



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

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

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

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

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

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

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

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

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

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

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

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

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

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

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

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

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

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

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

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

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

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

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

Instructions

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

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

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

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

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021

Piedmont Unified School District Committee Structure: 2021-22 School Year

To support a cohesive and aligned approach towards implementing the actions/services in our LCAP for the 2021-22 school year, a committee and council structure has been developed. It builds on previous years of work, and some adjustments have been made intentionally to help us streamline the work and be more efficient with our time.

The core elements of the work outlined in our LCAP will be led by five distinct teams that are representative of the staff and families in Piedmont. The teams are as follows:

- Diversity, Equity, and Inclusion (DEI) Council
- LCAP Committee
- Multi-Tiered Systems of Support (MTSS) Leadership Team
- Curriculum Adoption Team
- Health Council

Members of these committees and councils will remain consistent throughout the year and will support broader community engagement and communication across the district. Updates on the work done in these committees and councils will be presented at School Board meetings throughout the year.

	Members	Meeting Frequency	Focus Area(s)
DEI Council	<u>Facilitators:</u> Cheryl Wozniak, Irma Muñoz, Ina Bendich, Jean Takazawa, Sylvia Eggert, Anne Dolid <u>Members:</u> Representatives recruited from the community by district leadership, including: <ul style="list-style-type: none">• PREC/ PADC/ Parent• Student Affinity Group leaders• PUSD classified & certificated staff & administrators• Board member	Monthly: 3:30-5:30pm <ul style="list-style-type: none">• August 19, 2021• September 9, 2021• October 14, 2021• November 4, 2021• December 2, 2021• January 13, 2022• February 10, 2022• March 10, 2022• April 7, 2022• May 12, 2022	Implementation of Piedmont Unified School District's Board Policies and Administrative Regulations (BP 0415 AR 0415.1)
LCAP Advisory Committee	<u>Facilitators:</u> Cheryl Wozniak, Megan Sweet, Principals <u>Members:</u>	Bimonthly: 3:30-5:30pm <ul style="list-style-type: none">• September 21, 2021	LCAP implementation and progress monitoring; School Site Council meetings

	<ul style="list-style-type: none"> • School Site Council Members from all Schools • Representatives from each existing group (APT, CSEA, ALPS, Makers, PRAISE, PEF Grants Committee, Piedmont Art Fund Committee, PREC, PADC, PAAC, PPN, BYFC) • Central office: Director of Communications, Director of DEI, Assistant Supt 	<ul style="list-style-type: none"> • November 2, 2021 • January 20, 2022 • March 17, 2022 • April 21, 2022 	
MTSS Leadership Team	<p><u>Facilitators:</u> Cheryl Wozniak, Michelle Kerwin</p> <p><u>Members:</u></p> <ul style="list-style-type: none"> • District leadership • Site Administrators • Teachers on Special Assignment 	<p>Monthly: 8:30-11am First Friday of each month</p> <ul style="list-style-type: none"> • August 4, 2021 • September 3, 2021 • October 8, 2021 • November 5, 2021 • December 3, 2021 • January 7, 2022 • February 4, 2022 • March 4, 2022 • April 1, 2022 • May 6, 2022 	Develop a district-wide approach to integrating Multi-Tiered Systems of Support in schools across PUSD
Curriculum Adoption Committee	<p><u>Facilitators:</u> Cheryl Wozniak, Site Administrators</p> <p><u>Members:</u></p> <ul style="list-style-type: none"> • Site representatives (Department or Grade level leads) • Assistant Superintendent • Site administrators • Director of DEI 	<p>Semi-monthly: 3:30-5:30pm</p> <ul style="list-style-type: none"> • October 28, 2021 • November 15, 2021 • February 7, 2022 	Develop district-wide standards for curriculum adoption and audits. Adopt curriculum aligned to district needs and adoption calendar
Health Council	<u>Facilitators:</u> Cheryl Wozniak, Narda Skov	Semi-monthly: 3:30-5:30	Support implementation of the

	<u>Members:</u> <ul style="list-style-type: none"> Wellness Center Supervisor and Clinical Supervisors Counseling staff School psychologists Parent volunteers as identified by... 	<ul style="list-style-type: none"> September 30, 2021 November 18, 2021 February 7, 2022 April 25, 2022 	health and wellness standards identified in the LCAP
--	--	---	--

DEI Council Scope

- Promote diversity, equity, and inclusion district-wide
- Implement Board Policies and Administrative Regulations aligned to creating equitable learning experiences and inclusive practices for students, staff, and families in Piedmont

LCAP Committee Scope

- Quarterly review of progress to date towards LCAP implementation
- Share feedback gained from the community and various stakeholder groups to inform future plan implementation and prioritization
- Develop messaging and engagement strategies to communicate progress and gather feedback with the larger Piedmont community:
 - Use feedback to refine the 2022-23 LCAP
 - Communicate questions, concerns, and needs as identified by the community
 - Communicate progress on LCAP implementation to the community
- Quarterly LCAP progress updates and opportunities for feedback will also be provided during regularly scheduled board meetings by the Assistant Superintendent

Curriculum Adoption Scope

- Develop an aligned and coordinated process for curriculum adoptions and instructional audits
- Develop a shared understanding of equity standards and guidelines
- Align curriculum adoptions that reflect articulated student learning goals in grades TK-12
- Curriculum adoptions reflective of the district-identified Essential Learning Outcomes (ELOs)

MTSS Leadership Team Scope

- Create a multi-tiered system of support across all levels that keeps equity and inclusion as its foundation

- Create a multi-tiered system of support that integrate Social-Emotional Learning components into the instructional day
- Create a multi-tiered system of support that integrates academic interventions in literacy and math into the school day at all levels
- Create a multi-tiered system of support that identifies behavioral expectations and interventions at all levels
- Provide guidance to staff for use of MTSS across school sites

Health Council Scope

- Develop a district-wide approach to wellness including guidelines for attending to the physical and mental wellness of students and staff
- Provide information and systems for assessing student wellness
- Provide input on how to ensure that health standards education is taught explicitly across all grades