§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

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Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
Part 1: PUSD Shaping Our Future 2.0 On October 5, 2013, the Piedmont Unified School District, with the support of the Piedmont Educational Foundation, collaborated with over 100 students, staff, and parents/community members during the Shaping Our Future 2.0 (SOF 2.0) strategic planning workshop. Building on the 2009 Shaping Our Future initiative, the District engaged with stakeholders in order to update the guiding principles and priorities for the next several years. Outcomes from SOF 2.0 informed policy, particularly as the District moved to implement the new Common Core Standards and adapt to the changing needs and innovations of public education for the community's children. Shaping Our Future 2.0 was a unique opportunity for students, staff, and the parent community to reflect and collaborate together to update our guiding themes. These seven themes continue to guide the development and implementation of District policy concerning every facet of the K-12 educational program. On September 23, 2014, the Board of Education facilitated a progress report discussion and update toward the progress of the Goal's and Action Plan. From SOF 2.0 and the 2014-15 LCAP development meetings, the District continues to gather a substantial volume of input concerning District priorities for now and the future. This input comes from parent, student, and staff participation on a variety of committees and councils. The Board of Education also facilitated an extensive search process (including community engagement) for a new superintendent. This process also captured public input into the goals and vision for Piedmont Unified. A new Superintendent was selected for the 2015-16 school year. The comments of participants -- parents, teachers and staff from each of the District's six schools, students ranging from 6th to 12th grade, and other members of the community – continue to be captured via community meetings and surveys.	The PUSD Board of Education Goals reflect the SOF 2.0 themes and commitments that will continue to serve as the primary focus areas for the 2014-2017 Local Control and Accountability Planning process. **PUSD Board Goals** 1. **Adapt & Improve Educational Program Delivery:** LCAP Priority Areas = 1, 2, 3, 4, 5, 7, 8 Continuously adapt and improve program delivery in collaboration with administration, staff, employee groups, support groups, parents, and the community, so that we can continue to provide a comprehensive educational program for all students that supports academic excellence, maximizes individual potential, and cultivates global citizenship. *LCAP Goal #2 - All students will have access to English Language Arts, Math, and Technical Subjects Common Core aligned curriculum in order to improve students' content mastery and skills in critical thinking, creativity, communication, collaboration, and technical literacy and to prepare them for college and career pathways.* *LCAP Goal #5 - All PUSD students will continue to have access to a broad course of study, including courses described in Education Code 51210 and 51220(a)-(i)* *LCAP Goal #8 - Develop career technical education sequences or programs of study at PHS and MHS that align with state board-approved career technical education standards and frameworks.* 2. **Support Professional Growth & Instructional Effectiveness**: LCAP Priority Areas = 1, 2, 5, 7, 8 With a focus on supporting student growth through an effective instructional program, work in collaboration with administration and employee groups to enhance evaluation, training, and compensation systems in order to attract and sustain a quality professional staff for all students within budget limitations. *LCAP Goal #1 - PUSD will continue to ensure that 100% of*

	teachers are highly qualified, appropriately credentialed, and trained in best practices for teaching Common Core standards and 21st century student-centered learning skills. 3. **Provide a Safe Learning Environment:** LCAP Priority Areas = 1, 2, 3, 4, 6, 8 Provide students with a safe and healthy learning environment where respect, inclusion, resilience, responsible citizenship, self-discipline, and personal responsibility are thoughtfully practiced. *LCAP Goal #6 - Provide students with social and emotional learning opportunities and support services/practices that (a) ensure a safe and healthful learning environment and (b) teach respect, inclusion, resilience, responsible citizenship, self-discipline, and personal responsibility.* 4. **Cultivate a Dynamic Learning Community**: LCAP Priority Areas = 1, 2, 3, 4, 5, 6, 7, 8 Cultivate a dynamic learning community focused on growth, inquiry, and communications in partnership with employees, parents, students, community members, and organized groups. *#4 - All EL students will make progress toward English proficiency and will be able to access grade-level content in English language arts, math, history, and technical subjects.* 5. **Develop & Implement a Sustainable Plan to Balance the Budget**: LCAP Priority Areas = 1, 2, 3, 4, 5, 7, 8 Continue to develop and implement a 3-year plan to balance the budget in collaboration with administration, employee groups, support groups, parents, and the community, in order to sustain the quality of our educational and instructional programs, and school facilities. *#7 - Increase parent involvement in leadership opportunities and school-connectedness (especially those parents from under-represented groups, e.g. EL & SPED) in order to provide forums for communication, discussion and input, and to raise awareness of available resources to support student learning.*

	6. **Invest In & Preserve School Facilities & Infrastructure**: LCAP Priority Areas = 1, 3, 4, 6, 7, 8 Develop and implement a plan to ensure the long-term safety, accessibility, usability, and value of school facilities and infrastructure within budget limitations and in collaboration with the City of Piedmont where appropriate. *#3 - PUSD will ensure that all school facilities are maintained and in good repair by optimizing the use of resources through prudent stewardship, enhanced public/private support, and strong community partnerships.* **Shaping Our Future 2.0 Themes** - Partnership with the Whole Community - Cultivate Global Citizenry - Resilience, Program Adaptability - Community Building - Learning to Excel - Maximize Individual Potential **PUSD Commitments** We are committed to cultivating a learning community where students are engaged in their learning, strive for excellence, and are supported to achieve to their fullest potential. We are committed to providing a safe, nurturing learning environment where every member of the Piedmont schools feels respected. We strive to increase everyone's sense of inclusion in our community. Our practice of safety and inclusion begins with our policy of prohibiting discrimination on the basis of age, disability, ethnicity, gender, language, marital status, nationality, race, religion, sexual orientation, and socioeconomic status. We are committed to foster an education program that equips our students to live in a diverse world, acknowledge and appreciate cultural difference, understand the significance of socioeconomic inequalities, recognize the biases and discrimination that exist, identify conflicts and options for resolution, and take action for positive change.

	We are committed to advance the commitments, SOF themes, and goals of our school system by: - working collaboratively - allocating and effectively managing limited resources ###
Part 2: Associated Parent Clubs of Piedmont The **Associated Parent Clubs of Piedmont** (APCP) is a collective network of six Parent Clubs with representative boards at each school site. Our mission is to support the K-12 General Fund, collaborate with the District administration and school principals to support enrichment, extracurricular programs, administer teacher grants and offer Summer Enrichment programs. APCP coordinates annual fundraisers and parent volunteer efforts, and serve as the interface between the school and families through monthly board meetings, parent education forums, the development and collection of parent input through surveys, and the distribution of regular school communications to parents. APCP is supported by annual membership and donations from the K-12 parent community and has been an independent registered 501(c)(3) non-profit organization for many years. Funds are responsibly raised and disbursed in accordance with PUSD Board of Education's mission and goals and APCP Protocol and Financial & Investment Guidelines.	**Associated Parent Clubs of Piedmont** APCP's Mission is to support the educational endeavors at the individual school sites and for the broader K-12 program. **Fundraising** LCAP Priority Areas = 1, 2, 3, 4, 5, 6, 7, 8 Membership – The Parent Clubs boast 90 to 95 percent membership participation rates. Memberships to each school's Club are $60 and help fund programs at that school site. **Collaborating** LCAP Priority Areas = 1, 2, 3, 4, 5, 6, 7, 8 Parent Club presidents work with each other to support the K-12 program by annually contributing nearly 50% of Giving Campaign funds to the PUSD General Fund in order to directly support teachers and site-specific program. Principals and Parent Club board members work together to allocate the remainder of those funds for programs at that school site. Parent Club presidents collaborate with the District administration to help gather parent input, to promote communications and disseminate important information. Parent Clubs work with the Piedmont Education Foundation and other Support Clubs and organizations to support PUSD educational programs. **Volunteering** LCAP Priority Areas = 1, 3, 4, 5, 6, 8 Parents volunteer to work in the classrooms, computer labs, libraries, and the food service programs. Each school site's Parent Club manages and coordinates the volunteer efforts at each school.

	Communications LCAP Priority Areas = 1, 2, 3, 4, 5, 6, 7, 8 Meetings – Parent Club monthly board meetings are open to all parents and provide an opportunity to hear from the administration about policy, curriculum and upcoming events as well as to discuss ways to support educational opportunities. Bulletins – Parent volunteers also coordinate the weekly and/or bi-weekly distribution of school bulletins and newsletters with each school administration. **Summer Enrichment** LCAP Priority Areas = 1, 2, 3, 4, 5, 6, 7, 8 A collaborative endeavor by PUSD & APCP, the K-12 Summer Enrichment Program offers a high-quality, low-stress summer school option, as well as Extended School Year opportunities for Piedmont and other local families. ###
Part 3: Piedmont Educational Foundation The Piedmont Educational Foundation (PEF) was founded in 1975 by a group of dedicated and visionary community members who wanted to ensure the quality of our public schools. PEF's mission is to promote academic excellence, champion innovation and provide sustained financial support to our public schools. As a community based public school support organization, PEF supports educational excellence through a variety of grants programs. PEF actively seeks donations in support of our schools via the Foundation Fund, Endowment Fund, and Partners in Education Program. In addition, Dress Best For Less makes a substantial donation each year to PEF and is an integral part of PEF funding. PEF annually publishes *The Patron* which contains information about the schools, provides opportunities for the community to make donations and describes how PEF fundraising dollars are spent. PEF also publishes the School Directory as a service to school families and community.	**Piedmont Educational Foundation** The Piedmont Educational Foundation is a community-based organization whose mission is to promote academic excellence, champion innovation, and provide sustained financial support to the Piedmont Unified School District. **Foundation Fund Grants** LCAP Priority Areas = 2, 3, 4, 5, 6, 7, 8 The Foundation Fund underwrites innovation through teacher and classroom grants and provides funding for ongoing school programs that help preserve academic excellence. **Endowment Fund** LCAP Priority Areas = 1, 2, 3, 4, 5, 6, 8 The Endowment Fund (in excess of $5M) provides a dependable, long-term source of funding for our schools through our annual distribution. ###

Part 4: School Site Councils, Site Leadership Teams, and the development of the Single Plan for Student Achievement (SPSA)

The PUSD Site Councils, one for each school site, serve as a forum where school staff, parents, and students discuss a variety of issues that affect student performance in Piedmont schools and develop site-based goals to improve student learning. Site Councils will discuss topics such as curriculum, communication, and school climate in an effort to educate stakeholders and provide long-range guidance and insight.

The California *Education Code* requires the school site council to develop a *Single Plan for Student Achievement.* The purpose of the Single Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards set by the State Board of Education.

The PUSD Board of Education reviews and adopts each site's SPSA on an annual basis.

PUSD Site Councils – Single Plans for Student Achievement

Curriculum Implementation

LCAP Priority Areas = 1, 2, 3, 4, 5, 6, 7, 8

As we implement Common Core Standards and California Assessment of Student Performance and Progress (CAASPP), we will provide a variety of opportunities for all stakeholders to learn about and understand these changes. (Elementary Schools)

Maximize student learning that supports the transition and implementation of the Common Core State Standards in literacy within all subject areas including math as well as the Next Generation Science Standards while providing the necessary differentiation across all subjects. (PMS)

Professional Development

LCAP Priority Areas = 1, 2, 3, 4, 5, 6, 7, 8

Refine instructional strategies/techniques/tools to support Common Core readiness across all subject areas and math. (MHS)

Promote student engagement, learning and achievement through schoolwide differentiated instructional practices, inclusive of instructional technology and common core state standards implementation, to meet the diverse learning needs of all students. (PHS)

Tri-School faculty will participate in professional development in Common Core curriculum and instruction to develop instructional strategies/practices and academic interventions to support the mastery of Common Core State Standards with an emphasis on Literacy and Math. (Elementary Schools)

Communication & Student Safety

LCAP Priority Areas = 1, 2, 3, 4, 5, 6, 7, 8

Strengthen communication among teachers, students, and parents around academic and social emotional progress. Examples include: use of Learning Management Systems, Teacher Dashboard, Student Information Systems, Teacher Notes, etc.

	(PMS) Piedmont High School will provide an environment that protects the physical safety of students, faculty and staff via a thorough review and updating of security protocols. The physical site, training, and drills will all be addressed, in coordination with the Piedmont Police Department. **Technology** LCAP Priority Areas = 1, 2, 3, 4, 5, 6, 7, 8 Faculty will lead use of 1:1 devices at 4th and 5th grade to support differentiated instruction. An articulated Computer Science Curriculum is being developed, will meet the CSTA standards, and is aligned with the Piedmont Unified School District Technology Plan. (Elementary Schools) Support the effective use of technology to promote student learning and achievement in the classroom. (PHS) Support and evaluate the 6th Grade "Connected Learning Pilot" (1:1 Computing) to determine if expansion to all grade levels by the 2015/2016 school year is appropriate. Leverage MHS participation in the PUSD Connected Learning pilot to increase differentiated instruction, access to course materials and student organization in core content areas. (MHS) **Social/Emotional Learning** LCAP Priority Areas = 1, 2, 3, 4, 5, 6, 8 With attention to issues of diverse student learning needs, examine and optimize school structures and practices to foster social-emotional growth for all students. (Elementary Schools) Provide programs grounded in social and emotional learning and develop school structures to optimize learning and achievement for all students. (PHS) Maintain a positive school climate by building partnerships within and among our students, staff and parent communities while supporting the needs of the whole child. (PMS)

Part 5: District-wide Engagement Parent participation in school activities is extensive; parents and community members have developed a variety of support organizations for academics, athletics, visual arts, performing arts, Special Education and a community-wide educational foundation: *Budget Advisory Committee* Reviews the financial health of the District's General Fund budget, shares information with constituent groups, and makes recommendations for Board consideration in the budget development process. Members of the committee include representatives from each school site, employee associations (APT for teachers and CSEA for classified staff), administration, support groups, students, the community at-large, and the Board of Education. The Budget Advisory Committee served as PUSD's LCAP Advisory Committee. *DELAC (District English Learner Advisory)* Provides district-wide input on programs for English learners. Topics that are addressed by the English Learner Advisory Committee include: - Development or revision of a district master plan of education programs and services for English learners, taking into consideration the Single School Plan for Student Achievement. - Conducting a district-wide needs assessment on a school-by-school basis. - Establishment of district programs, goals, and objectives for programs and services for English learners (e.g., parental exception waivers and funding).	Continue to establish a supportive and organized school structure/practices that fosters students to take ownership and accountability of their academic and personal needs. (MHS) ####

- Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements. - Administration of the annual language census (e.g., procedures and forms). - Review and comment on the district's reclassification procedures. - Review and comment on the written notifications required to be sent to parents and guardians. *GATE Advisory* A forum for discussing issues related to the development and education of gifted/talented students. The council also reviews and provides input on the implementation and development of GATE programming in the District. The group is comprised of interested parents, teachers, and administrators. *Green Initiative* A forum for discussing issues related to student and school district impact on the environment. Reviews and develops the Green Initiative Action Plan. *Special Education District Advisory Committee* A group of parents, board, teachers, and site and district administrators who meet to discuss issues related to the District's special education programs. *DTAC (District Technology Advisory Committee)* Provides district-wide input on technology (educational technology and computer science education). Individuals from groups representing teachers, teacher librarians, site technicians, community members, Board members, students and administrators participate on the District Technology Advisory Committee. *Math Task Force* Charged with researching, reviewing, and recommending PUSD Math Pathways to the Superintendent and the Board of Education for consideration and implementation in 2015-16. Members included teachers, parents, students, and administrators. *The Parent's Club* Supports staff development, student activity programs, the college and career center, and a variety of course offerings.	

CHIME (Citizens Highly Interested in Music Education) Actively funds and supports performing arts education, including instrumental, vocal, dramatic, and dance for Piedmont's students. *PAINTS (Promote Art in the Schools)* A non-profit membership organization of parents and community members whose mission is to promote visual arts by providing a forum for parents, teachers, and administrators to focus a coordinated art curriculum throughout the district. *The Athletic Boosters Club* Supports the interscholastic athletic program with finances, educational events, and parent volunteers at PHS and MHS. *School Nutrition Advisory Committee* Supports the school nutrition program by recommending menu changes, developing educational programs, awareness campaigns, and conducting research and surveys. *Diversity Education & Advisory Committee* Promotes awareness, understanding, and appreciation of both differences and commonalities among students, staff, and community. *ALPS (Advanced Learners Program Support)* Educates, advocates and supports the needs of high-ability and advanced K-12 students during the school day. *PRAISE (Piedmonters for Resources, Advocacy, Information in Special Education)* Actively supports and funds education for students, parents, teachers, and specialists involved with special education. Their mission is to promote awareness, understanding, and appreciation of learning differences among students, educators, administrators, parents, and the community. *Education Speaker Series* Presents a variety of speakers and topics that relate to raising healthy children and young adults. Produced by a collaboration of parents and educators.	

Part 6: The Future of Our Involvement Process It is the intent of our school district to build upon the strong engagement processes that are currently in place and to develop a broad representative group who can review and revise the LCAP and learn about various educational programs in PUSD.	
Annual Update: From SOF 2.0 and the 2014-15 LCAP development meetings, the District continues to gather a substantial volume of input concerning District priorities for now and the future. This input comes from parent, student, and staff participation on a variety of committees and councils. The Board of Education also facilitated an extensive search process (including community engagement) for a new superintendent. This process also captured public input into the goals and vision for Piedmont Unified. A new Superintendent was selected for the 2015-16 school year. The input and comments of participants -- parents, teachers and staff from each of the District's six schools, students ranging from 6th to 12th grade, and other members of the community – continue to be captured via community meetings and surveys.	**Annual Update:** The District facilitated a number of surveys to capture stakeholder input, including instructional technology, curriculum, teacher evaluation, and bell schedules. The results supported the development of the goals and actions across the entire LCAP. The District also facilitated a large number of face-to-face engagement opportunities for all stakeholders, including a variety of parent committees and councils, parent education nights, and community forums. The District values these meetings as opportunities to partner and learn from our educational community. As much as possible, the District seeks parent and student participation on every facet of our school input and decision-making process. Through the superintendent search, the District captured a tremendous amount of public input into the goals and vision for Piedmont Unified. This input was discussed and incorporated into the 2015-16 LCAP.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

> When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

> The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

> For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual schoolsites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	#1 - PUSD will continue to ensure that 100% of teachers are highly qualified, appropriately credentialed, and trained in best practices for teaching Common Core standards and 21st century student-centered learning skills.	Related State and/or Local Priorities: 1 X 2 __ 3 __ 4 __ 5 __ 6 __ 7 __ 8 __ COE only: 9__ 10__ Local: Specify ___

Identified Need:	Currently 100% of teachers in PUSD are qualified and appropriately credentialed. PUSD needs to maintain this high percentile of qualified and appropriately credentialed teachers. Teachers need professional development in teaching practices that align with Common Core and 21st century student learning skills.	
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	- 100% of PUSD teachers will be appropriately credentialed. - 100% of PUSD teachers will be provided with 3 days of professional learning in teaching practices that align with Common Core and 21st century student learning skills.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Continue to provide stipends for all new teachers to participate in the Beginning Teacher and Support (BTSA) program in order to clear their credential.	District-wide All K-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$18,304 Funding Source: Parcel Tax Salary and Benefits
1.2 Continue to provide stipends for mentors to support the new teachers in the Beginning Teacher and Support (BTSA) program.	District-wide All K-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2288 Funding Source: Parcel Tax Salary and Benefits

1.3 Continue to provide professional development and stipends for coaches to support identified teachers in the TEAM (Teachers Engaged in Active Mentoring) program.	District-wide All K-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1168 Professional Development Funding Source: Foundation Funds Professional Services $41,877 18 coaches' stipends Funding Source: LCFF Salary and Benefits
1.4 Provide teachers with professional development on best practices for teaching Common Core standards and 21st century student-centered learning skills.	District-wide All K-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$78,879 Funding Source: Foundation Funds Salary and Benefits
1.5 Led by the Director of Curriculum and Instruction, math teachers will receive professional development on best practices in teaching Common Core math content standards, math practice standards, and new math curriculum.	District-wide All K-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$78,879 Funding Source: LCFF Salary and Benefits

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	- 100% of PUSD teachers will be appropriately credentialed. - 100% of PUSD teachers will be provided with 3 days of professional learning in teaching practices that align with Common Core and 21st century student learning skills.		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
1.1 Continue to provide stipends for all new teachers to participate in the Beginning Teacher and Support (BTSA) program in order to clear their credential.	District-wide All K-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$20,000 Funding Source: Parcel Tax Salary and Benefits
1.2 Continue to provide stipends for mentors to support the new teachers in the Beginning Teacher and Support (BTSA) program.	District-wide All K-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2356 Funding Source: Parcel Tax Salary and Benefits

1.3 Continue to provide professional development and stipends for coaches to support identified teachers in the TEAM (Teachers Engaged in Active Mentoring) program.	District-wide All K-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1203 Professional Development Funding Source: Foundation Funds Professional Services $41,877 18 coaches' stipends Funding Source: LCFF Salary and Benefits
1.4 Provide teachers with professional development on best practices for teaching Common Core standards and 21st century student-centered learning skills.	District-wide All K-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$79,865 Funding Source: Foundation Funds Salary and Benefits

1.5 Led by the Director of Curriculum and Instruction, math teachers will receive professional development on best practices in teaching Common Core math content standards, math practice standards, and new math curriculum.	District-wide All K-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$79,865 Funding Source: Foundation Funds Salary and Benefits

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	- 100% of PUSD teachers will be appropriately credentialed. - 100% of PUSD teachers will be provided with 3 days of professional learning in teaching practices that align with Common Core and 21st century student learning skills.		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
1.1 Continue to provide stipends for all new teachers to participate in the Beginning Teacher and Support (BTSA) program in order to clear their credential.	District-wide All K-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$20,600 Funding Source: Parcel Tax Salary and Benefits
1.2 Continue to provide stipends for mentors to support the new teachers in the Beginning Teacher and Support (BTSA) program.	District-wide All K-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2426 Funding Source: Parcel Tax Salary and Benefits

1.3 Continue to provide professional development and stipends for coaches to support identified teachers in the TEAM (Teachers Engaged in Active Mentoring) program.	District-wide All K-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,239 Professional Development Funding Source: Foundation Funds Professional Services $41,877 18 coaches' stipends Funding Source: LCFF Salary and Benefits
1.4 Provide teachers with professional development on best practices for teaching Common Core standards and 21st century student-centered learning skills.	District-wide All K-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$82,261 Funding Source: Foundation Funds Salary and Benefits

1.5 Led by the Director of Curriculum and Instruction, math teachers will receive professional development on best practices in teaching Common Core math content standards, math practice standards, and new math curriculum.	District-wide All K-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$82,261 Funding Source: Foundation Funds Salary and Benefits

GOAL:	#2 - All students will have access to English Language Arts, Math, and Technical Subjects Common Core aligned curriculum in order to improve students' content mastery and skills in critical thinking, creativity, communication, collaboration, and technical literacy and to prepare them for college and career pathways.	Related State and/or Local Priorities: 1 X 2 X 3 __ 4 X 5 __ 6 __ 7 X 8 __ COE only: 9__ 10__ Local: Specify ___

Identified Need:	- 0% of high school students have access to Common Core aligned math instructional materials. - 100% of K-8 students have access to Common Core aligned instructional materials in math, and 100% of K-5 students have access to Common Core aligned instructional materials in math. An analysis of instructional materials and their alignment to Common Core is needed in other subjects and grade levels. - 0% of students enrolled in computer science courses at Piedmont High School are English learners. - 32% of students enrolled in computer science courses at Piedmont High School are female.
Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	- Enrollment of under-represented students (EL and female) will increase in computer science by 5%. - 100% of 9th grade students will have access to Common Core aligned math instructional materials (Math 1, Math 1/2A). - A spreadsheet will be developed that indicates all instructional materials being used in the TK-12 English language arts, history, and technical subjects classrooms to teach the Common Core Literacy and Technical Subject standards. - Students in grades 3-8 and 11 will establish a baseline score on the Smarter Balanced Assessment as a measurement of our Common Core implementation.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Middle School and High School Math Teachers will be provided release time (6 days) to research and recommend CCSS-aligned math textbooks and instructional materials (6-12) to the Board of Education for adoption.	6-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$9885 Funding Source: LCFF Salary and Benefits

2.2 PUSD, where needed, will purchase common computer workstations, LCD projectors, and audio components for all teachers/classrooms (grades TK-5).	District-wide All K-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$127,500 Funding Source: Foundation Funds, LCFF Instructional Materials
2.3 PUSD will purchase Chromebooks for grades 6, 8, 9, 11 to improve writing, reading, math, researching, editing, collaborating, and keyboarding skills. With these purchases, all students grades 6-12 will be 1:1 with Chromebooks.	Grade 6-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$314,300 Funding Source: LCFF, Foundation Funds, Parent Donations Instructional Materials
2.4 Led by the Director of Curriculum and Instruction, representative teachers from TK-12 English language arts, history, and technical subjects classrooms will participate in an analysis of the instructional materials being used to teach the Common Core Literacy and Technical Subject standards. Based on the analysis, during the 2015-16 school year, the District staff will provide recommendations for additional Common Core instructional materials in the areas of literacy and technical subjects.	District-wide All K-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$157,063 Funding Source: LCFF Salary and Benefits

2.5 Led by the Director of Curriculum and Instruction, the high school math teachers will be provided release time (6 days) to research and develop CCSS-aligned math courses (IM-2, IM-2B/IM-3) to the Board of Education for adoption.	9-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,400 Funding Source: LCFF Salary and Benefits

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	- Enrollment of under-represented students (EL and female) will increase in computer science by 5%. - 100% of 10th, 11th, and 12th grade students will have access to Common Core aligned math instructional materials (Math I, II, III). - Students in grades 3-8 and 11 will improve upon the established baseline score by a minimum of 2% on the Smarter Balanced Assessment as a measurement of our Common Core implementation.		
Actions/Services		Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
2.1 Led by the Director of Curriculum and Instruction, the high school math teachers will be provided release time (6 days) to research and develop CCSS-aligned math courses (IM-3, Honors Math Analysis) to the Board of Education for adoption.		9-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,400 Funding Source: LCFF Salary and Benefits
2.2 PUSD will purchase Chromebooks for grade 6 to continue to improve writing, reading, math, researching, editing, collaborating, and keyboarding skills. With these purchases, all students grades 6-12 will be 1:1 with Chromebooks.		District-wide All K-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$87,500 Funding Source: LCFF, Foundation Funds, Parent Donations Instructional Materials

2.3 Led by the Director of Curriculum and Instruction, math teachers will receive professional development on best practices in teaching Common Core math content standards, math practice standards, and new math curriculum.	District-wide All K-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$79,865 Funding Source: Foundation Funds Salary and Benefits

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	- Enrollment of under-represented students (EL and female) will increase in computer science by 5%. - Students in grades 3-8 and 11 will improve upon the established baseline score by a minimum of 2% on the Smarter Balanced Assessment as a measurement of our Common Core implementation.		
Actions/Services		Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
2.1 PUSD will purchase Chromebooks for grade 6 to continue to improve writing, reading, math, researching, editing, collaborating, and keyboarding skills. With these purchases, all students grades 6-12 will be 1:1 with Chromebooks.		District-wide All K-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$87,500 Funding Source: LCFF, Foundation Funds, Parent Donations Instructional Materials
2.2 Led by the Director of Curriculum and Instruction, math teachers will receive professional development on best practices in teaching Common Core math content standards, math practice standards, and new math curriculum.		District-wide All K-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$79,865 Funding Source: Foundation Funds Salary and Benefits

GOAL:	#3 - PUSD will ensure that all school facilities are maintained and in good repair by optimizing the use of resources through prudent stewardship, enhanced public/private support, and strong community partnerships.	Related State and/or Local Priorities: 1 X 2 __ 3 __ 4 __ 5 __ 6 __ 7 __ 8 __ COE only: 9__ 10__ Local: Specify ____

Identified Need:	- Currently 100% of students have access to facilities that are in "good repair" as measured by the Facility Inspection Tool. PUSD needs to maintain this high percentile of students who have access to facilities that are maintained and in good repair.	
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	- All facilities will receive a "No Deficiency – Good Repair" as measured by the Facility Inspection Tool.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Led by the Director of Facilities, PUSD will continue to facilitate a Steering Committee that addresses the long-term safety, accessibility, usability, and value of school facilities and infrastructure as feasible given the available budget and community support. The Steering Committee will consist of administration, board members, and community members.	District-wide All K-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$157,063 Funding Source: LCFF Salary and Benefits
3.2 In order to determine needed facility improvements that best support a 21st century education, PUSD will hire a consulting firm to engage in Facilities Use Master Planning. The completed Facilities Master Plan for PUSD will be presented to the school board in the Spring of 2016.	District-wide All K-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$120,500 Funding Source: State School Facilities Fund Services and Operating Expenses Professional – Consulting Services, Legal Fees

3.3 In order to implement needed facility improvements that best support a 21st century education, PUSD will hire a Director of Facilities.	District-wide All K-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$157,063 Funding Source: LCFF Salary and Benefits

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	- All facilities will receive a "No Deficiency – Good Repair" as measured by the Facility Inspection Tool.		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
3.1 Led by the Director of Facilities, PUSD will continue to facilitate a Steering Committee that addresses the long-term safety, accessibility, usability, and value of school facilities and infrastructure as feasible given the available budget and community support. The Steering Committee will consist of administration, board members, and community members. The Steering Committee will also make recommendations on how to implement the Facilities Use Master Plan. The Steering Committee will consist of administration, board members, and community members.	District-wide All K-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,400 Funding Source: LCFF Salary and Benefits

3.2 In order to implement needed facility improvements that best support a 21st century education, PUSD will continue to fund the Director of Facilities position.	District-wide All K-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$161,774 Funding Source: LCFF Salary and Benefits

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	- All facilities will receive a "No Deficiency – Good Repair" as measured by the Facility Inspection Tool.		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
3.1 Led by the Director of Facilities, PUSD will continue to facilitate a Steering Committee that addresses the long-term safety, accessibility, usability, and value of school facilities and infrastructure as feasible given the available budget and community support. The Steering Committee will also make recommendations on how to implement the Facilities Use Master Plan. The Steering Committee will consist of administration, board members, and community members.	District-wide All K-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,400 Funding Source: LCFF Salary and Benefits
3.2 In order to implement needed facility improvements that best support a 21st century education, PUSD will continue to fund the Director of Facilities position.	District-wide All K-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$166,627 Funding Source: LCFF Salary and Benefits

GOAL:	#4 - All EL students will make progress toward English proficiency and will be able to access grade-level content in English language arts, math, history, and technical subjects.	Related State and/or Local Priorities: 1 __ 2 X 3 __ 4 X 5 __ 6 __ 7 __ 8 __ COE only: 9__ 10__ Local: Specify ___

Identified Need:	- 92.6% of PUSD EL students met the AMAO-1 (Annual Measurable Achievement Objective). Target set at 59%. - 68.1% of PUSD EL students met the AMAO-2 (Annual Measurable Achievement Objective). Target set at 49%. - English learners need teachers to scaffold their instruction so students can access grade-level content.
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	- To increase the number of teachers who scaffold their instruction for English learners, 10% of PUSD teachers will participate in professional development on new standards for English language development.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Led by the Director of Curriculum and Instruction, PUSD teachers and staff will receive professional development on the new ELD standards.	District-wide All K-12	__ ALL --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$78,879 Funding Source: Foundation Funds Salaries and Benefits $78,879 Funding Source: LCFF Salary and Benefits

4.2 Led by the Director of Curriculum and Instruction, PUSD teachers (including EL teachers and support staff) will align current curriculum to the new ELD standards.	District-wide All K-12	__ ALL --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$78,879 Funding Source: Foundation Funds $78,879 Funding Source: LCFF Salary and Benefits
4.3 Continue to fund EL Specialists at all sites across the district to support students in making progress toward English language proficiency.	District-wide All K-12	__ ALL --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$111,571 Funding Source: LCFF – Supplemental and Concentration Funds Salary and Benefits $214,613 Funding Source: LCFF Salary and Benefits

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	- To increase the number of teachers who scaffold their instruction for English learners, 10% of PUSD teachers will participate in professional development on new standards for English language development.		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
4.1 Led by the Director of Curriculum and Instruction, PUSD teachers and staff will receive professional development on the new ELD standards.	District-wide All K-12	__ ALL --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$81,245 Funding Source: Foundation Funds $81,245 Funding Source: LCFF Salary and Benefits
4.2 Led by the Director of Curriculum and Instruction, PUSD teachers (including EL teachers and support staff) will align current curriculum to the new ELD standards.	District-wide All K-12	__ ALL --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$81,245 Funding Source: Foundation Funds $81,245 Funding Source: LCFF Salary and Benefits

4.3 Continue to fund EL Specialists at all sites across the district to support students in making progress toward English language proficiency.	District-wide All K-12	__ ALL --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$111,571 Funding Source: LCFF – Supplemental and Concentration Funds Salary and Benefits $221,052 Funding Source: LCFF Salary and Benefits

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	- To increase the number of teachers who scaffold their instruction for English learners, 10% of PUSD teachers will participate in professional development on new standards for English language development.		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
4.1 Led by the Director of Curriculum and Instruction, PUSD teachers and staff will receive professional development on the new ELD standards.	District-wide All K-12	__ ALL --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$83,682 Funding Source: Foundation Funds $83,682 Funding Source: LCFF Salary and Benefits
4.2 Led by the Director of Curriculum and Instruction, PUSD teachers (including EL teachers and support staff) will align current curriculum to the new ELD standards.	District-wide All K-12	__ ALL --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$83,682 Funding Source: Foundation Funds $83,682 Funding Source: LCFF Salary and Benefits

4.3 Continue to fund EL Specialists at all sites across the district to support students in making progress toward English language proficiency.	District-wide All K-12	__ ALL --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$111,571 Funding Source: LCFF – Supplemental and Concentration Funds Salary and Benefits $208,363 Funding Source: LCFF Salary and Benefits

GOAL:	#5 - All PUSD students will continue to have access to a broad course of study, including courses described in Education Code 51210 and 51220(a)-(i)	Related State and/or Local Priorities: 1 __ 2 __ 3 __ 4 X 5 X 6 __ 7 X 8 X COE only: 9__ 10__ Local: Specify ___

Identified Need:	- 100% of students have access to a broad course of study. PUSD needs to maintain this high percentile of students having access to a broad course of study. - 100% of students graduate from PUSD. PUSD needs to maintain this high percentile of students graduating from PUSD. - 100% of students pass the CAHSEE. PUSD needs to maintain this high percentile of students passing the CAHSEE. - 93% of students successfully complete courses that satisfy UC or CSU requirements. PUSD needs to increase this high percentile of students successfully completing courses that satisfy UC or CSU requirements. - 94% of students pass an Advanced Placement examination with a score of 3 or higher. PUSD needs to increase this high percentile of students passing an Advanced Placement examination with a score of 3 or higher - 90% of students meet the requirements that satisfy the University of California's Analytical Writing Requirement. PUSD needs to increase this high percentile of students meeting the requirements that satisfy the University of California's Analytical Writing Requirement
Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	- Continue to provide a 7-period day at PMS, MHS, PHS. - Maintain 100% Graduation Rate. - Maintain 100% passing rate on the CAHSEE. - Increase the percentage of PHS Students who successfully complete courses that satisfy UC or CSU entrance requirements. - Increase the percentage of PHS Students who pass an Advanced Placement examination with a score of 3 or higher. - Increase the percentage of PHS Students who meet the requirements by which students satisfy the University of California's Analytical Writing Requirement. - Students in grades 3-8 and 11 will establish a baseline score on the Smarter Balanced Assessment as a measurement of our Common Core implementation. - API has been suspended (not applicable).

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures

5.1 Continue to employ class-size reduction at the elementary level (as averages): Kinder = 20:1 1st - 3rd = 23:1 4th - 5th = 24:1	Grade K-5	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,949,276 Funding Source: LCFF, Foundation Funds, Class Size Reduction Funds, Special Education Funds Salaries and Benefits
5.2 Continue to provide a 7-period day at the middle and high school levels: - 30 additional sections @ PHS/MHS - 20 additional sections @ PMS	Grade 6-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,190,135 Funding Source: LCFF, Parcel Tax Salaries and Benefits
5.3 Continue to provide students with over 75 UC/CSU “A to G” approved college-preparatory courses. - 15 FTE	Grade 6-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,712,703 Funding Source: LCFF, Parcel Tax Salaries and Benefits

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	- Continue to provide a 7-period day at PMS, MHS, PHS. - Maintain 100% Graduation Rate. - Maintain 100% passing rate on the CAHSEE. - Increase the percentage of PHS Students who successfully complete courses that satisfy UC or CSU entrance requirements. - Increase the percentage of PHS Students who pass an Advanced Placement examination with a score of 3 or higher. - Increase the percentage of PHS Students who meet the requirements by which students satisfy the University of California's Analytical Writing Requirement. - Students in grades 3-8 and 11 will establish a baseline score on the Smarter Balanced Assessment as a measurement of our Common Core implementation. - API has been suspended (not applicable).		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
5.1 Continue to employ class-size reduction at the elementary level (as averages): Kinder = 20:1 1st - 3rd = 23:1 4th - 5th = 24:1	Grade K-5	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$11,277,754 Funding Source: LCFF, Foundation Funds, Class Size Reduction Funds, Special Education Funds Salaries and Benefits
5.2 Continue to provide a 7-period day at the middle and high school levels: - 30 additional sections @ PHS/MHS - 20 additional sections @ PMS	Grade 6-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,225,839 Funding Source: LCFF, Parcel Tax Salaries and Benefits

5.3 Continue to provide students with over 75 UC/CSU “A to G” approved college-preparatory courses. - 15 FTE	Grade 6-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,764,084 Funding Source: LCFF, Parcel Tax Salaries and Benefits

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	- Continue to provide a 7-period day at PMS, MHS, PHS. - Maintain 100% Graduation Rate. - Maintain 100% passing rate on the CAHSEE. - Increase the percentage of PHS Students who successfully complete courses that satisfy UC or CSU entrance requirements. - Increase the percentage of PHS Students who pass an Advanced Placement examination with a score of 3 or higher. - Increase the percentage of PHS Students who meet the requirements by which students satisfy the University of California's Analytical Writing Requirement. - Students in grades 3-8 and 11 will establish a baseline score on the Smarter Balanced Assessment as a measurement of our Common Core implementation. - API has been suspended (not applicable).		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
5.1 Continue to employ class-size reduction at the elementary level (as averages): Kinder = 20:1 1st - 3rd = 23:1 4th - 5th = 24:1	Grade K-5	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$11,616,089 Funding Source: LCFF, Foundation Funds, Class Size Reduction Funds, Special Education Funds Salaries and Benefits
5.2 Continue to provide a 7-period day at the middle and high school levels: - 30 additional sections @ PHS/MHS - 20 additional sections @ PMS	Grade 6-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,262,614 Funding Source: LCFF, Parcel Tax Salaries and Benefits

5.3 Continue to provide students with over 75 UC/CSU “A to G” approved college-preparatory courses. - 15 FTE	Grade 6-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,817,006 Funding Source: LCFF, Parcel Tax Salaries and Benefits

GOAL:	#6 - Provide students with social and emotional learning opportunities and support services/practices that (a) ensure a safe and healthful learning environment and (b) teach respect, inclusion, resilience, responsible citizenship, self-discipline, and personal responsibility.	Related State and/or Local Priorities: 1 __ 2 __ 3 __ 4 __ 5 X 6 X 7 __ 8__ COE only: 9__ 10__ Local: Specify ___

Identified Need:

- 2014 California Healthy Kids Survey Results:
  - Key indicators of School Climate and Student Well-Being (Table A.2.1)

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
School Engagement and Supports					
School connectedness (high)	67	73	71	60	A4.4
Academic motivation (high)	28	22	22	24	A4.4
Truant more than a few times†	4	4	3	12	A4.2
Caring adult relationships (high)	47	45	50	48	A4.4
High expectations (high)	58	62	54	51	A4.4
Meaningful participation (high)	18	14	20	12	A4.4
School Safety and Substance Use					
School perceived as very safe or safe	88	91	97	95	A5.1
Experienced any harassment or bullying†	33	34	16	30	A5.4
Had mean rumors or lies spread about you†	33	32	22	41	A5.2
Been afraid of being beaten up†	8	6	3	2	A5.3
Been in a physical fight†	6	5	3	4	A5.3
Seen a weapon on campus†	13	7	6	14	A5.6
Been drunk or "high" on drugs at school, ever	5	8	16	28	A6.10
Mental and Physical Health					
Current alcohol or drug use‡	18	32	49	61	A6.5
Current binge drinking‡	10	14	28	45	A6.5
Very drunk or "high" 7 or more times	7	10	19	42	A6.7
Current cigarette smoking‡	4	2	5	12	A7.4
Experienced chronic sadness/hopelessness†	21	29	27	28	A8.3
Considered suicide†	14	17	17	15	A8.4

Notes: Cells are empty if there are less than 25 respondents.
†Past 12 months; ‡Past 30 days.

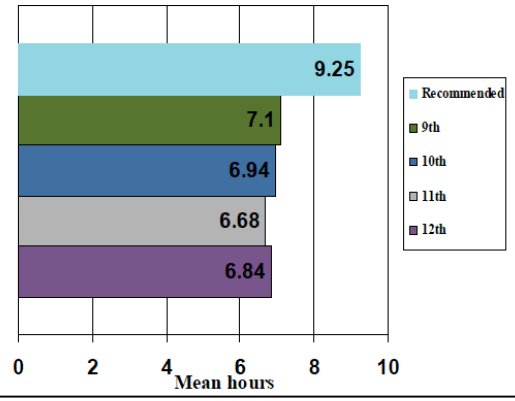
- 2014 Challenge Success Survey Results
  - Average hours of sleep by grade level on a typical school night

Sleep

Research recommends that adolescents get 9.25 to 9.5 hours of sleep per night in order to maintain health. On average, students reported getting about a little more than 6 ½ hours of sleep per night (minimum hours reported= 1 hour, maximum= 10.5 hours, *SD*=1.18). See Figure 6.

57% of students reported going to bed at 11:30 p.m. or later (range: 9:00 p.m. – 5:00 a.m.).

Figure 6. Average Hours of Sleep by Grade Level on a Typical School Night



Identified Need:	- PUSD student attendance rate is 96.5%. PUSD needs to increase the student attendance rate by 1%. Chronic absenteeism rates are not applicable. - Piedmont Middle School drop out rate is 0%. PUSD needs to maintain this low percentile of students who drop out. - Piedmont Unified high school drop-out rate is 0%. PUSD needs to maintain this low percentile of students who drop out. - Piedmont Unified high school graduation rate is 100%. PUSD needs to maintain this high percentile of students who graduate. - Piedmont Unified School District expulsion rate is 0%. PUSD needs to maintain this low percentile of students who are expelled. - Piedmont Unified School District suspension rate is <1%. PUSD needs to reduce this low percentile of students who are suspended.
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	- An increase in the consistency of instruction in Second Step and Welcoming Schools lessons in TK-5 classrooms. - Pilot of Second Step lessons in 6th grade. - A decrease in harmful behaviors as demonstrated by students on the California Healthy Kids Survey Results (Table A.2.1.). - An increase in healthy behaviors as demonstrated by students on the California Healthy Kids Survey Results (Table A.2.1.). - An increase of the average hours of sleep by grade level on a typical school night as measured by the Challenge Success Survey. - Increase school attendance rates by 1% across schools in the district. - Maintain 0% middle school drop-out rate. - Maintain 0% high school drop-out rate. - Maintain 100% high school graduation rate. - Maintain 0% expulsion rate across the district. - Reduce the current <1% suspension rate across the district.

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
6.1 Led by the Director of Curriculum and Instruction and the Wellness Center Director, all TK-5 teachers will continue to implement and evaluate the continuity in delivery and the effectiveness of the lessons provided in Second Step, the social-emotional curriculum.	Grade K-5	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$78,879 Funding Source: Foundation Funds $78,879

			Funding Source: LCFF Salaries and Benefits
6.2 Led by the Director of Curriculum and Instruction and the Wellness Center Director, all K-5 Teachers will continue to implement and evaluate the continuity in delivery and the effectiveness of the lessons provided in Welcoming Schools curriculum.	Grade 6-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$78,879 Funding Source: Foundation Funds Salaries and Benefits $78,879 Funding Source: LCFF Salaries and Benefits $58,245 Funding Source: LCFF, Wellness Center Funds Salaries and Benefits
6.3 The Director of Curriculum and Instruction and the Wellness Center Director will work with PMS administrators and teachers to explore the implementation of Second Step curriculum at the middle school level.	Grade 6-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$78,879 Funding Source: Foundation Funds

			Salaries and Benefits $78,879 Funding Source: LCFF Salaries and Benefits $58,245 Funding Source: LCFF, Wellness Center Funds Salaries and Benefits $314,263 Funding Source: LCFF Salaries and Benefits
6.4 Led by the PHS Service Learning Coordinator, PHS and MHS will provide a comprehensive Service Learning Program for all students that addresses a specific social issue/theme through a combination of curriculum, speaker events, and community service.	Grade 9-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$20,760 Funding Source: Foundation Funds Salaries and Benefits

6.5 Led by the site administration, PMS will investigate a new bell schedule that allows for a later start time 5x per week.	Grade 6-8	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$314,263 Funding Source: LCFF Salaries and Benefits
6.6 Led by the Director of Instructional Technology, PUSD will continue to provide students with digital citizenship expectations and responsible use policies for technology.	District-wide All K-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$146,720 Funding Source: LCFF Salaries and Benefits
6.7 The PHS/MHS counselors and College and Career Coordinator will continue to provide collaboration and education opportunities for the community to discuss Advanced Placement, Honors, and Compressed courses as they relate to balanced course scheduling and students stress-reduction. - 3.0 FTE - PHS Counselors - 1.0 FTE - MHS Counselor - College & Career Center Contract	Grade 9-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$415,139 Funding Source: LCFF, Parcel Tax, Foundation Fund Salaries and Benefits
6.8 The PUSD Wellness Center Director will continue to facilitate counseling services to students (grades 6-12) in need.	Grade 6-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$58,245 Funding Source: LCFF, Wellness Center Funds Salaries and Benefits

6.9 The Wellness Center Leadership Coordinators will continue to facilitate student leadership programs such as Ambassadors, Peer Advisors, and Youth Educators, and survey past participants in order to evaluate the effectiveness of the programs.	Grade 6-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$4,576 Funding Source: Wellness Center Funds Salaries and Benefits

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	- An increase in the consistency of instruction in Second Step and Welcoming Schools lessons in TK-5 classrooms. - Pilot of Second Step lessons in 6th grade. - A decrease in harmful behaviors as demonstrated by students on the California Healthy Kids Survey Results (Table A.2.1.). - An increase in healthy behaviors as demonstrated by students on the California Healthy Kids Survey Results (Table A.2.1.). - An increase of the average hours of sleep by grade level on a typical school night as measured by the Challenge Success Survey. - Increase school attendance rates by 1% across schools in the district. - Maintain 0% middle school drop-out rate. - Maintain 0% high school drop-out rate. - Maintain 100% high school graduation rate. - Maintain 0% expulsion rate across the district. - Reduce the current <1% suspension rate across the district.		
Actions/Services		Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
6.1 Led by the Director of Curriculum and Instruction and the Wellness Center Director, TK-5 Teachers will continue to implement and evaluate the continuity in delivery and the effectiveness of the lessons provided in Second Step, the social-emotional curriculum.		Grade K-5	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$81,245 Funding Source: Foundation Funds Salaries and Benefits $81,245 Funding Source: LCFF Salaries and Benefits

6.2 Led by the Director of Curriculum and Instruction and the Wellness Center Director, K-5 teachers will continue to implement and evaluate the continuity in delivery and the effectiveness of the lessons provided in Welcoming Schools curriculum.	Grade 6-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$81,245 Funding Source: Foundation Funds Salaries and Benefits $81,245 Funding Source: LCFF Salaries and Benefits $59,992 Funding Source: LCFF, Wellness Center Funds Salaries and Benefits
6.3 The Director of Curriculum and Instruction and the Wellness Center Director will continue to work with PMS administrators and teachers to explore the implementation of Second Step curriculum at the middle school level.	Grade 6-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$81,245 Funding Source: Foundation Funds Salaries and Benefits $81,245 Funding

			Source: LCFF Salaries and Benefits $59,992 Funding Source: LCFF, Wellness Center Funds Salaries and Benefits $323,690 Funding Source: LCFF Salaries and Benefits
6.4 Led by the PHS Service Learning Coordinator, PHS and MHS will continue to provide a comprehensive Service Learning Program for all students that addresses a specific social issue/theme through a combination of curriculum, speaker events, and community service.	Grade 9-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$21,382 Funding Source: Foundation Funds Salaries and Benefits

6.5 Led by the site administration, PMS will pilot and evaluate a new bell schedule that allows for a later start time 5x per week.	Grade 6-8	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$323,690 Funding Source: LCFF Salaries and Benefits
6.6 Led by the Director of Instructional Technology, PUSD will continue to provide students with digital citizenship expectations and responsible use policies for technology.	District-wide All K-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$151,121 Funding Source: LCFF Salaries and Benefits
6.7 The PHS/MHS counselors and College and Career Coordinator will continue to provide collaboration and education opportunities for the community to discuss Advanced Placement, Honors, and Compressed courses as they relate to balanced course scheduling and students stress-reduction. - 3.0 FTE - PHS Counselors - 1.0 FTE - MHS Counselor - College & Career Center Contract	Grade 9-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$427,593 Funding Source: LCFF, Parcel Tax, Foundation Fund Salaries and Benefits

6.8 The PUSD Wellness Center Director will continue to facilitate counseling services to students (grades 6-12) in need.	Grade 6-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$59,992 Funding Source: LCFF, Wellness Center Funds Salaries and Benefits
6.9 The Wellness Center Leadership Coordinators will continue to facilitate student leadership programs such as Ambassadors, Peer Advisors, and Youth Educators, and survey past participants in order to evaluate the effectiveness of the programs.	Grande 6-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$4,576 Funding Source: Wellness Center Funds Salaries and Benefits

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	- An increase in the consistency of instruction in Second Step and Welcoming Schools lessons in TK-5 classrooms. - Pilot of Second Step lessons in 6th grade. - A decrease in harmful behaviors as demonstrated by students on the California Healthy Kids Survey Results (Table A.2.1.). - An increase in healthy behaviors as demonstrated by students on the California Healthy Kids Survey Results (Table A.2.1.). - An increase of the average hours of sleep by grade level on a typical school night as measured by the Challenge Success Survey. - Increase school attendance rates by 1% across schools in the district. - Maintain 0% middle school drop-out rate. - Maintain 0% high school drop-out rate. - Maintain 100% high school graduation rate. - Maintain 0% expulsion rate across the district. - Reduce the current <1% suspension rate across the district.		
Actions/Services		Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
6.1 Led by the Director of Curriculum and Instruction and the Wellness Center Director, TK-5 Teachers will continue to implement and evaluate the continuity in delivery and the effectiveness of the lessons provided in Second Step, the social-emotional curriculum.		Grade K-5	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$83,682 Funding Source: Foundation Funds Salaries and Benefits $83,682 Funding Source: LCFF Salaries and Benefits

6.2 Led by the Director of Curriculum and Instruction and the Wellness Center Director, K-5 teachers will continue to implement and evaluate the continuity in delivery and the effectiveness of the lessons provided in Welcoming Schools curriculum.	Grade 6-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$83,682 Funding Source: Foundation Funds Salaries and Benefits $83,682 Funding Source: LCFF Salaries and Benefits $61,791 Funding Source: LCFF, Wellness Center Funds Salaries and Benefits
6.3 The Director of Curriculum and Instruction and the Wellness Center Director will continue to work with PMS administrators and teachers to explore the implementation of Second Step curriculum at the middle school level.	Grade 6-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$83,682 Funding Source: Foundation Funds Salaries and Benefits $83,682 Funding

			Source: LCFF Salaries and Benefits $61,791 Funding Source: LCFF, Wellness Center Funds Salaries and Benefits $333,400 Funding Source: LCFF Salaries and Benefits
6.4 Led by the PHS Service Learning Coordinator, PHS and MHS will continue to provide a comprehensive Service Learning Program for all students that addresses a specific social issue/theme through a combination of curriculum, speaker events, and community service.	Grade 9-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$22,023 Funding Source: Foundation Funds Salaries and Benefits

6.5 Led by the site administration, PMS will pilot and evaluate a new bell schedule that allows for a later start time 5x per week.	Grade 6-8	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$333,400 Funding Source: LCFF Salaries and Benefits
6.6 Led by the Director of Instructional Technology, PUSD will continue to provide students with digital citizenship expectations and responsible use policies for technology.	District-wide All K-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$155,654 Funding Source: LCFF Salaries and Benefits
6.7 The PHS/MHS counselors and College and Career Coordinator will continue to provide collaboration and education opportunities for the community to discuss Advanced Placement, Honors, and Compressed courses as they relate to balanced course scheduling and students stress-reduction. - 3.0 FTE - PHS Counselors - 1.0 FTE - MHS Counselor - College & Career Center Contract	Grade 9-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$440,420 Funding Source: LCFF, Parcel Tax, Foundation Fund Salaries and Benefits

6.8 The PUSD Wellness Center Director will continue to facilitate counseling services to students (grades 6-12) in need.	Grade 6-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$61,791 Funding Source: LCFF, Wellness Center Funds Salaries and Benefits
6.9 The Wellness Center Leadership Coordinators will continue to facilitate student leadership programs such as Ambassadors, Peer Advisors, and Youth Educators, and survey past participants in order to evaluate the effectiveness of the programs.	Grande 6-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$4,576 Funding Source: Wellness Center Funds Salaries and Benefits

GOAL:	#7 - Increase parent involvement in leadership opportunities and school-connectedness (especially those parents from under-represented groups, e.g. EL & SPED) in order to provide forums for communication, discussion and input, and to raise awareness of available resources to support student learning.	Related State and/or Local Priorities: 1 __ 2 __ 3 __ 4 __ 5 __ 6 __ 7 X 8__ COE only: 9__ 10__ Local: Specify ___

Identified Need:	- Average parent attendance at the following district committees during 14-15: - 32 – District Technology Advisory Committee - 3 - District English Language Advisory Committee - 12 - Budget Advisory Committee - 9 - Special Education Advisory Committee - 5 - GATE Advisory Committee - 10 - Green Initiative Committee
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	- Increased participation on the following committees by 25%: - District Technology Advisory Committee - District English Language Advisory Committee - Budget Advisory Committee - Special Education Advisory Committee - GATE Advisory Committee - Green Initiative Committee - Increased participation of parents of unduplicated pupils by 25%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
7.1 Led by the Director of Instructional Technology, PUSD will invite families to regularly attend the District Technology Advisory Committee using the school bulletins, Piedmont Portal, and Spotlight E-Newsletter. PUSD will also schedule meetings in the afternoon and evenings to increase participation.	K-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$146,720 Funding Source: LCFF

7.2 Led by the Director of Curriculum and Instruction, PUSD will invite families to regularly attend the District English Language Advisory Committee using the school bulletins, Piedmont Portal, and Spotlight E-Newsletter. PUSD will also schedule meetings in the afternoon and evenings to increase participation.	K-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$78,879 Funding Source: Foundation Funds Salaries and Benefits $78,879 Funding Source: LCFF Salaries and Benefits
7.3 Led by the Assistant Superintendent of Business Services, PUSD will invite families to regularly attend the Budget Advisory Committee using the school bulletins, Piedmont Portal, and Spotlight E-Newsletter. PUSD will also schedule meetings in the afternoon and evenings to increase participation.	K-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$227,054 Funding Source: LCFF Salaries and Benefits
7.4 Led by the Director of Special Education, PUSD will invite families to regularly attend the Special Education Advisory Committee using the school bulletins, Piedmont Portal, and Spotlight E-Newsletter. PUSD will also schedule meetings in the afternoon and evenings to increase participation.	K-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$180,091 Funding Source: Special Education Funds Salaries and Benefits

7.5 Led by the Director of Curriculum and Instruction, PUSD will invite families to regularly attend the GATE Advisory Committee using the school bulletins, Piedmont Portal, and Spotlight E-Newsletter. PUSD will also schedule meetings in the afternoon and evenings to increase participation.	K-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$78,879 Funding Source: Foundation Funds $78,879 Funding Source: LCFF Salaries and Benefits
7.6 Led by the Director of Curriculum and Instruction, PUSD will invite families to regularly attend the Green Initiative Committee using the school bulletins, Piedmont Portal, and Spotlight E-Newsletter. PUSD will also schedule meetings in the afternoon and evenings to increase participation.	K-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$78,879 Funding Source: Foundation Funds $78,879 Funding Source: LCFF Salaries and Benefits

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	- Increased participation on the following committees by 25%: ○ District Technology Advisory Committee ○ District English Language Advisory Committee ○ Budget Advisory Committee ○ Special Education Advisory Committee ○ GATE Advisory Committee ○ Green Initiative Committee - Increased participation of parents of unduplicated pupils by 25%.		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
7.1 Led by the Director of Instructional Technology, PUSD will invite families to regularly attend the District Technology Advisory Committee using the school bulletins, Piedmont Portal, and Spotlight E-Newsletter. PUSD will also schedule meetings in the afternoon and evenings to increase participation.	K-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$151,121 Funding Source: LCFF Salaries and Benefits
7.2 Led by the Director of Curriculum and Instruction, PUSD will invite families to regularly attend the District English Language Advisory Committee using the school bulletins, Piedmont Portal, and Spotlight E-Newsletter. PUSD will also schedule meetings in the afternoon and evenings to increase participation.	K-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$81,245 Funding Source: Foundation Funds Salaries and Benefits $81,245 Funding Source: LCFF

			Salaries and Benefits
7.3 Led by the Assistant Superintendent of Business Services, PUSD will invite families to regularly attend the Budget Advisory Committee using the school bulletins, Piedmont Portal, and Spotlight E-Newsletter. PUSD will also schedule meetings in the afternoon and evenings to increase participation.	K-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$233,865 Funding Source: LCFF Salaries and Benefits
7.4 Led by the Director of Special Education, PUSD will invite families to regularly attend the Special Education Advisory Committee using the school bulletins, Piedmont Portal, and Spotlight E-Newsletter. PUSD will also schedule meetings in the afternoon and evenings to increase participation.	K-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$185,493 Funding Source: Special Education Funds Salaries and Benefits

7.5 Led by the Director of Curriculum and Instruction, PUSD will invite families to regularly attend the GATE Advisory Committee using the school bulletins, Piedmont Portal, and Spotlight E-Newsletter. PUSD will also schedule meetings in the afternoon and evenings to increase participation.	K-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$81,245 Funding Source: Foundation Funds Salaries and Benefits $81,245 Funding Source: LCFF Salaries and Benefits
7.6 Led by the Director of Curriculum and Instruction, PUSD will invite families to regularly attend the Green Initiative Committee using the school bulletins, Piedmont Portal, and Spotlight E-Newsletter. PUSD will also schedule meetings in the afternoon and evenings to increase participation.	K-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$81,245 Funding Source: Foundation Funds Salaries and Benefits $81,245 Funding Source: LCFF Salaries and Benefits

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	- Increased participation on the following committees by 25%: ○ District Technology Advisory Committee ○ District English Language Advisory Committee ○ Budget Advisory Committee ○ Special Education Advisory Committee ○ GATE Advisory Committee ○ Green Initiative Committee - Increased participation of parents of unduplicated pupils by 25%.		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
7.1 Led by the Director of Instructional Technology, PUSD will invite families to regularly attend the District Technology Advisory Committee using the school bulletins, Piedmont Portal, and Spotlight E-Newsletter. PUSD will also schedule meetings in the afternoon and evenings to increase participation.	K-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$155,654 Funding Source: LCFF Salaries and Benefits
7.2 Led by the Director of Curriculum and Instruction, PUSD will invite families to regularly attend the District English Language Advisory Committee using the school bulletins, Piedmont Portal, and Spotlight E-Newsletter. PUSD will also schedule meetings in the afternoon and evenings to increase participation.	K-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$83,682 Funding Source: Foundation Funds Salaries and Benefits $83,682 Funding Source: LCFF

			Salaries and Benefits
7.3 Led by the Assistant Superintendent of Business Services, PUSD will invite families to regularly attend the Budget Advisory Committee using the school bulletins, Piedmont Portal, and Spotlight E-Newsletter. PUSD will also schedule meetings in the afternoon and evenings to increase participation.	K-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$240,880 Funding Source: LCFF Salaries and Benefits
7.4 Led by the Director of Special Education, PUSD will invite families to regularly attend the Special Education Advisory Committee using the school bulletins, Piedmont Portal, and Spotlight E-Newsletter. PUSD will also schedule meetings in the afternoon and evenings to increase participation.	K-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$191,057 Funding Source: Special Education Funds Salaries and Benefits

7.5 Led by the Director of Curriculum and Instruction, PUSD will invite families to regularly attend the GATE Advisory Committee using the school bulletins, Piedmont Portal, and Spotlight E-Newsletter. PUSD will also schedule meetings in the afternoon and evenings to increase participation.	K-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$83,682 Funding Source: Foundation Funds Salaries and Benefits $83,682 Funding Source: LCFF Salaries and Benefits
7.6 Led by the Director of Curriculum and Instruction, PUSD will invite families to regularly attend the Green Initiative Committee using the school bulletins, Piedmont Portal, and Spotlight E-Newsletter. PUSD will also schedule meetings in the afternoon and evenings to increase participation.	K-12	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$83,682 Funding Source: Foundation Funds Salaries and Benefits $83,682 Funding Source: LCFF Salaries and Benefits

GOAL:	#8 - Develop career technical education sequences or programs of study at PHS and MHS that align with state board-approved career technical education standards and frameworks.	Related State and/or Local Priorities: 1 __ 2 __ 3 __ 4 X 5 X 6 __ 7 X 8 __ COE only: 9__ 10__ Local: Specify ___

Identified Need:	- Currently there are 0% career technical education pathways.	
Goal Applies to:	Schools:	Piedmont High School, Millennium High School
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	- Three percent of secondary students will enroll in a California Partnership Academy, certified NAF academy, or certified Linked Learning pathway that includes both the courses that satisfy requirements for entrance to the University of California and the California State University and a career technical education sequence or program of study that aligns with state board-approved career technical education standards and frameworks.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
8.1 Led by the Director of Alternative/Adult Education, PUSD will create one career technical education pathway in STEM. - The PHS/MHS administrative team will develop a pathway course structure - The counselors will identify student participants in the program pathway. - The PHS/MHS administrative team will identify pathway characteristics (2 or 3 course sequence, A-G requirement, dual-enrollment).	Grade 9-12	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$94,269 Funding Source: LCFF Salaries and Benefits $94,269 Funding Source: Adult Education Funds Salaries and Benefits

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	- Five percent of secondary students will enroll in a California Partnership Academy, certified NAF academy, or certified Linked Learning pathway that includes both the courses that satisfy requirements for entrance to the University of California and the California State University and a career technical education sequence or program of study that aligns with state board-approved career technical education standards and frameworks.		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
8.1 Led by the Director of Alternative/Adult Education, PUSD will create one career technical education pathway in STEM. - The PHS/MHS administrative team will develop a pathway course structure - The counselors will identify student participants in the program pathway. - The PHS/MHS administrative team will identify pathway characteristics (2 or 3 course sequence, A-G requirement, dual-enrollment).	Grade 9-12	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$97,097 Funding Source: LCFF Salaries and Benefits $97,097 Funding Source: Adult Education Funds Salaries and Benefits

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	- Five percent of secondary students will enroll in a California Partnership Academy, certified NAF academy, or certified Linked Learning pathway that includes both the courses that satisfy requirements for entrance to the University of California and the California State University and a career technical education sequence or program of study that aligns with state board-approved career technical education standards and frameworks.		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
8.1 Led by the Director of Alternative/Adult Education, PUSD will create one career technical education pathway in STEM. - The PHS/MHS administrative team will develop a pathway course structure - The counselors will identify student participants in the program pathway. - The PHS/MHS administrative team will identify pathway characteristics (2 or 3 course sequence, A-G requirement, dual-enrollment).	Grade 9-12	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$100,009 Funding Source: LCFF Salaries and Benefits $100,009 Funding Source: Adult Education Funds Salaries and Benefits

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Original GOAL from prior year LCAP:	#1.1 - All educators will receive professional development in differentiated instruction in order to increase small group instruction and other differentiation strategies to appropriately challenge all students to ensure core content mastery.	Related State and/or Local Priorities: 1X 2X 3_ 4X 5_ 6_ 7_ 8X COE only: 9__ 10__ Local: Specify _BOE Goals #1, 2_
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Baseline data collected on student performance as assessed by the Smarter Balanced Assessment.	Actual Annual Measurable Outcomes: - Over 20% of instructional staff attended conferences on instructional technology use - 45 teachers attended conferences focusing on a improving variety of instructional strategies. - No SBAC scores are available.

LCAP Year: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Action/Service: Continue to provide Professional Development and collaboration opportunities for all staff.	**Expense:** Services and Operating Expenses Professional - Consulting Services, Legal Fees $163,000 **Source:** LCFF Base Grant Local Revenues	*PUSD provided professional development opportunities in differentiation strategies, GATE Certification, National Board Certification, EL strategies, Google Applications, Content Area PD, and 1:1 Mobile Learning.* ● Led by the Director of Curriculum and Instruction, three district-led professional development days focused on effective instructional strategies to create a student-centered learning environment that supports the implementation of Common Core. ● Led by the Director of Instructional Technology, three district-led professional development days focused on effective instructional strategies with technology for staff participating in our mobile	$155,119 Dir. of C&I Funding Source: 50% CCSS 50% Foundation Funds Salaries and Benefits $120,942 Dir. of Inst. Tech. Funding Source: LCFF

		learning pilot.	$2,000 - Tech outside trainers Funding Source: LCFF Salaries and Benefits
		• 8 teachers (representing elementary, middle, and high school) led a panel discussion on differentiation for the Advanced Learners Parent Support group.	$598.92 - 1.5 hours x 8 teachers Funding Source: ALPS Support Group Funds Salaries and Benefits
		• 6 teachers (representing elementary, middle, and high school) attended the Differentiated Instruction Conference in Las Vegas. Teachers have shared out on various aspects of differentiation learned at the 2-day conference.	$6,822 Differentiation Conference Funding Source: Foundation Funds Services and Operating Expenses Professional – Consulting Services, Legal Fees
		• Led by two high school teachers, PUSD implemented a year-long National Board Certification Training for 7 teachers (K-12).	$4576 2 teacher co-curricular stipends

			Funding Source: LCFF Salaries and Benefits
		● Representative teachers and administrators (22 total TK-12) attended the National Science Teachers Association Training in Long Beach.	$16,511 NSTA Funding Source: Foundation Funds Services and Operating Expenses Professional – Consulting Services, Legal Fees
		● Representative teachers and administrators (14 total TK-12) attended the Asilomar Math Conference in Pacific Grove.	$8,294 Asilomar Funding Source: Foundation Funds Services and Operating Expenses Professional – Consulting Services, Legal Fees
		● Representative teachers and administrator (8 total TK-12) attended the National Arts Education Association conference in New Orleans.	$11,778 NAEA Funding Source: Foundation Funds

			Services and Operating Expenses Professional – Consulting Services, Legal Fees
		• Representative teachers and administrator (3 total TK-5) attended the National Council of Supervisors of Mathematics and the National Council of Teachers of Mathematics conferences in Boston.	$9,327 NCSM/NCTM Funding Source: Foundation Funds Services and Operating Expenses Professional – Consulting Services, Legal Fees
		• Ongoing biweekly training on Google applications and instructional strategies with technology provided to all interested staff. Hosted at MHS, on average, 10 teachers participated per session.	$1348 - 18 hours x 1 teacher Funding Source: Foundation Funds Salaries and Benefits
		• An additional 0.8 FTE of district-wide coaching support for all teachers to support technology implementation were provided at the site level.	$72,000 Funding Source: Foundation Funds Salaries and

			Benefits
		● 1.0 FTE elementary math specialists supported teachers in differentiating for a range of math learners using the Problem of the Month.	$90,000 Funding Source: LCFF, Foundation Funds Salaries and Benefits
		● 5 middle school teachers provided three PD sessions on differentiation to site staff during Common Planning Time.	$0
		● 11 high school teachers shared instructional strategies as part of their monthly staff meetings.	$0
		● Over 20% of instructional staff from all sites attended conferences on instructional technology use	$7600 - Google and CUE conferences Funding Source: Foundation Funds Services and Operating Expenses Professional – Consulting Services, Legal Fees
		● PHS Assistant Principal led a parent education night on differentiation.	$0

Scope of service:	LEA-wide		Scope of service:	LEA-wide	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Were the actions effective? Are we keeping the goal? Any changes to the plan? Why or why not? *How effective were the actions and services in making progress toward the goal?* Common Core and Content-Focused PD was effective in influencing some teachers' instructional practices. In follow up debriefing sessions, teachers self-reported using instructional strategies in their classrooms. Teachers attending PD sessions shared out at District CPTs and during staff meetings what they had learned. During the 2013-14 school year, PUSD collaborated with a number of consultants to support curriculum development. In 2014-15, PUSD made a shift in curriculum support and development by hiring a Director of Curriculum and Instruction and a Director of Instructional Technology. These two positions developed a supported professional development opportunities for all teachers across the district. *Recommendation for Next Steps:* Keep a goal for professional development with changes in the following: ● Develop a long-term professional development that is focused and differentiates the professional learning offered to employees, as necessary, based on site/curriculum requirements. ● Provide content-area professional learning with a focus on student-centered teaching practices that align with 21st century student learning goals. ● As part of professional development days, build in time for follow up work with teams, especially unit planning with colleagues. ● Take initial steps toward creating professional learning communities at each site by 2016-17.

- Hire content-area instructional coaches to support teachers with the implementation of professional learning initiatives
- Provide ongoing professional learning opportunities for administrators that supports the monitoring and evaluation of teaching staff

Technology PD was effective based on teacher surveys distributed January 2015 to teachers in our 1:1 pilot who received 3 days of PD, 0.8 FTE coaching support, and access to bi-weekly after-school PD.

- 42% of teachers report increase of differentiation due to more effective use of technology.
- 60% of teachers report using more formative assessment techniques due to more effective use of technology demonstrated in PD opportunities.

Recommendation:
Define the role of the coach to focus on professional development activities and ensure coaches have a deep understanding of their specific content area. Consider changing the position from a distributed model to one more concentrated position to ensure fidelity to instructional practices across the district.

Expand amount of FTE in coaching to also focus on math instruction for next year.

Expand after-school PD opportunities from just technology to also include math and literacy.

Original GOAL from prior year LCAP:	#1.2 - All teachers will have access to 21st century technology tools in order to ensure post-secondary preparation by improving content mastery, critical thinking, creativity, communication, collaboration, and technical literacy for all students.	Related State and/or Local Priorities: 1X 2X 3_ 4X 5_ 6_ 7_ 8_ COE only: 9__ 10__ Local: Specify BOE Goals #1, 2, 6_

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	Baseline data collected on student performance as assessed by the Smarter Balanced Assessment. All teachers will have increased access to technology in their classes. Baseline data will be collected on teacher use and technology skills in Brightbytes survey baseline May 2014, follow-up April 2015.	Actual Annual Measurable Outcomes:	Brightbytes Survey administered in both 2014 and 2015. Baseline data on both teacher and student use of technology to help direct future technology hardware and professional development needs. CASSPP administered to students in grades 3-8, 11. Baseline data collected.

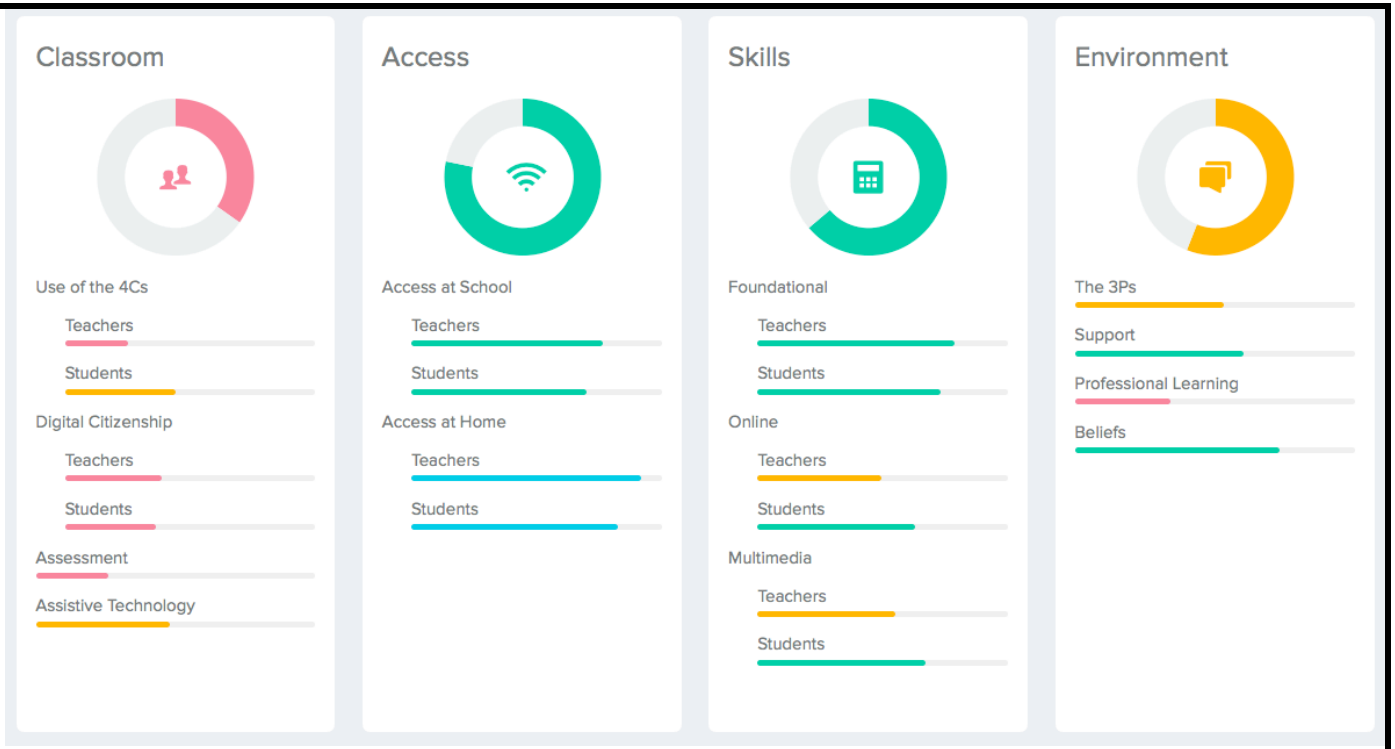
LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Action/Service: Provide technology hardware and software to all staff.	**Expense:** Books and Supplies Computer Supplies, General Building Supplies $398,000 **Source:** LCFF Base Grant Local Revenues Common Core	*PUSD provided teachers with a robust network, computer workstations, LCD projectors, and audio components.* ● Network bandwidth increased by 150% ● All secondary classrooms now feature new projection and sound systems ● All PHS teachers were provided with new laptops ● All Havens' teachers provided with new laptops ● Cloud-based collaboration and productivity software provided to all teachers ● Adaptive, personalized software services provided to teachers and students in math, grammar, vocabulary, computer science, formative assessment, summative assessment and keyboarding.	$5,940 - 12 month bandwidth increase Funding Source: District Technology Funds - LCFF Services and Operating Expenses Professional – Consulting Services, Legal Fees

			$369,120 - projectors, sound and paging system secondary schools Funding Source: State School Facilities Fund Services and Operating Expenses Professional – Consulting Services, Legal Fees $21,500 PHS laptops Funding Source: PHS Parent's Club Funds Books and Supplies Approved Textbooks $13,200 Haven's Laptops Funding Source: Haven's Parent's Club Funds Books and Supplies Approved Textbooks

				$6,800 adaptive software costs Funding Source: District Technology Funds – LCFF Books and Supplies Approved Textbooks
Scope of service:	LEA-wide		Scope of service:	LEA-wide
_X_ALL			_X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Were the actions effective? Are we keeping the goal? Any changes to the plan? Why or why not? Access to high quality tools has been critical for student and teacher success. Teachers report increased use of technology in their classrooms as a positive influence on Common Core implementation (50% increased ability to implement), and increased student engagement (75% report increased engagement) and collaboration. Over 90,000 documents were created in six months from November 2014-May 2015 among students and staff showing high utilization of provided tools. Bright byte data (see chart below), on 21st century skills of both students and teachers, was collected, resulting in the expansion of the Connected Learning Initiative to all grade 6-12, as well as 1:1 ratio at 3rd, 4th, and 5th grades.



We will be keeping the goal for 2015-16 and focusing on our elementary teaching staff.

Original GOAL from prior year LCAP:	#1.3 - All students will have access to 21st century technology tools in order to ensure post-secondary preparation by improving student content mastery, critical thinking, creativity, communication, collaboration and technical literacy.	Related State and/or Local Priorities: 1X 2X 3_ 4X 5_ 6_ 7_ 8_ COE only: 9__ 10__ Local: Specify BOE Goals #1, 2, 6_

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	Baseline data collected on student performance as assessed by the Smarter Balanced Assessment. All students will have increased access to technology in their classes. Baseline data will be collected on student use and technology skills.	Actual Annual Measurable Outcomes:	Students in grades 4, 5, 6, 9, 11 all have 1:1 access to Chromebooks as part of the Connected Learning Initiative. All Millennium High School Students (grades 9-12) have 1:1 access to Chromebooks as part of the Connected Learning Initiative. All students in grades 2 and 3 have 3:1 access to Chromebooks as part of the Connected Learning Initiative.

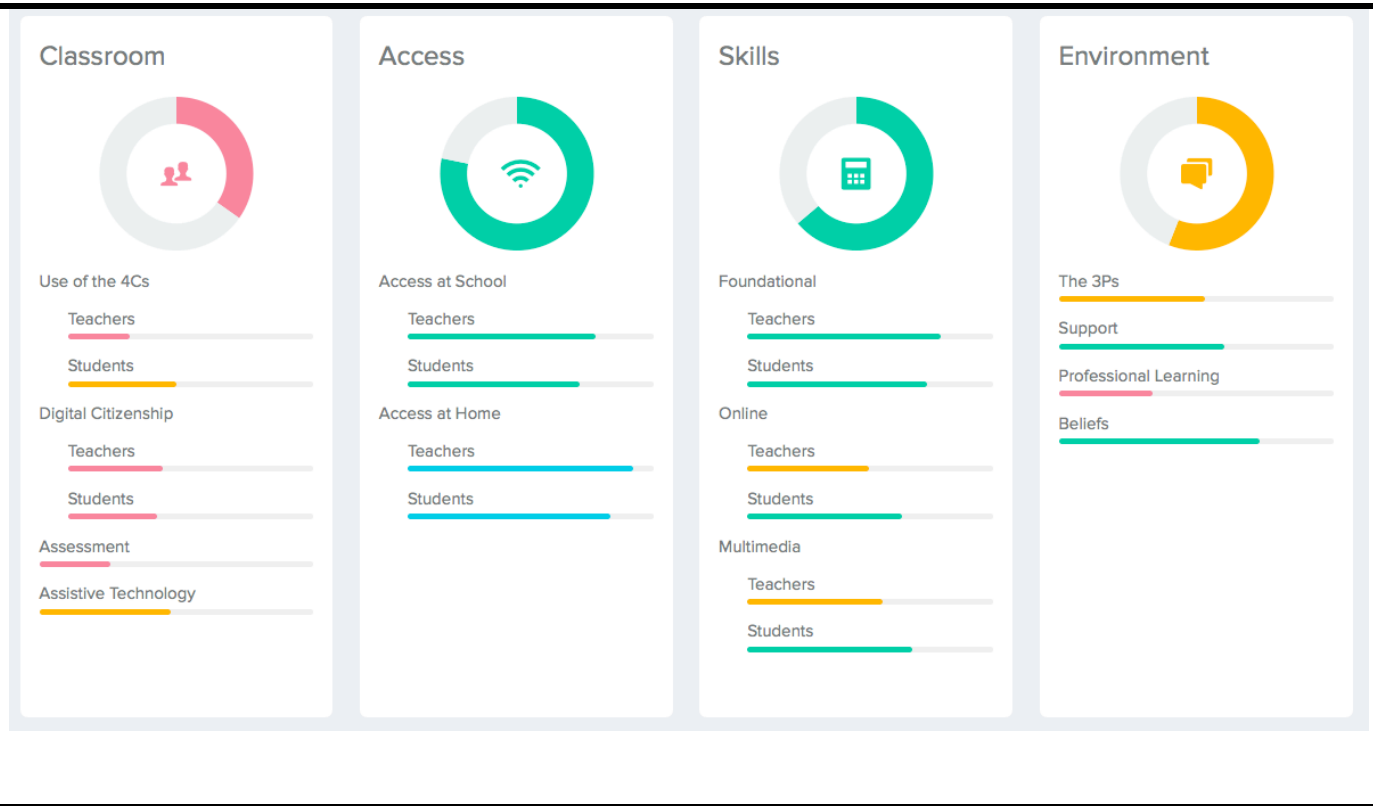
LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Action/Service: Provide technology hardware and software to all students.	**Expense:** Books and Supplies Computer Supplies, General Building Supplies $400,000 **Source:** LCFF Base Grant Local Revenues Common Core	*All students, at all sites across the district, have access to tablets, and/or Chromebooks to improve writing, reading, math, researching, editing, collaborating, and keyboarding skills.* *PUSD provided students access to a robust network, computer workstations, LCD projectors, and audio components.* ● Network bandwidth increased by 150% ● All secondary classrooms now feature new projection and sound systems ● Cloud-based collaboration and productivity software provided to all grade 2-12 students ● All students in 4th, 5th, 6th, 9th, and 11th grades	$5,940 - 12 month bandwidth increase Funding Source: District Technology Funds - LCFF Services and Operating Expenses Professional – Consulting Services, Legal

		were provided an individual computing device for educational use. • Adaptive, personalized software services provided to teachers and students in math, grammar, vocabulary, computer science, formative assessment, summative assessment and keyboarding.	Fees $369,120 classroom projection, sound, paging Funding Source: State School Facilities Fund Services and Operating Expenses Professional – Consulting Services, Legal Fees $507,525 chromebooks for students Funding Source: District Technology Funds - LCFF, Parent Clubs Books and Supplies Approved Textbooks $6,800 adaptive software Funding Source: District Technology Funds – LCFF

					Books and Supplies Approved Textbooks
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Were the actions effective? Are we keeping the goal? Any changes to the plan? Why or why not? The actions taken to address the goal produced many significant results, including over 90,000 documents were created in six months from November 2014-May 2015 among students and staff showing high utilization of provided tools. Students reported increased collaboration as a result of tools provided. Brightbytes data (see chart below) assessed both teachers and students use of technology in the following four categories: Classroom, Access, Skills, Environment. This assessment will serve as a baseline for future technology assessments of students and staff. With students and staff reporting such a tremendous desire for growth in instructional technology, we will expand the Connected Learning Initiative to all students in grades 6-12.


Classroom
Use of the 4Cs
Teachers
Students
Digital Citizenship
Teachers
Students
Assessment
Assistive Technology
Access
Access at School
Teachers
Students
Access at Home
Teachers
Students
Skills
Foundational
Teachers
Students
Online
Teachers
Students
Multimedia
Teachers
Students
Environment
The 3Ps
Support
Professional Learning
Beliefs

Original GOAL from prior year LCAP:	#1.4 - All students and parents will be provided with the opportunity to give teachers feedback on differentiated instruction, technology, and common core implementation via annual teacher evaluation surveys to ensure progress in student content mastery, critical thinking, creativity, communication, collaboration, and technical literacy.	Related State and/or Local Priorities: 1_ 2X 3X 4_ 5_ 6_ 7_ 8_ COE only: 9__ 10__ Local: Specify BOE Goals #1, 2_
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	To involve all parent and student groups and ensure improvements in differentiated instruction, technology, and common core implementation, baseline data will be collected indicating how many students and parents submitted an evaluation survey response.	Actual Annual Measurable Outcomes: Technology feedback surveys were sent to parents and students of grades 6, 9, 12 and all MHS students and families. Over 900 surveys to parents were distributed (127 responses). Over 700 surveys sent to students (240 responses). All teachers on the evaluation cycle distributed both student and parent surveys.

LCAP Year: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Action/Service: Continue to provide students with an evaluation survey	**Expense:** Services and Operating Expenses Professional – Consulting Services, Legal Fees $15,000 **Source:** Local Revenues	*Teachers provided students with an evaluation survey to give students the opportunity to provide feedback on differentiated instruction, technology, and common core implementation.* ● Led by the Director of Curriculum and Instruction, 75% of teachers completed a survey to provide input on how to improve the student survey portion of the teacher evaluation process. ● Led by the Director of Instructional Technology,	$155,119 Dir. of C&I Funding Source: 50% CCSS 50% Foundation Funds Salaries and Benefits $120,942

		teachers received training, and learned how to conduct online surveys with students.	Dir. of Inst. Tech. Funding Source: LCFF Salaries and Benefits
		• Teachers who are on the evaluation cycle sent out parent-surveys asking for feedback. All other teachers were encouraged to participate by sending the parent survey.	$0
		• Led by the Director of Curriculum and Instruction, new research-backed student survey from Panorama being reviewed by 3rd-5th grade teachers and staff as a replacement to current model. This model is still being evaluated.	$155,119 Dir. of C&I Funding Source: 50% CCSS 50% Foundation Funds Salaries and Benefits
		• Led by the Director of Instructional Technology, technology feedback surveys were sent to parents and students of grades 6, 9, 12 and all MHS students and families. Over 900 surveys to parents were distributed (127 responses). Over 700 surveys sent to students (240 responses).	$120,942 Dir. of Inst. Tech. Funding Source: LCFF Salaries and Benefits
		• Brightbytes survey collection for students on technology use in instruction implemented March 2015. Baseline collected last June.	$9110 Funding Source: LCFF Services and Operating Expenses

				Professional – Consulting Services, Legal Fees
Scope of service: LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			Scope of service: LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Were the actions effective? Are we keeping the goal? Any changes to the plan? Why or why not? As lifelong learners, teachers have committed to instructional improvement, and continue to look for meaningful 360-degree feedback as part of that process. Having a goal to provide such a feedback loop to inform our progress on our instructional improvement and the availability of TEAM coaching and mentoring will continue to have relevancy as we move forward. During the 2013-14 school year, PUSD collaborated with a number of consultants to support curriculum development. In 2014-15, PUSD made a shift in curriculum support and development by hiring a Director of Curriculum and Instruction and a Director of Instructional Technology. These two positions developed a supported professional development opportunities for all teachers across the district. We will continue to utilize Brightbytes as a way to assess student and staff use of technology in order to make program/product decisions in the future. With students and staff reporting such a tremendous desire for growth in instructional technology, we will expand the Connected Learning Initiative to all students in grades 6-12.

Original GOAL from prior year LCAP:	#2.1 - All students will have access to English Language Arts, Math, and Technical Subjects Common Core aligned curriculum in order to ensure post-secondary preparation by improving student content mastery, critical thinking, creativity, communication, collaboration and technical literacy.	Related State and/or Local Priorities: 1X 2X 3_ 4X 5_ 6_ 7_ 8_ COE only: 9__ 10__ Local: Specify BOE Goals #1, 2
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	Baseline data collected on student performance in ELA and math as assessed by the Smarter Balanced Assessment.	Actual Annual Measurable Outcomes:	PUSD participated in the 2015 CAASPP. Baseline data on the SBAC was collected. All district-wide math teachers and specialists collaborated over several meetings throughout the year to align our curriculum to the Common Core State Standards.

LCAP Year: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Action/Service: Continue to provide Professional Development and collaboration opportunities for all staff to align our curriculum to the Common Core State Standards.	**Expense:** Services and Operating Expenses Professional – Consulting Services, Legal Fees $125,000 **Source:** LCFF Base Grant Local Revenues Common Core	• Led by the Director of Curriculum and Instruction, three district-led professional development days focused on effective instructional strategies to create a student-centered learning environment that supports the implementation of Common Core. • Representative teachers and administrator (3 total TK-5) attended the National Council of Supervisors of Mathematics and the National Council of	$155,119 Dir. of C&I Funding Source: 50% CCSS 50% Foundation Funds Salaries and Benefits $9,327 NCSM/NCTM

		Funding (one-time)	Teachers of Mathematics conferences in Boston. • Led by the Assistant Superintendent of Educational Services, the Math Leadership Team, consisting of 29 teachers and administrators, collaborated over several meetings throughout the year to align curriculum to the Common Core State Standards.	Funding Source: Foundation Funds Services and Operating Expenses Professional – Consulting Services, Legal Fees $184,959 Asst. Supt. Funding Source: LCFF Salaries and Benefits	
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Were the actions effective? Are we keeping the goal? Any changes to the plan? Why or why not? With a focus on aligning the math curriculum to the Common Core Standards, the Math Leadership Team was extremely effective in terms of both communications in providing equitable services/materialsto students across the 6 schools.

	The Math Leadership Team will continue to meet in the 2015-16 school year. The district will also develop Math Support Coaches at the elementary and secondary levels to support the math adoption and implementation process at each school site (K-12). During the 2013-14 school year, PUSD collaborated with a number of consultants to support curriculum development. In 2014-15, PUSD made a shift in curriculum support and development by hiring a Director of Curriculum and Instruction and a Director of Instructional Technology. These two positions developed a supported professional development opportunities for all teachers across the district.

Original GOAL from prior year LCAP:	#2.2 - All students will have access to Common Core aligned Math instructional materials.	Related State and/or Local Priorities: 1X 2X 3_ 4_ 5_ 6_ 7_ 8_ COE only: 9__ 10__ Local: Specify BOE Goals #1, 2
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	Baseline data collected on student performance in Math as assessed by the Smarter Balanced Assessment.	Actual Annual Measurable Outcomes:	PUSD participated in the 2015 CASSPP. Baseline data on the SBAC was collected. All 3 elementary schools adopted Bridges in Mathematics and Number Corner - Common Core Math Aligned Curriculum. All secondary math teachers began piloting Common Core Math Aligned Curriculum - with adoption scheduled for 2015-16.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Action/Service: Purchase instructional materials that align to the Common Core State Standards.	**Expense:** Books and Supplies Approved Textbooks $47,333 **Source:** LCFF Base Grant	*Representative teachers from all levels researched CCSS-aligned math instructional materials (K-12) to be recommended to the Board of Education for adoption.* ● Led by the Director of Curriculum and Instruction, all K-5 teachers reviewed math instructional materials through a formal math adoption process. Fourteen teachers on the committee piloted math materials in the Spring. All K-2 teachers taught CCSM using the Common Core-aligned math series, Everyday Math, and all 3-5 teachers did the same using Engage NY--A Story of Units. The elementary math teachers recommended Bridges in Mathematics and Number Corner - Common Core Math Aligned Curriculum.	$155,119 Dir. of C&I Funding Source: 50% CCSS 50% Foundation Funds Salaries and Benefits

			• Led by the Director of Curriculum and Instruction, all middle school math teachers reviewed curriculum for grades 6-8 and for the accelerated math students. Grade 6-8 teachers have been piloting Springboard curriculum since August of 2014. Next fall, all PMS math teachers will pilot other math materials as part of the formal adoption process. • Led by the Director of Curriculum and Instruction, high school math teachers are in the process of reviewing curriculum for the integrated math pathways and the accelerated math pathways. High school math teachers will be piloting Common Core math instructional materials next fall. • Led by the Director of Instructional Technology, all students and teachers have access to new Khan Academy common core math resources online.	$120,942 Dir. of Inst. Tech. Funding Source: LCFF Salaries and Benefits $155,119 Dir. of C&I Funding Source: 50% CCSS 50% Foundation Funds Salaries and Benefits $120,942 Dir. of Inst. Tech. Funding Source: LCFF Salaries and Benefits
Scope of service: LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			Scope of service: LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a	Were the actions effective?			

result of reviewing past progress and/or changes to goals?	Are we keeping the goal? Any changes to the plan? Why or why not? The math curriculum pilots were effective in that all elementary teachers agreed to recommend Bridges in Mathematics and Number Corner - Common Core Math Aligned Curriculum, as the new math curriculum (K-5). These materials will be purchased and implemented in 2015-16. Secondary math teachers will continue their work in the math curriculum adoption process and pilot multiple curricula/materials in the Fall of 2015. During the 2013-14 school year, PUSD collaborated with a number of consultants to support curriculum development. In 2014-15, PUSD made a shift in curriculum support and development by hiring a Director of Curriculum and Instruction and a Director of Instructional Technology. These two positions developed a supported professional development opportunities for all teachers across the district.

Original GOAL from prior year LCAP:	#2.3 - All students will have access to Computer Science Teaching Standards (CSTA) aligned curriculum.	Related State and/or Local Priorities: 1_ 2_ 3_ 4X 5_ 6_ 7X 8_ COE only: 9__ 10__ Local: Specify BOE Goals #4_

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	Baseline data collected on student enrollment of under-represented students (female & EL students).	Actual Annual Measurable Outcomes:	2011-2012 14% female enrollment in CS classes 9-12th grades 2014-2015 33% female enrollment in CS classes, and 150% increase in total enrollment over 2011-12

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Action/Service: Continue to provide Professional Development and collaboration opportunities for all staff to align our computer science curriculum to the CSTA Standards, develop new computer science lessons at the elementary levels, and new computer science courses at the secondary level.	**Expense:** Services and Operating Expenses Professional – Consulting Services, Legal Fees $20,000 **Source:** LCFF Base Grant Local Revenues	Led by the Director of Instructional Technology, PUSD Computer Science teachers (a) aligned computer science curriculum and lessons to the CSTA Standards, (b) introduced the fundamental concepts of computer science to all students, beginning at the elementary school level, and (c) at the secondary level, provided students with the opportunity, through the addition of 2 new CS courses, to study facets of computer science in more depth and prepare them for entry into the work force or college. All staff across the district had the professional development opportunity with Code.org co-founder Ali Partovi to discuss STEM and computing. Led by the PHS Computer Science Department Chairperson, three new CSTA aligned courses were developed and implemented at the middle school this year with considerable collaboration and support provided for	$120,942 Dir. of Inst. Tech. Funding Source: LCFF Salaries and Benefits $0 $3,500 Computer Science materials for K-12 curriculum

			teachers. Led by the PHS Computer Science Department Chairperson, two new course proposals (aligned to CSTA), Mobile App Development, and Exploring Computer Science, have been approved for 2015-2016 for PHS.	Funding Source: LCFF Books and Supplies Approved Textbooks $2246 Co-Curricular Stipend - Department Chair $2246 Salaries and Benefits
Scope of service: LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			Scope of service: LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Were the actions effective? Are we keeping the goal? Any changes to the plan? Why or why not? Focus on Computer Science has come hand in hand with increased enrollment. PUSD has met the interest and supported tactics, by means of new curriculum, to provide ALL students with access to computational thinking as a skill set necessary for college and career readiness. At the elementary level, lessons are being aligned with CSTA standards. At the middle school level, ALL 6th grade students experienced computer science principles in a new CSTA aligned course. Nearly one quarter of the PHS student body is taking a Computer Science class, and traditionally under-represented

	groups, namely female students, are enrolled in computer science courses at double the national average. Next year our entry-level computer application class with be replaced with an engaging course exploring modern computing, Exploring Computer Science. With that, all students will have the opportunity to participate and learn about computational thinking. During the 2013-14 school year, PUSD collaborated with a number of consultants to support curriculum development. In 2014-15, PUSD made a shift in curriculum support and development by hiring a Director of Curriculum and Instruction and a Director of Instructional Technology. These two positions developed a supported professional development opportunities for all teachers across the district.

Original GOAL from prior year LCAP:	#2.4 - Educators will differentiate the educational experience to effectively engage, appropriately challenge, and ensure mastery for EL Students.	Related State and/or Local Priorities: 1_ 2_ 3_ 4X 5_ 6_ 7_ 8_ COE only: 9__ 10__ Local: Specify BOE Goals #1
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	Meet Annual Measurable Objectives 1, 2, 3 (AMAO) as set by the State annually (79.4%).	Actual Annual Measurable Outcomes:	92.6% of PUSD EL students met the AMAO-1. 68.1% of PUSD EL students met the AMAO-2

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Action/Service: Continue to provide Professional Development and collaboration opportunities for all staff to align our curriculum to the Common Core State Standards and the ELD Standards and differentiate lessons for EL students.	**Expense:** Services and Operating Expenses Professional – Consulting Services, Legal Fees $10,000 **Source:** LCFF Base Grant Local Revenues Supplemental Grant	*PUSD Teachers (including EL teachers and support staff) (a) participated in professional development on differentiation, (b) introduced and align the ELD standards to our current curriculum.* • Led by the Director of Curriculum and Instruction, EL teacher leaders meet monthly to discuss the needs of English Learners. EL teacher leaders, throughout the 14-15 school year, were invited to attend trainings on the new ELD Standards and ELD Framework provided by the Alameda County Office of Education. In the fall, EL teacher leaders attended a balanced literacy training on the Leveled Literacy Intervention materials that will be used to support English Learners develop oral language, reading, and writing skills.	$155,119 Dir. of C&I Funding Source: 50% CCSS 50% Foundation Funds Salary and Benefits
Scope of service: LEA-wide		Scope of service: LEA-wide	

__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	1. Were the actions effective? 2. Are we keeping the goal? 3. Any changes to the plan? Why or why not? During the 2013-14 school year, PUSD collaborated with a number of consultants to support curriculum development. In 2014-15, PUSD made a shift in curriculum support and development by hiring a Director of Curriculum and Instruction and a Director of Instructional Technology. These two positions developed a supported professional development opportunities for all teachers across the district. PUSD provides 4 EL/Reading Specialists across the district to support EL students. Each of these teachers participated in 3 days of professional development on differentiation strategies. Led by the Director of Curriculum and Instruction, each of these teachers met together monthly to introduce and begin aligning the ELD standards to the current curriculum. This will need to be an ongoing action/service in future years. In the summer of 2015, over 20 teachers will attend a week-long summer reading institute facilitated by Columbia Teacher's College. How to meet the needs of English Language Learners will be one of the components of the institute.		

Original GOAL from prior year LCAP:	#3.1 - All elementary students will have access to the Second Step Social/Emotional curriculum.	Related State and/or Local Priorities: 1_ 2_ 3_ 4_ 5X 6X 7_ 8X COE only: 9__ 10__ Local: Specify _BOE Goals #3_
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	Baseline data collected on disciplinary incidents and results of the Healthy Kids Survey.	Actual Annual Measurable Outcomes:	2014 California Healthy Kids Survey Results: Key indicators of School Climate and Student Well-Being (Table A.2.1) 2014 Challenge Success Survey Results: Average hours of sleep by grade level on a typical school night

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Action/Service: Continue to provide Professional Development and collaboration opportunities for all staff to implement and evaluate the Second Step Social/Emotional Curriculum.	**Expense:** Services and Operating Expenses Professional – Consulting Services, Legal Fees $10,000 **Source:** LCFF Base Grant Local Revenues	All K-5 teachers taught lessons from the Second Step Social/Emotional Curriculum.	$17,000 Funding Source: LCFF

Scope of service:	LEA-wide		Scope of service:	LEA-wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	1. Were the actions effective? 2. Are we keeping the goal? 3. Any changes to the plan? Why or why not? PUSD will need to develop action items for the future to identify the current implementation of the Second Step Curriculum at the elementary sites. While we will continue to establish goals to support student social and emotional learning, we will need to develop a set of expectations as to the number of lessons to be taught at each grade level. Teachers will be asked to provide feedback on the strengths and weaknesses of the Second Step Curriculum. We will also revisit the Welcoming Schools curriculum and provide a similar set of expectations. Principals and district administration will collaborate on connecting the TK-5 social emotional learning curriculum to the middle school experience.

Original GOAL from prior year LCAP:	#3.2 - All high school students will participate in service learning opportunities.	Related State and/or Local Priorities: 1_ 2_ 3_ 4_ 5X 6X 7_ 8X COE only: 9__ 10__ Local: Specify _BOE Goals #3_

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	Baseline data collected on disciplinary incidents and results of the Healthy Kids Survey.	Actual Annual Measurable Outcomes:	2014 California Healthy Kids Survey Results: Key indicators of School Climate and Student Well-Being (Table A.2.1) 2014 Challenge Success Survey Results: Average hours of sleep by grade level on a typical school night

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Action/Service: Continue to provide Professional Development and collaboration opportunities for all staff to implement a Service Learning Program for PHS and MHS students.	**Expense:** Services and Operating Expenses Professional – Consulting Services, Legal Fees $15,000 **Source:** LCFF Base Grant Local Revenues	Led by the Service Learning Coordinator, PHS and MHS provided a comprehensive Service Learning Program for all students that addressed a specific social issue/theme through a combination of curriculum, speaker events, and community service.	$20,212 Service Learning Coordinator (0.2FTE) Funding Source: PEF Salaries and Benefits
Scope of service: LEA-wide		Scope of service: LEA-wide	

_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Were the actions effective? Are we keeping the goal? Any changes to the plan? Why or why not? The Service Learning Coordinator facilitated 2 campus-wide service learning days for 900 students at PHS and MHS. All PHS and MHS students participated in projects relating to themes: stewardship of the environment (Freshman); bias and discrimination (Sophomores); hunger, homelessness, and income disparity (Juniors and Seniors). The Freshman began the transformation of unused outdoor space near the Science building into a learning center and memorial garden in honor of former Science teacher Eileen Rohmer. The Sophomores cycled through a series of activities, which ranged from identifying the language of discrimination, exploring forms of advocacy, creating a class quilt, watching Public Service Announcements produced by Sophomores, and listening to personal stories of PUSD staff who have experienced forms of discrimination. The Juniors assembled personal hygiene kits and sandwiches for homeless teens in Oakland, and the Seniors went off site to work in homeless shelters. At Millennium High School, students created bold, brightly-colored paintings and ceramic mosaics that will be mounted throughout the school. The goal will be continued in 2015-16 in the hopes to expand the program.

Original GOAL from prior year LCAP:	#3.3 - Administration and teachers will implement new practices and procedures to reduce student stress and increase healthy behaviors at the secondary level.	Related State and/or Local Priorities: 1_ 2_ 3X 4_ 5_ 6_ 7_ 8_ COE only: 9__ 10__ Local: Specify _BOE Goals #4

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	Baseline data collected on disciplinary incidents and the results of the Healthy Kids Survey.	Actual Annual Measurable Outcomes:	2014 California Healthy Kids Survey Results: Key indicators of School Climate and Student Well-Being (Table A.2.1) 2014 Challenge Success Survey Results: Average hours of sleep by grade level on a typical school night

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Action/Service: Continue to provide Professional Development and collaboration opportunities for all staff.	**Expense:** Services and Operating Expenses Professional - Consulting Services, Legal Fees $163,000 **Source:** LCFF Base Grant Local Revenues	*The following new practices and procedures were implemented to reduce students stress and increase healthy behaviors:* (a) Led by the PHS/MHS principals, PHS/MHS piloted and evaluated a new bell schedule that allows for a late start time 2x per week; (b) Led by the PMS principals, PMS hosted "Scots Camp" as an orientation activity for incoming 6th grade students;	$610,804 3.0 FTE PHS Admin/0.6 FTE MHS Admin Funding Source: LCFF Salaries and Benefits $301,961 2.0 FTE PMS Admin Funding Source:

			LCFF Salaries and Benefits
		(c) Led by the Director of Instructional Technology, PUSD provided students with revised digital citizenship expectations and responsible use policies for technology;	$120,942 Dir. of Inst. Tech. Funding Source: LCFF Salaries and Benefits
		(d) Led by the PHS/MHS counselors and the College and Career Center Coordinator, PHS/MHS provided collaboration and education opportunities for the community to discuss Advanced Placement and Honors courses as they related to balanced course scheduling and students stress-reduction;	$346,956 3.4 FTE Counseling Funding Source: LCFF, Parcel Tax Salaries and Benefits
		(f) Led by the elementary principals, elementary schools took a new approach to homework, using research-based practices to reduce stress and improve effectiveness.	$44,500 College and Career Center Coordinator Funding Source: PHS Parent's Club Salaries and Benefits
		(e) Led by the Wellness Center Director, the PUSD	$71,080

			Wellness Center provided counseling services to students (grades 6-12) in need and coordinated student leadership programs such as Ambassadors, Peer Advisors, and Youth Educators.	Wellness Center Director Funding Source: Wellness Center Funds, LCFF Salaries and Benefits
Scope of service: LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			Scope of service: LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Were the actions effective? Are we keeping the goal? Any changes to the plan? Why or why not? Each of the new practices were extremely effective in supporting teaching and learning across the district. Through the pilot, PHS/MHS adopted a new bell schedule for 15-16 that allows for a late start time 2x per week. The PMS "Scots Camp" served as an orientation activity for incoming 6th grade students. It provided a comprehensive orientation that helped to alleviate stress and built a stronger sense of community amongst the students. At the beginning of the school year, each school site provided students with a revised set of expectations around digital citizenship and the responsible use policies for technology. This revised document better communicates the district's policies around a student's digital footprint. The PHS/MHS counselors and the College and Career Center Coordinator, provided multiple collaboration and education opportunities for the community to discuss Advanced Placement and Honors courses through 1:1 meetings, and large group workshops and parent education nights.

	Partnering with Challenge Success, the elementary principals and teachers used research-based practices to reduce stress by reducing homework for students in grades K-5. The Wellness Center provided counseling services to hundreds of students (grades 6-12) in need and coordinated student leadership programs such as Ambassadors, Peer Advisors, and Youth Educators. These programs provide leadership opportunities for over 75 students and connect with all students grades 8-12. In 2015-16, PUSD will continue to implement new practices and procedures that reduce student stress and increase healthy behaviors at the secondary level.

Original GOAL from prior year LCAP:	#4.1 - Increase parent involvement in leadership opportunities and school-connectedness (especially those parents from under-represented groups, e.g. EL & SPED) in order to raise awareness of available resources to support student learning.	Related State and/or Local Priorities: 1_ 2_ 3X 4_ 5_ 6_ 7_ 8_ COE only: 9__ 10__ Local: Specify _BOE Goals #4

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	Baseline data collected on parents' satisfaction (including those from under-represented groups) with school communication and feedback opportunities.	Actual Annual Measurable Outcomes:	Baseline data not collected.

LCAP Year: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Action/Service: Continue to provide Professional Development and collaboration opportunities for all staff to develop and facilitate the Educational Leadership Committee and develop and distribute a quarterly parent/staff communication. PUSD will continue to provide designated EL teachers and support staff. PUSD Teachers (including EL teachers and support staff) will (a) participate in professional development on differentiation, (b) introduce and align the ELD standards to our current curriculum.	**Expense:** Professional Development Needs Professional – Consulting Services, Legal Fees $48,000 **Source:** LCFF Base Grant **Expense:** EL Certificated and Classified Salary and	This action was not completed in 2014-15: ● PUSD will need to develop and facilitate an Educational Leadership Committee, consisting of district administration, site principals, teacher-leaders, and parent-representatives from the committees listed below and will review the engagement process, goals, and services/expenditures of the LCAP on a quarterly basis and develop and administer the School Communication and Connectedness Survey. PUSD provides 4 EL/Reading Specialists across the district to support EL students. Each of these teachers participated in 3 days of professional development on differentiation strategies. Led by the Director of Curriculum and Instruction, each of these teachers met together monthly to introduce and begin aligning the ELD standards to the current curriculum. This will need to be an ongoing	$0 $209,085 LCFF Base Grant Salaries and Benefits $110,849 LCFF

		Benefits $185,000 **Source:** LCFF Base Grant Local Revenues Supplemental Grant	action/service in future years. Two DELAC meetings were held in the evenings. To maximize parent participation, both events were held back-to-back with another parent engagement night. Fall DELAC was held just before a Family Math Night. Spring DELAC was held just before a Parent Education Night on the newly adopted elementary math curriculum. District administration worked with PRAISE to promote increased attendance at parent education nights by heightening communication practices and targeting specific members for inclusion.	Supplemental Salaries and Benefits $0 $0	
Scope of service:	LEA-wide __ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:	LEA-wide _X_ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)_____SPED_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	1. Were the actions effective? 2. Are we keeping the goal? 3. Any changes to the plan? Why or why not? PUSD did not develop an Educational Leadership Committee. This work was shared across a number of district-wide committees and councils (e.g. budget advisory, district technology advisory, SPED advisory, GATE advisory, district English Language advisory, parent clubs, Piedmont Education Foundation, modernization steering, green advisory, math task force, and math leadership team). Attendance at DELAC meetings increased due to holding the meetings in the evening (prior to Math Parent Information Nights). Seven families attended the DELAC meeting in the fall and four families attended in the fall. Typically, we have 0-1 parents attend.

	We will continue to hold parent events in the evening. PUSD will also increase communication with parents of under-represented groups by soliciting the help of teachers to promote these events. PUSD will also collaborate with parent leadership groups to encourage greater participation.

Original GOAL from prior year LCAP:	#5.1 - Optimize use of resources through prudent stewardship, enhanced public/private support, and strong community partnerships in order to support student development and ensure robust long-term plans for physical and financial capacity.	Related State and/or Local Priorities: 1X 2_ 3X 4_ 5_ 6_ 7_ 8X COE only: 9__ 10__ Local: Specify _BOE Goals #4_

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	Baseline data collected on all stakeholders' satisfaction with classroom facilities. Baseline data collected on all stakeholders' satisfaction with non-classroom facilities.	Actual Annual Measurable Outcomes:	Baseline data not collected PUSD Board of Education, on the recommendation from the Modernization Steering Committee, initiated Facility Master Planning for the 2015-16 school year.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Action/Service: Continue to provide a PUSD Steering Committee	**Expense:** Certificated Salaries and Benefits $125,000 **Source:** LCFF Base Grant	Led by the Assistant Superintendent of Business Services, PUSD facilitated a Steering Committee that addressed the long-term safety, accessibility, usability, and value of school facilities and infrastructure. The Steering Committee consists of administration, board members, and community members.	$185,495 Assistant Superintendent of Business Services Funding Source: LCFF, Adult Education Salaries and Benefits
Scope of service: LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient		Scope of service: LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	

__Other Subgroups:(Specify)_____		__Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Were the actions effective? Are we keeping the goal? Any changes to the plan? Why or why not? The Modernization Steering Committee's efforts were extremely effective. In their discussions and review of current facility needs as they apply to 21st century education, they recommended the development of a Facilities Master Planning process, beginning in the Summer of 2015. On October 21, 2014, the Board of Education held a special meeting to consider the condition and functionality of District facilities and discuss next steps for addressing facility needs. District staff presented information about the condition of each school facility, including compliance with current standards for accessibility and fire and life safety. In addition, staff presented ongoing considerations including: suitability of facilities to support educational programs; capacity of facilities to accommodate increasing enrollment; availability of State funding for modernization and energy efficiency projects; and bonding capacity for capital improvements. The Board focused on facilities issues that were not addressed during either the seismic safety program (completed in 2013) or recent tech infrastructure upgrades (completed in 2014). The Board then directed staff to set aside Modernization Funds to facilitate the development of a Facilities Master Plan to work with educators, the school community, the City of Piedmont, and the Piedmont Community to assess facilities needs and prioritize needed improvements. The guiding considerations are to support teaching and learning, to serve the educational needs and to enhance opportunities for all students. The Board of Education announced a Request For Proposals (RFP) from qualified architectural firms to effectively partner with the District to perform various components of a Facilities Master Plan. Each Architectural firm responding to the RFP needed to be prepared and equipped to provide complete and detailed Facilities Master Planning services on behalf of the District in an expeditious and timely manner and enable the District to meet critical time deadlines and schedules. Components of the scope of services included: an evaluation of District facilities; developing future facilities needs and alternatives; focusing on educational goals and maintenance standards; preparation of a digital Facilities Master Plan; facilitation and presentation of the Facilities Master Plan to the community and Governing Board. The Board will select an architectural firm to perform Facilities Master Planning prior to July 2015. Goals associated with Facilities Master Planning will be incorporated in subsequent LCAP's.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$111,571

PUSD provides 4 EL/Reading Specialists across the district to support EL students. Each of these teachers will participated in 3 days of professional development on differentiation strategies. They will also collaborated to support general education teachers in aligning their curriculum to the new ELD standards.

PUSD allocated more funding toward the support of EL students than was provided through the supplemental grant.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

0.58	%

Led by the Director of Curriculum and Instruction, EL teacher leaders will continue to meet monthly to discuss the needs of English Learners. EL teacher leaders will continue to be invited to attend trainings on the new ELD Standards and ELD Framework provided by the Alameda County Office of Education.

PUSD will continue to provide 4 EL/Reading Specialists and 1 EL classified staff across the district to support EL students. Each of these teachers will participate in 3 days of professional development on differentiation strategies. They will also continue to collaborate to support general education teachers in aligning their curriculum to the new ELD standards.

In the summer of 2015, over 20 teachers will attend a week-long summer reading institute facilitated by Columbia Teacher's College. How to meet the needs of English Language Learners will be one of the components of the institute.

PUSD allocates more funding toward the support of EL students than is provided through the supplemental grant.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

8-22-14 [California Department of Education]