Local Performance Indicator Self-Reflection

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Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	1	1%
Vacant Teacher Positions	1	1%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics - Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

To evaluate progress towards implementing state standards and curricular frameworks the district evaluates its work in adopting instructional materials aligned to those standards, and in professional learning provided to support aligned instruction. In a unified school district, progress in implementation must meet the needs and timelines of the various school levels. Below is a summary of progress including highlights from elementary, middle and high school levels.

English Language Arts (2014 Framework): New K-8 English curriculum components implemented in 20-21. High School materials are not from the latest adoption. Our review and materials adoption process was interrupted by pandemic, but now underway.

English Language Development (Aligned to Common Core State Standards for English Language Arts) (2014 Framework): ELD was included in middle school adoption 2019. Addl materials purchased for high school ELD program for 2020-21

Mathematics (2013 Framework): full implementation and sustainability at all levels. Essential Learning Outcomes generated at all levels. New framework expected for 2022-23.

Next Generation Science Standards (2016 Framework): initial implementation for 20-21. Pilots and adoptions completed at elementary and middle school in 2020-21. High school piloted materials in 2021-22 supporting the 2016 revised framework.

History-Social Science (2016 Framework): initial implementation of 2016 framework. Pilot in middle school in 2020-21, with adoption of TCI History Alive! In May 2022. High school materials adoption process from 2019-20 was interrupted by the pandemic and resumes again in summer 2022.

Career Technical Education (2013 Standards): full implementation. Informational Technology Pathway built-out.

Health Education Content Standards (2019 Framework): beginning development. Health Standards audit in winter/spring of 2020. Implementation of Health Framework and the requirements of the California Healthy Youth Act delayed by pandemic.

Physical Education Model Content Standards (2009 Framework): full implementation and sustainability to the 2009 Framework

Visual and Performing Arts (July 2020 framework): A new framework was adopted by the state in July 2020. Internal exploration of that framework is forthcoming.

World Language (July 2020 Framework): beginning development. In 2020-21 the 7th-12th grade World Language program was aligned and articulated between the grade levels. The CDE's timeline for adopting new State-approved instructional materials that align to the new WL framework is November of this year. If this timeline holds, the PUSD WL department will convene in 2022-23 to begin reviewing new materials.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.		2			
2. Rate the LEA's progress in creating welcoming environments for all families in the community.			3		
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.			3		
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.		2			

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Parent Engagement is a strength for the Piedmont Unified School District. We provide many opportunities for parent participation in both decision making and program participation. We have several very active parent committees and engage our school community in a rich variety of training and workshops. Engaging with the parent community is a high priority and we enjoy working with parents for fundraising, classroom support and decision making. Keeping our parent community informed is important to continued success in shared decision making.

Our LCAP goals now include an emphasis on equity and inclusion. One of the several efforts at engaging with parents has been community circle events. These restorative circles engage staff and community from different groups, including under-represented families, to create more meaningful communication and connection. An LCAP action item for 2022-23 includes engagement with educational partners to develop additional events and resources related to social justice, equity, inclusion and belonging.

In 2021-22 the district hired a Director of Communication who has activated several social media channels including Facebook, Instagram and expanded the district's Twitter presence.

The district, schools and teachers make extensive use of the district's online communication tools including Infinite Campus Messenger, Remind, Zoom, Schoology. The district identified a need to upgrade it's web presence in 2021-22 and investigated several platforms and solicited feedback from educational partners. It plans to upgrade all schools to the new platform in 2022-23.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Based on focus group research, and community feedback, sponsored community affinity group work will continue in 2022-23, along with additional engagement around equity, inclusion and belonging. In addition, the district will implement a new website platform with improved communication features.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Expansion of the district's parent education and training programs will include topics that specifically address the needs of underrepresented families including English Learners, and the families of other subgroups of students. Parent/guardians of unduplicated students have been identified for outreach and engagement in committees and groups with educational partners.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.		2			
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.			3		

Building Partnerships	1	2	3	4	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

The district continues to work to develop partnerships with families to build partnerships for student outcomes. Piedmont has established many policies and programs which provide families with information and resources to support student learning and development in the home. Newsletters, speaker series, engagement nights, open house, back to school nights, and conference days are all well attended and utilized. Families have access to the learning management system Schoology to better support student outcomes.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Based on feedback in LCAP engagement work and surveys, communication about expected student outcomes and curriculum was an area of interest for educational partners. Redevelopment of the district and school websites will address some need (including staff training), and continued improvements in communications for the school. Turn-out at Back-to-School nights, Open House, Conferences and Education Speaker Series events continues to be high and the district continues to work to offer timely and responsive events and content to improve student outcomes with all educational partners. Goal 3 of the LCAP includes actions and services focused on this effort, including increasing opportunities for meaningful collaboration with BIPOC parents.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Based on feedback in LCAP engagement work and surveys, communication about expected student outcomes and curriculum was an area of interest for educational partners. Redevelopment of the district and school websites will address some need (including staff training), and continued improvements in communications for the school. Turn-out at Back-to-School nights, Open House, Conferences and Education Speaker Series events continues to be high and the district continues to work to offer timely and responsive events and content to improve student outcomes with all educational partners. Goal 3 of the LCAP includes actions and services focused on this effort, including increasing opportunities for meaningful collaboration with BIPOC parents. Parent/guardians of unduplicated students have been identified for outreach and engagement at sites.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.					5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.					5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.			3		
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				4	

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

The parent - school partnership is a strength of Piedmont. The parent community is very actively recruited and whole-heartedly participates in a variety of advisory committees and provides input in decision making through a variety feedback mechanisms including:
WASC committees
School Site Councils
Parent Clubs
LCAP Advisory Committee
Equity and Inclusion Committee
Health Council
CTE Advisory, Technology Advisory, Special Education Advisory Committees
Programmatic Surveys (ie Math)
STEAM Committees
Teacher Evaluation Surveys
Climate Surveys
Calendar Surveys
Health and Safety Steering Committee
Facilities Steering Committee
Budget Advisory Committee
Curriculum adoption processes and feedback
Title IX Athletics Audit Task Force

The district maintained a LCAP advisory committee this year with invited members from across the schools and support groups. It met regularly throughout the year, providing input into the districts' programs and services for students. Although the primary purpose of the LCAP advisory committee is to provide input into the development of the district's Local Control Accountability Plan (LCAP), the recommendations made there go beyond the LCAP, supporting the needs of students across the district, regardless of specific plans or funding sources. Members were well-informed on the district's programs and services for students, also going beyond programs and services in the LCAP, and are active participants in the district's comprehensive strategic planning.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

The LCAP Advisory Committee was structured differently in 2021-22 with a consistent membership attending each meeting. This structure lent itself to better informed members and will continue in 2022-23. Additional mechanisms for wider feedback will be added for 2022-23.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

The district will continue engagement strategies to underrepresented families. Goal 3 of the LCAP includes actions and services focused on this effort, including increasing opportunities for meaningful collaboration with BIPOC parents. Parent/guardians of unduplicated students have been identified for outreach and engagement at sites.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Schools administered the California Healthy Kids Survey modules in March 2022. Surveys were given to students in 5th grade, and to all 6th-12th graders. In addition, the district utilized the Staff and Parent modules across the district. Compiled results were returned to the district/schools in late May 2022.
Several indicators in the California Healthy Kids Survey are used as metrics in the LCAP. Here are the results for those indicators from the 2022 Climate survey:
Elementary Students
86% School Connectedness (+5% from 2020)
90% Feel Safe at School (-1% from 2020)
83% Caring Adults at School (+6% from 2020)

PMS Students

80% School Connectedness (+6% from 2020)
83% Feel Safe at School (+2% from 2020)
77% Caring Adults at School (+3% from 2020)

PHS Students
73% School Connectedness (+2% from 2020)
86% Feel Safe at School (+2% from 2020)
73% Caring Adults at School (+4% from 2020)

MHS Students
64% School Connectedness (-12% from 2020)
74% Feel Safe at School (+6% from 2020)
83% Caring Adults at School (same as 2020)

Meaning: The CHKS results were anticipated especially in reflecting the impact of the COVID-19 pandemic disruptions on school climate. The last CHKS administration was in February 2020, right before school closures and distance learning. The results represent the "old normal" and the schools were very interested to understand how students would describe school climate now in the "new normal". In nearly every category we have been following closely for the LCAP student perception of school climate improved.

Use: Key findings show growing school connectedness through the grades in high school and high feelings of safety. There has been a focus on the 9th and 10th grade experience the last two years to increase school connectedness at PHS. Actions taken on the data include the addition of counseling services, further implementation of MTSS interventions especially on the social-emotional supports, wellness support, peer coaching, and new scheduling at the secondary level for academy time. This work continues as a major component of our LCAP in Goal 1 especially.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

PUSD uses two main tools and measures to evaluate access to a broad course of study: master schedules and roster data, and a-g course completion. Internal analysis includes
- The number of minutes of physical education instruction
- The number of elementary students who receive art instruction
- The number of students who receive music instruction

- Number, gender and disability status of students in secondary computer science classes
- Number and disability status of students complete the three course science pathway in high school

For the 2020-21 school year, data indicates 96.5% of all PHS graduates complete their a-g requirements. This is consistent with the 2019-20 result of 97.2%. In reviewing student groups and students with exceptional needs, we find that 82.8% of PHS graduates with disabilities completed their a-g course requirements, an increase of over one percent from 2019-20.

Course of study for grades 1-6 includes English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, Physical Education, and other studies including computer science and library. All elementary students have instruction in classes taught by certificated teachers, including physical education, music, technology, library, and art. Students who are struggling academically have the support of push-in and pull-out reading specialists, math specialists, and resource teachers. Supplemental curriculum is also provided when appropriate to support students at their instructional level. Four of our six schools have special day programs. In those schools inclusion with the general school population especially in PE, visual and performing arts, and library is a prominent feature in inclusion plans.

In grades 7-12 students have access to English, Mathematics, Social Sciences, Science, and physical education courses. The schools have certificated teacher-librarians, a broad range of electives in vocal and instrumental music, other visual and performing arts, technology, and AP and CTE courses in 9-12th grades. In response to needs, two UC/CSU a-g required high school math courses have been designed to stretch out required a-g content over a greater time span permitting more success for identified special education students needing a slower pace. Students with severe disabilities who are not in full inclusion models participate in "Homebase" courses which are not A-G approved.

There are very few barriers to offering a broad course of study for all students. Due to the low number of English Learners we have consolidated our ELD course between the three secondary schools. The bell schedules between PMS, MHS and PHS have caused challenges to middle schoolers taking high school level courses and shared staff. For the 2022-23 school year all three secondary schools will use a similar bell schedule that will support staff and students between the schools.

In addition an A-G Improvement grant will support the development of an A-G tracking tool to ensure all interested students complete their A-G requirements.