Parent Engagement

Evidence:

- ❑ Family Liaisons across sites

- ❑ Translators/Interpreters

- ❑ Parent-Teacher Conferences

- ❑ Parent Engagement Supports, Trainings, Workshops, Webinars, Events

- ❑ SSC/DAC; ELAC/DELAC; FAAS

- ❑ Communication:

  - ❑ Parent Square; Website communications; Social media; REMIND; Auto-Dialers; PeachJar, ClassDojo, Google Classroom

- ❑ CA Healthy Kids Survey results

CA Healthy Kids Survey Responses of Parents & Staff	Parents		Staff	
	2020-21	2022-23	2020-21	2022-23
Surveys completed	434	18	133	52
School Encourages Parental Involvement % Who Agree or Strongly Agree	3/5	0/5	4/4	1/4
School Allows Input and Welcomes Parents' Contributions	-	-		-
School encourages me to be an active partner with the school in educating my child	86%	60%	83%	75%
School actively seeks the input of parent before making important decisions.	77%	78%		
Parents feel welcome to participate at school	82%	54%	85%	63%
School staff treat parents with respect	88%	67%		
School staff take parent concerns seriously	79%	54%	90%	84%
School staff are helpful to parents	-			
School encourages parent involvement (Staff Survey)	-	-	90%	76%
School Keeps Parents Well-Informed % Who Agree or Strongly Agree	2/2	1/3		0/1
Well informed about school activities	-	86%		
Teachers communicate about what students are expected to learn/work he/she is expected to complete.	88%	47%		64%
School promptly responds to my phone calls, messages, or emails.	85%	66%		

We need to ramp up the Healthy Kids Survey in 2023-24. Parent responses in 2022-23 are very low at only 18. And Staff responses are at 52. Parent responses should be reviewed, but cannot be considered representative in the current year. Student surveys fared better though Parents also did not respond positively in high numbers to requests for 5th Grade participation permission which was 207 scholars of a 779 target. Secondary responses were better: 7th: 774/825; 9th: 386/858; 11th: 424/956; and BDHS: 154/226.

CA Healthy Kids Parent Engagement Indicators

	0/4	0/5	Total 20-21 0/4	Total 22-23 0/5
Information Dissemination to Parents % Who Say Very Well (VW)/Just OK	0/4	0/5	Total 20-21 0/4	Total 22-23 0/5
Letting you know how your child is doing in school between report cards/Receives regular feedback on school work.	68%	42% 33%	68%	75%
Providing information about how to help you child with homework.	-	17% 17%	-	34%
Providing information about why your child is placed in particular groups or classes/Provided with advice and resources to support my child's learning.	73%	17% 25%	73%	42%
Providing information on your expected role at your child's school/Support staff available if my child needs help.	56%	17% 33%	56%	50%
Providing information on how to help your child plan for college or vocational school/No concerns about child being on-track for college.	51%	8% 50%	51%	58%
Parent Involvement at School (% Who Say "Yes" They've Participated)		0/8		
Attend a school or class event	-	38%		
Served as a volunteer in the classroom or school	-	57%		
Attended a school general meeting	-	54%		
Attended a meeting of the PTA	-	23%		
Come to a regularly scheduled Parent-Teacher Conference	-	57%		
Participated in Fundraising	-	23%		
Served on a School Committee	-	0%		
Met with a guidance counselor	-	62%		

Key indicators exist only in the Parent Surveys, and not in the Staff Surveys. These indicators were also reviewed. Cells with two percentages show the percent responding "Very Well" above the percent responding "Just OK." As of this report the N of 2022-23 participating parents is too low to be representative.

CDE Parent Engagement Tool – Building Relationship

The tool asks for ratings of Progress in…

❏ Developing Staff to have Trusting Relationships with Parents and Families – Initial Implementation

❏ Creating Welcoming Environments – Full Implementation

❏ Supporting Staff to Learn about Family's Strengths, Cultures, Languages, and Goals for Their Children – Initial Implementation

❏ In Developing Two-Way Communication, Using Language that is Understandable and Accessible – Initial Implementation

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CDE Parent Engagement Tool – Building Partnership

Progress in...

- ❏ Providing Professional Learning and Support to Teachers & Principals for Partnering with Families – Initial Implementation

- ❏ Providing Families with Information and Resources to Support Student Learning/Development at Home – Initial Implementation

- ❏ Policies or Programs for Teachers to Meet with Families and Students to discuss Student Progress and Ways Together to Improve Outcomes – Initial Implementation

- ❏ Supporting Families to Understand and Exercise Their Legal Rights and to Advocate for Their Students and All Students – Full Implementation

CDE Parent Engagement Tool – Decision Making Input

Progress in...

❏ Building Capacity and Supporting Principals and Staff to Effectively Engage Families in Advisory Groups and with Decision-Making – Full Implementation

❏ Building Capacity and Supporting Family Members to Effectively Engage in Advisory Groups and with Decision-Making – Full Implementation

❏ Providing All Families with Opportunities to provide input on Policies & Programs, and Implementing Strategies to reach and seek input from any Underrepresented Group in the School Community – Full Implementation

❏ Providing Opportunities for Families, Teachers, Principals & District Administrators to work Together to Plan, Design, Implement and Evaluate Family Engagement Activities at School & District Levels – Initial Implementation

Evidence:

- ❏ Administered California Healthy Kids Survey 2022-23

- ❏ LCAP Survey

Evidence:

- ❑ Secondary Master Schedules reflect courses of study identified for Grades 7-12 in the CA Ed Code.

- ❑ Elementary Gradebooks reflect instruction and performance evaluation of courses of study that qualify as a Broad Course of Study for Grades 1-6.

- ❑ Academic Indicators are used to identify our gaps with subgroups in order to improve access in ways that improve outcomes (e.g., reteaching, interventions, etc.)

THANK YOU!