

LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Piedmont Unified School District		
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2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Welcome to Piedmont Unified School District!

"Students Come First" in the Piedmont Schools. Educators work hard to provide students with a comprehensive, rigorous, and relevant TK- 12 curriculum. Parent participation in classrooms, on field trips, and on boards and committees is high. Residents demonstrate their commitment to education in a variety of ways, but, most importantly, through a parcel tax contributing approximately \$9.0 million, or nearly one third of the district budget, yearly.

Piedmont Unified School District (PUSD) strives to provide a stimulating educational environment for approximately 2,700 students. PUSD is among the highest ranking unified school districts in California on standardized testing measures and over 95 percent of Piedmont Unified School District graduates pursue a college education. A team of over 360 highly experienced and dedicated teachers, support staff, and administrators work with students at six school sites: three elementary schools, one middle school, one traditional high school, one alternative high school, and the district also has an adult school program that shares space with the district schools for evening and weekend classes.

Piedmont Unified Mission Statement: Piedmont Unified, an exemplary school district committed to public education, is dedicated to developing independent learners who are responsible, competent, and intellectually curious with a strong sense of self and community. Through quality instruction and shared leadership, the District will impart knowledge and promote creative and critical thinking in a safe, nurturing, and challenging environment.

Background and History of Piedmont, California

Piedmont is a small, residential community surrounded on all sides by the city of Oakland and is almost entirely zoned for single-family dwelling residential use. Located in the East Bay hills, Piedmont is surrounded on all sides by the city of Oakland's more historic residential districts. Piedmont has a City Hall, a Community Hall, a Veterans' Memorial Building, a Recreation Center, Aquatics Center, and Center for the Arts. Public parks include Piedmont Park, Dracena Park, Crocker Park, Hampton Park, Linda Ave Tot Lot and Dog Run, Kennelly Skate Park, and Blair Park. Playfields include Coaches Playfield, Linda Playfield, and Piedmont Sports Field (at Hampton Park). Residents of Piedmont originally sought incorporation in 1907. Two elections were held among the citizens of Piedmont in 1907, both of which narrowly upheld the decision for Piedmont to become a separate city, rather than become a neighborhood within the city of Oakland. Piedmont became a charter city under the laws of the state of California on December 18, 1922. On February 27, 1923, voters adopted the charter, which can only be changed by another vote of the people.

Local Control Funding Formula (LCFF)

The local control funding formula (LCFF) was enacted in 2013-14 and replaced the previous kindergarten through grade 12 (K-12) finance system which had been in existence for roughly 40 years. The LCFF establishes base, supplemental, and concentration grants in place of previously existing K-12 funding streams. The change in the funding formula coincides with newly-adopted California Common Core State Standards in English Language Arts and Mathematics, as well as the more recently adopted Next Generation Science Standards (NGSS). The new standards are more rigorous and emphasize depth over breadth.

Piedmont Unified School District teachers, classified staff, and administrators are committed to preparing students to be global citizens who graduate with the 21st century learning skills necessary for them to be college and career ready. Substantial shifts in student learning outcomes require substantial changes be made to well-established teaching methods. Piedmont's adoption of the Common Core State Standards requires a thorough review of curriculum and instruction in all content areas, yet full implementation of new standards, curriculum, and instructional practices takes time, if it is to be done well. Goal 2 of PUSD's LCAP outlines 12 actions and services that align to our college and career readiness goal that all students will graduate from PUSD with the 21st century learning skills needed to be successful in whatever college and career path they choose to pursue.

More importantly, however, is the social-emotional well-being of all students and staff. For students to be successful in school and beyond, we believe they must feel physically safe, emotionally cared for, and academically and socially included in their school environment. For this reason, the LCAP advisory committee chose this as Goal 1 of PUSD's LCAP. Yet there have been times when some students have not felt safe or welcome in our schools, namely students of minority groups related to race, religion, ethnicity, academic or physical ability, gender identity, sexual preference, and socioeconomic status. Piedmont is located in the greater Bay area, yet its racial composition does not reflect the diversity of the East Bay. The racial demographics of Piedmont Unified, compared to Alameda County, are as follows: Hispanics 7.6% compared to 33.9%, American Indians .04% compared to .27%, Asian-Americans 12.5% compared to 24.6%, Pacific Islanders .07% compared to 1%, Filipinos .85% compared to 4.9%, African-Americans 1.4% compared to 10.4%, Whites 59.8% compared to 18.9%. The percentage of Piedmont students who identify as two or more races is 17.6% compared to 5.4%, so the other data listed for single ethnicities do not reflect some of the diversity of our population. Goal 1 of our LCAP outlines 6 actions and services related to diversity awareness and appreciation, physical safety, mental health, and overall social-emotional well-being of all students.

Approximately 15% of our student population has diagnosed academic, physical, sensory, or mental disabilities. Approximately 20-25% of students are identified as gifted and talented learners. Some students are twice exceptional (2e), meaning they are both gifted learners and they are a person with a disability. Specialized instruction is required for these students to achieve at their highest potential. Goal 3 includes 5 actions and services that focus on coaching, professional development, and specialized trainings for teachers. The goal of this teacher support is to increase the amount of differentiated lessons for students of special populations and to provide more integrated learning experiences for all students.

Parent involvement is a cornerstone of Piedmont Schools, and the input of community members was integral to the process of creating our LCAP. Members of parent support groups (PRAISE, ALPS, PAINTS, Piedmont Makers, CHIME, PADC), parent clubs, and Piedmont Education Foundation, as well as teachers, classified staff, site and district administrators, and students gave their input into creating our three goals, as well as the actions and services developed to meet them.

We are proud of the efforts of all that went into creating the 2017-20 Local Control Accountability Plan and look forward to the work that lies ahead in order to meet our three goals for student success!

Piedmont City Unified Report

(Note: Data for uncertified district schools will not be included in the district reports however, Independent Reporting Charters that have certified will be displayed on the district report even if the authorizing District has not certified their data.)

School	Code	Hispanic or Latino of Any Race	American Indian or Alaska Native, Not Hispanic	Asian, Not Hispanic	Pacific Islander, Not Hispanic	Filipino, Not Hispanic	African American, Not Hispanic	White, not Hispanic	Two or More Races, Not Hispanic	Not Reported	Total
Beach Elementary	6002281	45	0	33	1	1	6	163	64	0	313
Havens Elementary	6002299	27	0	73	0	5	4	281	103	0	493
Millennium High Alternative	0130286	10	1	3	0	3	7	36	8	0	68
District Non-Public Non-Sectarian Schools	0000001	2	0	1	0	0	1	3	0	0	7
Piedmont High	0136515	38	0	121	1	9	14	503	125	0	811
Piedmont Middle	6066492	53	0	69	0	4	6	437	129	0	698
Wildwood Elementary	6002307	32	0	36	0	1	0	188	45	0	302

Report Total

Level	Code	Hispanic or Latino of Any Race	American Indian or Alaska Native, Not Hispanic	Asian, Not Hispanic	Pacific Islander, Not Hispanic	Filipino, Not Hispanic	African American, Not Hispanic	White, not Hispanic	Two or More Races, Not Hispanic	Not Reported	Total
Piedmont City Unified	0161275	207	1	336	2	23	38	1,611	474	0	2,692
Alameda Total	01	76,975	622	55,717	2,337	11,089	23,670	42,844	12,311	1,339	226,904
State Total	00	3,378,344	33,369	559,159	29,384	153,670	350,338	1,470,499	207,170	46,302	6,228,235

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

This year's LCAP aligns Piedmont Unified's work to the same three goal areas: 1) social emotional well being of students, 2) college and career readiness, and 3) differentiated instruction and integrated learning. A reduction in the number of actions and services will allow us to focus the work being done to meet our three goals.

Key features of the 2017-20 LCAP:

1- Three additional action items in goal 1 related to equity, diversity, and social justice. Reported incidents of hate speech directed at students from minority groups has resulted in community-wide recognition for a long-term plan to address issues related to bias and discrimination. Other actions and services related to work on equity, diversity, and social justice are included in goals 2 and 3, as well.

2- Development of a system-wide plan for tracking and monitoring the progress of English learners and reclassified English learners. As we are preparing to administer the new test for California English Learners (ELPAC) next school year, we need a plan of action for how we will prepare students to be successful on the ELPAC and become reclassified ELs in a timely manner.

3- Many curricular areas will continue to be addressed in 2017-20: English language arts, mathematics, English language development, science, history-social science, health, computer science, visual and performing arts, and world language.

4- Two action items have been added to support classroom differentiation for students of a wide range of ability levels: training on professional learning communities and multi-tiered systems of support.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

1. Academic Indicator: English Language Arts

The 2015-16 school year brought about changes in curriculum and staffing that might have impacted test scores. Elementary teachers taught all reading units of study for the first time and new English teachers were hired in middle and high school. Despite these changes, the average score of "all students" on the CAASPP was very high. According to the Status and Change Report on the California Dashboard, the Status for all students is 76.4 points above Level 3 and Change is an increase of 7.6 points.

2. Academic Indicator: Mathematics

In the 2015-16 school year, elementary teachers implemented new math curriculum, Bridges and Number Corner, and secondary math teachers piloted College Preparatory Mathematics (CPM). Despite teaching new math curriculum K-12, the academic indicator for mathematics showed overall scores of "very high" for most subgroup areas (English learners, Asian, Hispanic, Two or More Races, White). Students with disabilities scored high, but not very high like other subgroups. Note: subgroups having less than 11 students were not reported due to privacy reasons (socioeconomically disadvantaged, American-Indian, Filipino, Pacific-Islander). The Status and Change Report on the California Dashboard indicated that "all students" performed in Mathematics as follows: Status is very high--79.4 points above Level 3--and Change is an increase of 10.1 points.

3. English Learner Indicator

In the 2015-16 school year, at least 90% of our English learner population moved up at least one proficiency level on the California English Language Development Test (CELDT), according to the Status Report on the California Dashboard.

4. Graduation Rate Indicator

The Status and Change Report on the California Dashboard indicates that the "all students" graduate rate is as follows: Status is 98.5% (very high) and Change is categorized as "declined" by 1.5%. The graduation rate for students in all subgroups with enough data to be reported on the California Dashboard is "very high."

5. Suspension Rate Indicator

The Status and Change Report on the California Dashboard indicates that the suspension rate for "all students" is as follows: Status is .2% (very low) and Change is "maintained" at 0%.

GREATEST PROGRESS

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Overall, Piedmont students' scores are above the "red" and "orange" categories in all areas. Areas where improvement is needed are as follows:

Piedmont High School Students with Disabilities Suspension Rate: Piedmont High has 111 students with disabilities, or 13% of the student population. The Status and Change Report on the California Dashboard shows an increase in change of .9% and a status of low (yellow) compared to very low for students in all other subcategories and students overall.

GREATEST NEEDS

Steps for improvement: Students with disabilities report higher levels of anxiety and academic stress and can experience a lack of inclusion. Piedmont High School's WASC process and the Single Plan for Student Achievement include goals related to school climate. Data on subgroups will be discussed as part of this work. In addition, goal #1 of the LCAP is focused on social emotional learning and includes several actions and services intended to address factors that influence behaviors that can lead to suspension, for example: academic stress and inclusion in the school environment.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Piedmont High School Students with Disabilities Suspension Rate is two levels below the all students level. The Status and Change Report on the California Dashboard shows a status of low (yellow) compared to very low (blue) for students overall. There also was an increase in change of .9%.

Steps for improvement: Students with disabilities report higher levels of anxiety and academic stress and can experience a lack of inclusion. Piedmont High School's WASC process and the Single Plan for Student Achievement include goals related to school climate. Data on subgroups will be discussed as part of this work. In addition, goal #1 of the LCAP is focused on social emotional learning and includes several actions and services intended to address factors that influence behaviors that can lead to suspension, for example: academic stress and inclusion in the school environment.

PERFORMANCE GAPS

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

The total student enrollment in Piedmont is 2,708 students. Socioeconomically disadvantaged students are 1% of the population and English Learners are 2% of the population. Overall students in both of these categories perform well. The LEA will improve services for English learners by doing the following:

- 1- Currently there is no consistent system from Kindergarten through 12th grade for monitoring the progress of RFEP students. One of the actions in our LCAP is to create a system-wide process for tracking and monitoring Limited English Proficient (LEP) students and Reclassified English Proficient (RFEP) students.
- 2- Over the next 3 years, we will provide training on the ELA/ELD framework and the ELD standards for English language arts teachers at all levels.
- 3- Instructional materials for English learners will be purchased and differentiated texts aligning to students' reading levels will be used across content areas.
- 4- ELD teachers and teacher aides will receive training on the new state test, ELPAC.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$39,377,812
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$5,601,864.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Base program teachers, librarians, counselors, and site support staff; Expenditures for basic operations and support services - maintenance & operations, custodial staff, district office staff, utilities, general operating supplies. Risk Management which includes insurance. Special Education costs necessary to ensure IEPs are followed beyond special education funding.

\$20,601,470

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

GOAL 1: All students feel physically safe, emotionally cared for, and academically and socially included in their school environment.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Note: The exact numerical targets may change or be added after the following data are analyzed: 2016 CAASPP results, 2016 Stanford Challenge Success Survey results, and California Healthy Kids Survey results (2016-17).

- 100% of school facilities are maintained in good repair (Basic service 1c). Metric: Facilities Inspection Tool (FIT)
- Increase the number of high school parents who attend the LCAP Advisory Committee Meetings (Parent Involvement 3a)
- Increase the number of parents of English Learners and Reclassified English Learners who attend the LCAP Advisory Committee Meetings (Parent Involvement 3b)
- Decrease the number of students at Piedmont Middle School (41 students in 2015-16) who are absent over 18 days (10% of the school year) (Pupil Engagement 5a)
- Maintain <1% chronic absenteeism rate (Pupil Engagement 5b)
- Maintain 0% middle school dropout rate (Pupil Engagement 5c)
- Maintain 0% high school dropout rate (Pupil Engagement 5d)

ACTUAL

- 100% of school facilities are maintained in good repair, as measured by the Facilities Inspection Tool (Basic service 1c).
- In 2015-16, most LCAP Advisory Committee meetings had two or fewer high school parents in attendance. In 2016-17, more high school parents attended the meetings; however, parents were not asked to write the name of their children on the sign-in sheets, nor were they asked the grade level(s) of their children so a specific number of high school parents cannot be reported. In the future, we will ask attendees to complete a short Google form that includes demographic information (Parent Involvement 3a).
- In 2015-16, no parents of English learners attended the LCAP Advisory Committee meetings. At two of the LCAP meetings, at least one parent of a recently reclassified English learner attended. In the future, we will ask attendees to complete a short Google form that includes demographic information (Parent Involvement 3b).
- In 2016-17, the number of students at Piedmont Middle School who were absent over 18 days (10% of the school year) was 39. This number decreased by two students (Pupil Engagement 5a).
- Our expected measurable outcome was to maintain <1% chronic absenteeism rate; however, after reviewing chronic absenteeism across the district, we found that PUSD's 2015-2016 rate was 4% district-wide. The rate of chronic absenteeism district-wide for 2016-17 was 4%--no change from 2015-16 (Pupil Engagement 5b).
- We maintained a 0% middle school dropout rate (Pupil Engagement 5c).

8. Maintain 98-100% high school graduation rate (Pupil Engagement 5e)

9. Maintain 0% high school suspension rate and maintain <1% middle school suspension rate (School Climate 6a)

10. Maintain 0% high school and middle school expulsion rate (School Climate 6b)

11. Increase the percentage of students who connect with at least one adult on campus at PMS, MHS, and PHS (School Climate 6c)

7. We maintained a 0% high school dropout rate (Pupil Engagement 5d).

8. We had a 100% high school graduation rate (Pupil Engagement 5e).

9. The total number of high school suspensions was 14 in 2016-17 (10 out of school and 4 in school), or 1.5%. The total number of middle school suspensions was 7 in 2016-17 (5 out of school and 2 in school), or 1% (School Climate 6a).

10. We maintained a 0% high school and middle school expulsion rate (School Climate 6b).

11. There are no new data on the percentage of students who connect with at least one adult on campus at PMS, MHS, and PHS because the Stanford Survey provided by Challenge Success was not given in the 2016-17 school year and results of the California Healthy Kids Survey given this year have not been released (School Climate 6c).

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services	PLANNED	ACTUAL
	<p>Health and Social Emotional Learning Curriculum & Programs</p> <p>1.1 Review the current status of health standards and social emotional learning guidelines being taught at each level, identify gaps in programs, and begin developing a plan to address any gaps</p> <p>1.2 Form a high school Healthy Relationships Committee to review and expand curricular programs that address students' physical and mental health and social emotional well-being</p> <p>1.3 Expand the Millennium High School advisory program to include 12th graders</p>	<p>Health and Social Emotional Learning Curriculum & Programs</p> <p>1.1 A collection of information on what is taught at each level began in 2015-16 and continued into 2016-17. Several gaps in programs were identified over the 2 years.</p> <p>1.2 Summer work was completed but no formal committee work continued in 2016-17.</p> <p>1.3 Millennium High School's advisory program was expanded to include 12 graders.</p>

Expenditures

BUDGETED	
1.1	Certificated salary
	1000-1999: Certificated Personnel Salaries Locally Defined \$59,426
1.1	Certificated salary 1000-1999: Certificated Personnel Salaries Base \$101,186
1.2	Certificated salaries 1000-1999: Certificated Personnel Salaries Locally Defined \$59,426
1.2	Certificated salaries 1000-1999: Certificated Personnel Salaries Base \$303,907
1.3	Certificated salary 1000-1999: Certificated Personnel Salaries Base \$135,339

ESTIMATED ACTUAL	
1.1	Certificated salary 1000-1999: Certificated Personnel Salaries Locally Defined \$61,119
1.1	Certificated salary 1000-1999: Certificated Personnel Salaries Base \$104,068
1.2	Certificated salaries 1000-1999: Certificated Personnel Salaries Locally Defined \$61,119
1.2	Certificated salaries 1000-1999: Certificated Personnel Salaries Base \$292,622
1.3	Certificated salary 1000-1999: Certificated Personnel Salaries Base \$137,159

Action

2

Actions/Services

PLANNED	
Inclusion	
1.4	Develop a plan to provide general education and special education paraeducators training on social facilitation of play during recess to support all students in feeling socially included
1.5	Convene a committee of district and site administrators, counselors, and attendance clerk/secretary, and campus supervisor to revise district policies and procedures related to chronic absenteeism
1.6	Provide training on gender identity for all staff and students at Beach and for Havens and Wildwood counselors, as one means of supporting transgender students

ACTUAL	
Inclusion	
1.4	A training for elementary special education paraeducators, led by the District behavior specialist, was held on one of the August professional development (PD) days.
1.5	The administrator team had training on chronic absenteeism but no committee was formed.
1.6	Elementary and middle school staff received gender identity training.

Expenditures

BUDGETED	
1.4	Certificated salaries Base \$162,750
1.5	Web-based Dashboard \$2,000
1.6	Consulting fee \$2,000

ESTIMATED ACTUAL	
1.4	Certificated salaries 1000-1999: Certificated Personnel Salaries Base \$97,376
1.5	Web-based Dashboard 5800: Professional/Consulting Services And Operating Expenditures Base \$0
1.6	Consulting fee 5800: Professional/Consulting Services And Operating Expenditures \$5,122

Action **3**

Actions/Services

PLANNED
Physical and Mental Health

1.7 Improve the data collection of health and medical information for students as part of the new annual registration process to increase student safety measures

1.8 Create and implement voluntary food allergy guidelines to increase student safety measures

1.9 Review current practices and establish clear guidelines for referring students for educationally-related mental health services evaluations and home hospital instruction

ACTUAL
Physical and Mental Health

1.7 Health and medical information is now collected inside of Infinite Campus (IC) as part of a redesigned Annual Registration and Online Enrollment process.

1.8 Adjustments in practice have been made at each level to ensure student safety around food allergies.

1.9 A draft document of services for School-Based Mental Health Services has been developed. The referral system for students is now functioning at all levels and guidelines have been shared with all school psychologists.

Expenditures

BUDGETED

1.7	Annual registration software services	\$7,500
1.8	No additional cost	\$0
1.9	No additional cost	\$0

ESTIMATED ACTUAL

1.7	Annual registration software services 5800: Professional/Consulting Services And Operating Expenditures Base	\$7,500
1.8	No additional cost	\$0
1.9	No additional cost	\$0

Action **4**

Actions/Services

PLANNED
Physical Safety

1.10 Implement Visitor Management System at all schools and explore needs and policies/guidelines on security video camera usage

1.11 Implement staff emergency text messaging system in student information system

1.12 Create a Board Policy on sexual assault prevention

ACTUAL
Physical Safety

1.10 A visitor management platform, Envoy, was implemented at Beach, Wildwood, Havens, the District Office, and the Wellness Center.

1.11 The District used SMS text messages to notify parent/guardians in emergencies.

1.12 Board Policy and Administrative Regulation 6142.12 Healthy Relationships/Sexual Assault Prevention was approved by the School Board on April 26, 2017.

Expenditures

BUDGETED

1.10 General Fund/Facilities	
	\$4000
1.11 Messaging Service Shoutpoint DIS TECO	\$3,500
1.12	\$303,907

ESTIMATED ACTUAL

1.10 General Fund/Facilities	
	5800: Professional/Consulting Services And Operating Expenditures Base \$3,608
1.11 Messaging Service Shoutpoint DIS TECO	(no additional cost as already in use for parent notifications) 5800: Professional/Consulting Services And Operating Expenditures Base \$3,450
1.12 Certificated Salaries 1000-1999: Certificated Personnel Salaries	\$188,554

Action

5

Actions/Services

PLANNED

Reducing Academic Stress

1.13 Review and evaluate the Middle School Homework Policy pursuing the goal to limit the total nightly allocation of homework to 90 minutes for grades 6-8

1.14 Evaluate the PMS Late Start Bell Schedule, including staff learning more about a student's typical school day, to find out whether it has resulted in more students getting additional sleep

1.15 Create a final exam schedule at PMS that maintains instructional minutes and avoids overloading students at the end of each semester

1.16 Pilot a Coordination Calendar of major tests and projects at PHS to reduce the number of tests and major projects due the same day/week

1.17 Implement a Schoolwide Testing Center for PHS/MHS to allow students a space to make up tests

1.18 Establish a 9:30 PM curfew at Piedmont High School for all school co-curricular and extracurricular activities Sunday through Thursday and guidelines for no co-curricular or extracurricular school activities prior to the start of the instructional day

ACTUAL

Reducing Academic Stress

1.13 Preliminary data were collected through informal conversations and emails from parents. Formal survey data will be reviewed at the site level.

1.14 Survey data on the PMS Late Start Bell Schedule was collected.

1.15 No change of schedule was needed, because only 7th and 8th grade math teachers and World Language were giving final exams and those could be completed during a block day.

1.16 The Coordination Calendar pilot was held in the fall semester.

1.17 The PHS/MHS Testing Center was established in the fall.

1.18 The curfew was established and has been in practice this year.

Expenditures

BUDGETED	ESTIMATED ACTUAL
1.13 No additional cost \$0	1.13 No additional cost \$0
1.14 No additional cost \$0	1.14 No additional cost \$0
1.15 No additional cost \$0	1.15 No additional cost \$0
1.16 Materials PHS Site Fund	1.16 Materials PHS Site Fund 0001-0999: Unrestricted: Locally Defined Base \$1,200
4000-4999: Books And Supplies Other \$1,200	
1.17 Classified Attendance Secretary (0.2FTE) 2000-2999: Classified Personnel Salaries LCFF Base \$12,786	1.17 Certificated substitute 1000-1999: Certificated Personnel Salaries Base \$7,800
1.18 No additional cost	1.18 No additional cost \$0
\$0	

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Goal 1 of Piedmont’s LCAP focused on students’ social-emotional well-being and stated: All students feel physically safe, emotionally cared for, and academically and socially included in their school environment. In 2016-17, we worked toward achieving this goal by implementing 18 actions and services that were grouped into 5 major areas:

- 1- Health and Social Emotional Learning Curriculum & Programs (3 actions/services)
- 2- Inclusion (3 actions/services)
- 3- Physical and Mental Health (3 actions/services)
- 4- Physical Safety (3 actions/services)
- 5- Reducing Academic Stress (6 actions/services)

Overall, most actions/services were implemented as planned. Below is a summary of the work completed for each action/service in each of the 5 major areas.

Health and Social Emotional Learning Curriculum & Programs

1.1 A collection of information on what is taught at each level began in 2015-16 and continued into 2016-17. Several gaps in programs have been identified (e.g. 11th grade--no specific course or programmatic activity in place). Input on this topic also was provided by teachers and parents through LCAP discussions. The Health Standards and Framework are being rewritten by the California Department of Education (CDE), so districts will have more direction in this area in the future.

Assembly Bill 329, the California Healthy Youth Act (CHYA), was signed into law in September, 2015. This law requires certain content related to sexual education to be taught in middle and high school. Some of the new content will be integrated into the current 10th grade social psychology class. One middle school science teacher, one high school elective teacher, and one administrator attended a training on Positive Prevention Plus curriculum that addresses content mandated by the CHYA.

1.2 Summer work completed by the Healthy Relationships Committee focused on revisiting the high school Consent Assembly, offered to all 9th and 12th graders. PUSD hired a consultant to support the high school drama teacher, who leads the assembly, and together they revised some of the content and trained teachers and students to facilitate conversations following the assembly.

1.3 This was the third year of the Millennium High School (MHS) advisory rollout and is the first year that the advisory program was fully implemented. All MHS students attended a grade-level advisory once per month. The advisory class served as a touch point for students with an advisor that led discussions about topics that were important to each grade. Advisory also focused on helping students to set academic and personal goals for the year through the creation of an Individual Learning Plan (ILP). This year student ILPs were aligned to the MHS Student Learning Outcomes. This gave our students the opportunity to better understand what Millennium High School hopes to develop in all students. It also allowed our students to create goals that align to the core mission at MHS.

Inclusion

1.4 A training for elementary special education paraeducators, was held on one of the August professional development (PD) days, and was led by the District behavior specialist. As a follow-up, the elementary program specialist provided training for special education paraeducators on supporting social communication during the weeks of November and March conferences. The elementary special education program specialist and elementary principals collected feedback from staff on recess issues and areas in need of support. Feedback was reviewed with site administrators to determine next steps.

1.5 The administrator team had training on chronic absenteeism led by the Alameda County Office of Education (ACOE) leadership who helped our team to review district chronic absenteeism data. The admin team recognized there are inconsistencies in the way attendance is recorded at each site and will be working on norming definitions and practices related to tardy and absence recording. Further investigation on absenteeism will be done at Piedmont Middle School (PMS) where data indicate more of a problem. After data are collected and reviewed, site administrators will work with counselors and teachers to develop absenteeism interventions that may include policy and procedure for letters, counselor outreach, wellness center referrals etc.

1.6 Discussions about training on gender identity expanded to include all of the elementary sites and PMS due to a high level of interest and request from teachers for training. A request for proposals was sent to companies and tri-school principals, middle school admin, and district administrators met with a prospective service provider. The team agreed to hire Gender Spectrum to lead the training. PMS staff received the overview training in February and elementary staff in April. Following the trainings, site administrators worked with their staffs to create Gender Leadership Teams (GLT)--one trischool team and one at PMS. Gender Spectrum will train staff using a trainer-of-trainer model and will continue to support the GLTs at each level. The kickoff meeting for elementary was held on June 2nd. A multi-year implementation plan will be created at the site level in collaboration with district leadership.

Physical and Mental Health

1.7 Health and medical information is now collected inside of Infinite Campus (IC) as part of a redesigned Annual Registration and Online Enrollment process. The secure collection process in IC allows quicker processing by district nursing staff, as well as efficiencies in emergency card creation and identification of students in our student information system. Parents report relevant medical conditions in the encrypted website which are reviewed by district nursing staff. "Flags" for allergies and other life-threatening conditions are created by the nurses to alert teachers and staff. With role and function-based rights, records are protected, and student safety is enhanced.

We piloted the more robust process last spring during New-Student Registration and then implemented over the summer with Annual Registration. Nearly 96% of all district families completed the process this year, resulting in more accurate and timely information for our schools.

1.8 Adjustments in practice have been made at each level to ensure student safety around food allergies. Improvements to health data collection resulted in more accurate and timely food allergy warnings being available to classroom teachers (see Action 1.7). This data in the Student Information System made it easier to meet the needs of individual students or larger scale school activities. At PMS, teachers contacted site administrators about allergies requirements and their new food allergy guidelines when planning the 6th grade banquet. As a result the school created a gluten-free table at the banquet.

1.9 The PUSD Mental Health Coordinator/School Psychologist, in collaboration with Wellness Center, developed a draft document of services for School-Based Mental Health Services. This information was shared at the January Special Education Advisory meeting for input and feedback. The referral system for students is now functioning at all levels and guidelines have been shared with all school psychologists.

Physical Safety

1.10 In order to improve student safety, the District implemented visitor management platform, Envoy, at several sites. The system collects visitor's name, host/reason, and a photo of the visitor, along with a timestamp and prints out visitor badges. This information is available for export and analytics. Email and text notification of visitors are sent to the hosts. The system has been put into place at Beach, Wildwood, Havens, the District Office, and the Wellness Center. PMS and PHS have not been implemented yet.

Additionally a "Vulnerability and Physical Security School Site Assessment" was conducted for each school site. The outcome was the development of a comprehensive Piedmont Safe Schools Plan, through Crisis Management Solutions who worked with Piedmont Police, Fire, and PUSD admin for the past year. The tri-school safety committee developed their own safety plan which meets the needs of all three elementary sites. The Magnolia corridor sites (PMS, MHS, PHS) developed their own plan based on site and location needs.

Approximately 200 staff received professional training by Safe Schools in implementing our safety protocols. Four drill procedures have been worked on: Shelter in place, lockdown/reverse lockdown, and earthquake, and fire. Alerts for all of these incidents are programmed in school paging/bells systems (Calypso) and can be launched with a push of the button. Other safety features will be implemented, including the ability to lock all outside doors remotely.

1.11 Based on review of lockdown protocols last year, and in reviewing incidents of violence in schools, the District wanted to implement a way to reach staff other than paging loudspeakers or email. The District office has used SMS text messages to notify parent/guardians in emergencies for a few years and concluded this would enhance staff emergency communications as well. Recent court rulings were reviewed to confirm emergency use of text messaging systems with staff. In order to implement emergency text messages to staff, current cell phone numbers were needed. At the beginning of the year our emergency text message features could only reach about 119 staff members. Processes were created to collect and update all staff cell phones in Infinite Campus during the fall. It has been proven that the system can text over 313 staff members in the case of emergency.

1.12 Several meetings were held with a group of parents and administrators to create a board policy and administrative regulations on sexual assault prevention. The group reviewed previously approved board policies and the draft board policy written in 2015-16 by the healthy relationships committee. Collectively the group gave input and several changes were made prior to the School Board adopting Board Policy and Administrative Regulation 6142.12 Healthy Relationships/Sexual Assault Prevention.

Reducing Academic Stress

1.13 The PMS Site Council and School Advisory Council (SAC) members gave input and questions on the PMS Homework Policy were vetted by two teams. The survey was given in the second semester, which allowed more time for students to see the benefits and give input on the challenges. Preliminary data were collected through informal conversations and emails from parents thanking the principal for the changes. Teachers worked to reshape and rethink homework. Teachers were concerned about students being prepared for 9th grade. The new homework policy coincided with the implementation of shorter school day, and some teachers worried about getting through the curriculum. Science teachers reported that not having homework in the evenings required more review time in the class. Formal survey data will be reviewed at the site level.

1.14 PMS Site Council and PMS School Advisory Council members gave input and questions on the PMS Late Start Schedule were vetted by two teams. The survey was given in the second semester, which allowed more time for students to see the benefits and give input on the challenges. The start time went from 7:55 to 8:20 and increased the length of the day by 7-8 minutes. Release time ends 7 to 8 minutes earlier. There was a decrease in instructional minutes from 50 to 48 minutes on non-block days and from 72 to 69 minutes on block days. Daily announcements were reduced from 5 to 2 minutes and were changed to being held after brunch. Site administrators heard only positive responses from parents.

1.15 After a closer examination of PMS's site practices, it was learned that only 7th and 8th grade math teachers and world language were giving final exams. It was agreed that no projects or homework would be given to students the week of finals. This allowed students to take their world language and math final exams during a block day, without needing to complete projects. Schoolwide expectations were discussed and new plans were created, but no change of the final exam schedule was needed.

1.16 A pilot of the PHS Coordination Calendar was held in the fall semester. Large hard copy calendar posters were placed in every classroom, and electronic options were investigated by the Challenge Success Coordinator. The Coordination Calendar was discussed numerous times at School Site Council and School Advisory Committee (Department Chairs). The Coordination Calendar was put on hold at the

point when the Director of Instructional Technology and a team of administrator and teachers began researching a Learning Management System (LMS), which would serve a similar purpose.

1.17 The PHS/MHS Testing Center was established in the fall. The Testing Center was located in the Piedmont High School Chris Stevens Library. The Testing Center was open on Tuesdays and Fridays from 8:00 am to 3:15 pm. Protocols were established for teachers to leave assessments for students to make up, retake, or finish. The number of students who utilized the Testing Center increased significantly after the first few months it opened. A substitute was hired two days per week to fill this position.

1.18 The curfew was established and was in practice all year. The expectations were communicated through School Advisory Council and at a staff meeting. Data were collected from a parent and student survey. The curfew was followed by the Visual and Performing Arts Department and the PHS/MHS Athletic Department. The Director of Athletics communicated to all coaches the curfew expectation prior to the opening of the fall, winter, and spring seasons. The curfew was followed except for a few unanticipated occasions.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall the 18 actions/services were effective next steps toward the goal of improving the social-emotional well-being of our students for the following reasons:

1- There were many actions and services identified in this year's LCAP, and we were concerned about our ability to implement these effectively; however, the District's team of directors worked with site administrators and together they completed many items as planned. In the case of the few that were not completed, plans for next steps are outlined in the 2017-20 LCAP. For example, work related to health curriculum and programs has been moved to Goal 2, because it is work directly related to the health content standards.

2- All of the site initiatives were enacted and site principals reported positive outcomes for students in the following areas:

- a. The modified content of the high school consent assembly was well-received and follow-up discussions led by teachers and students were positive, so these changes will continue in 2017-18.
- b. The MHS Advisory Program was fully implemented for all students.
- c. Gender identity training expanded beyond Beach to all elementary and middle school, and staff members have been identified to serve on gender leadership teams.
- d. Teachers made necessary changes to their curriculum practices and classroom celebrations to ensure physical safety related to food allergies.
- e. Staff at all levels were trained on emergency safety procedures.

f. Positive changes were made to Piedmont Middle School's Homework Policy, Late Start Bell Schedule, and Final Exam Schedule in an effort to alleviate academic stress for students.

g. The pilot of the Coordination Calendar was not effective for many reasons; however, the desire to support students in managing their time has led to a new action item: implementing a learning management system (LMS). This service will be provided for 6th-12th graders.

h. The high school testing center and curfew were implemented successfully, each helping to alleviate stresses related to academics.

3- Results of the 11 annual measurable outcomes suggest that overall students are physically safe and emotionally cared for in our schools, in the following areas:

a. Physical safety: 100% of school facilities are maintained in good repair and plans for improving our high school facilities are in motion.

b. Student Engagement: California measures student engagement by dropout and graduation rates. No students dropped out of PMS, MHS, or PHS and all of our MHS and PHS students graduated in 2017.

c. School Climate: California measures school climate by expulsion and suspension rates. No students were expelled from PMS, MHS, or PHS. Two of 695 PMS students were suspended, and eight of 860 PHS were suspended. These numbers represent less than 1% of the total student population at these two sites. Three of 73 MHS students were suspended, which represents 4% of the student population. These percentages suggest that overall school climate is positive in our secondary schools, as measured by expulsion and suspension rates.

4. In the area of chronic absenteeism, the work done by the administrative team was a beginning but was not effective in implementing any change in student outcomes. Our expected measurable outcome in 2016-17 was to maintain <1% chronic absenteeism rate; however, after reviewing Chronic Absenteeism across the district, we found that PUSD's 2015-2016 rate was actually 4%. As of early April, we already were on track to having a 3% chronic absenteeism rate for 2016-17. Also, the number of students at Piedmont Middle School who were absent over 18 days (10% of the school year) was 40, which represented a decrease of only one student. When we began our work in this area, the administrative team realized that inconsistencies in the way tardies and absences are recorded at each site prevented the

team from relying on current data to communicate the full story as to why students are chronically absent; therefore, this work will continue as part of the 2017-20 LCAP.

5. Lack of current survey data from the California Healthy Kids Survey or the Standard Survey from Challenge Success make it challenging to measure improvement in student engagement or school climate beyond suspension, expulsion, or absenteeism rates. According to those indicators, most Piedmont students appear to feel safe and included in their school environment. There is work to be done to find out why 5.8% of PMS students were chronically absent, because we currently do not know whether these absences were related to school climate or student engagement issues. Another measure of school climate is the percentage of students who feel connected to at least one adult at PMS, MHS, and PHS, but since this is measured by the Challenge Success survey, data on this measure will be reported when the survey is taken in 2018-19. Some discussion has begun about the need to administer a local survey on a few key areas so data can be collected annually.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The Budgeted Expenditures for the 18 actions/services that focused on improving students' social-emotional well-being totaled _____. The Estimated Actual Expenditures for the 18 actions/services totaled _____. The explanation for the differences between the Budgeted Expenditures and the Estimated Actual Expenditures are provided below, for each of the five major areas of focus in Goal 1.

1- Health and Social Emotional Learning Curriculum & Programs- the Budgeted Expenditures for the 3 actions/services was _____ and the Estimated Actual Expenditures was \$ _____. The reason for the difference is _____.

2- Inclusion- the Budgeted Expenditures for the 3 actions/services was \$ _____ and the Estimated Actual Expenditures was \$ _____. The reason for the difference is _____.

3- Physical and Mental Health- the Budgeted Expenditures for the 3 actions/services was \$ _____ and the Estimated Actual Expenditures was \$ _____. The reason for the difference is _____.

4- Physical Safety- the Budgeted Expenditures for the 3 actions/services was \$ _____ and the Estimated Actual Expenditures was \$ _____. The reason for the difference is _____.

5- Reducing Academic Stress- the Budgeted Expenditures for the 6 actions/services was \$ _____ and the Estimated Actual Expenditures was \$ _____. The reason for the difference is _____.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Health and Social Emotional Learning Curriculum & Programs

1.1 The Health Standards and Framework are being rewritten by the California Department of Education (CDE), so districts will have more direction in this area in the future. Gaps and areas of need will continue to be identified. This work overlaps with work in new LCAP actions and services related to equity, diversity, and social justice.

1.2 This action item will not be written into the 2017-20 LCAP because this work is folded into action item 1.1 listed above.

1.3 This action item will not be written into the 2017-20 LCAP because it was completed in 2016-17.

Inclusion

1.4 This action item will not be written into the 2017-20 LCAP but work in this area will continue at each elementary site, as needed.

1.5 This action will continue in the 2017-20 LCAP and will include a review of Attendance Works and continued research on absenteeism. Further investigation on absenteeism will be done at Piedmont Middle School (PMS) where data indicate more of a problem. After data are collected and reviewed, site administrators will work with counselors and teachers to develop absenteeism interventions that may include policy and procedure for letters, counselor outreach, wellness center referrals etc.

1.6 This action item has been rewritten and embedded in LCAP action/service 1.1: Equity, Diversity, and Social Justice Professional Development.

Physical and Mental Health

1.7 This action item will not be written into the 2017-20 LCAP because the bulk of implementing this improved process has been completed.

1.8 This action item will not be written into the 2017-20 LCAP because the bulk of the work has been completed and remaining work will be handled at individual school sites.

1.9 This action item will continue in the 2017-20 LCAP. In 2017-18, we will address the process for students referred for educationally related mental health services by discontinuing outside contract services with mental health agencies and employ a licensed Marriage and Family Therapist to support coordinated services between PUSD Wellness Center and Special Education, provide “wrap” services for students and families in support of mental health needs, and support the development of a counseling-enriched classroom structure. We will evaluate the efficacy for student outcomes related to services provided in-district. In 2018-19, we will evaluate student outcomes with the new model of service and make adjustments as necessary.

Physical Safety

1.10 This work will continue next year as part of each of the Safe Schools Plan but will not appear as its own action item in the LCAP.

1.11 This action item will not be its own item in the 2017-20 LCAP but instead has been incorporated into the Safe Schools Plan.

1.12 This action item will not be written into the 2017-20 LCAP because the Board Policy has been written and supporting work is embedded in other action items.

Reducing Academic Stress

1.13 This action item will not continue as its own action item in the 2017-20 LCAP but discussions about the survey data collected and ways to reduce student stress will continue at the site level and will be a component of the work of the 6-8 SEL Committee.

1.14 This action item will not continue as its own action item in the 2017-20 LCAP but discussions about the data collected and ways to reduce student stress will continue at the site level and will be a component of the work of the 6-8 SEL Committee.

1.15 This action item will not continue as its own action item because this work was completed. Further discussions about ways to reduce student stress will continue at the site level and will be a component of the work embedded in discussions about teaching health and well-being.

1.16 This action item will not continue as its own action item but discussions about reducing student stress will continue at the site level and will be a component of the work embedded in discussions about teaching health and well-being.

1.17 This action item will not continue as its own action item but discussions about reducing student stress will continue at the site level and will be a component of the work embedded in discussions about teaching health and well-being..

1.18 This action item will not continue as its own action item but discussions about reducing student stress will continue at the site level and will be a component of the work embedded in discussions about teaching health and well-being.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

GOAL 2: All students graduate with the 21st century learning skills needed for college and careers.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Note: Exact numerical targets may change or be added after results for the 2016 CAASPP are analyzed

- Maintain 100% teachers in the District appropriately assigned and fully credentialed or working toward a credential in the subject area for the pupils they are teaching (Basic Services 1a) Metric: California Longitudinal Pupil Achievement Data System (CALPADS)
- Increase the number of K-5 Art teachers who have earned or will be working toward a California art credential (Basic Services 1a) Metric: CALPADS
- Increase the percentage of science instructional materials at the middle school level that are aligned partially or fully to the California Science Standards for Next Generation Science (Basic Services 1b) Metric: Curriculum inventory
- Increase the percentage of elementary students who have access to literature and information texts that align to their instructional and independent reading levels and that represent a range of choices that match their reading interests (Basic Services 1b) Metric: Classroom inventory
- Develop a flexible professional development plan that allows up to 100% of credentialed teachers to self-select an area of professional

ACTUAL

- 100% teachers in the District are assigned appropriately and fully credentialed or working toward a credential in the subject area for the pupils they are teaching (Basic Services 1a).
- Three elementary teachers were hired and all have a valid California art credential (Basic Services 1a).
- Middle school teachers at each level taught at least one unit that is aligned partially or fully to the new California Science Standards (Basic Services 1b).
- Through the purchase of guided reading books (K-2), online Tumblebooks, and over 84,000 Newsela reading-level aligned current event articles viewed online by elementary students, there was a substantial increase in the amount of nonfiction texts accessible to students in grades K-5 (Basic Services 1b).
- 97% of teachers submitted a flexible professional development plan that allowed them to self-select an area of professional growth and participate in 18 hours of professional learning (State Standards 2a)
- The work of completing a formal evaluation of lessons aligned to standards did not get completed this year. Instead, teachers met regularly and discussed how they have been addressing teaching their grade-level standards. Documents were created in middle school and high school and work in this area will continue in 2017-18 (State Standards 2a).

growth and participate in 18 hours of professional learning (State Standards 2a) Metric: Completed Professional Learning Logs

6. Increase the percentage of middle and high school English language arts lessons and assignments that are aligned fully to Common Core State Standards for ELA: Reading, Writing, Speaking and Listening, Language (State Standards 2a) Metric: English Department Alignment Spreadsheet

7. Increase the percentage of elementary math teachers who participate in a coaching cycle with the elementary math coach (State Standards 2a) Metric: Math coaching log

8. Maintain the goal that 100% of secondary math teachers who teach a Common Core mathematics course will receive training on District-adopted instructional materials from College Preparatory Mathematics (CPM) trainers (State Standards 2a) Metric: Attendance at CPM training

9. Increase the percentage of elementary students who are reading on grade level by the end of third grade (State Standards 2a) Metric: Baseline score on the Fountas and Pinnell local assessment to be established in 2016

10. Increase the number of elementary classroom teachers, teacher leaders, and teacher specialists, and administrators who receive training on the new ELA/ELD framework (State Standards 2b) Metric: Attendance at admin-directed CPT

11. Increase the number of secondary English teachers and administrators who receive training on the new ELA/ELD framework (State Standards 2b) Metric: Attendance at admin-directed CPT

12. Increase by 3% percent the number of students in grades 3-8 who score "Above Standard" on the Smarter Balanced Assessment Reading Claim 1: Demonstrating understanding of literary and non-fictional texts (Pupil Achievement 4a) Metric: Smarter Balanced Assessment

- 3rd grade- 50%
- 4th grade- 41%
- 5th grade- 59%
- 6th grade- 45%
- 7th grade- 41%
- 8th grade- 55%

7. 33 elementary teachers (70%) participated in formal coaching with the elementary math coach. All teachers participated in either a partial or full day of PD on scoring math assessment with the math coach (State Standards 2a).

8. 63% (5/8) of the secondary math teachers who taught a new level of Common Core mathematics attended training on the District-adopted instructional materials from College Preparatory Mathematics (CPM) trainers (State Standards 2a).

9. Teachers and administrators are still in the process of learning how to utilize Illuminate as a tool for collecting and analyzing data. Some Fountas and Pinnell reading data were collected in Illuminate in late spring for grades K-2 but analysis of the data will not occur until fall of 2017 (State Standards 2a).

10. 0% of elementary classroom teachers, teacher leaders, teacher specialists, or administrators received training on the new ELA/ELD framework (State Standards 2b)

11. 59% (10/17) middle school teachers and 100% (two) middle school administrators received the equivalent of one full day of training on the ELA/ELD framework (State Standards 2b). Training will continue in the fall.

12. Students in grades 3-8 who score "Above Standard" on the Smarter Balanced Assessment Reading Claim 1: Demonstrating understanding of literary and non-fictional texts

- 3rd grade- 55%, an increase of 5%
- 4th grade- 59%, a decrease of 18%
- 5th grade- 53%, a decrease of 6%
- 6th grade- 48%, an increase of 2%
- 7th grade- 53%, an increase of 12%
- 8th grade- 52%, an decrease of 3%

These data points are not current. These are comparisons from 2015 (2 years ago) to 2016 (one year ago) but are good beginning data points. Preliminary data on the 2017 CAASPP are available but are incomplete, so comparisons will be made in the fall to see what progress was made in Reading Claim 1. In addition, the California School Dashboard will serve as a new reference for measuring both status and change in these areas, as well as providing data for numerically significant student groups. For student groups with small numbers, we will review data on individual students in Illuminate.

13. The number of 11th grade students who scored "Standard Exceeded" on the Overall Achievement in English Language Arts was 66% in 2016, a decrease of 1%.

2016 11th Grade English Language Arts Overall Achievement

13. Increase by 3% the number of 11th grade students who score “Standard Exceeded” on the Overall Achievement in English Language Arts (Pupil Achievement 4a) Metric: Baseline data 2015: 67%

2015 11th Grade English Language Arts Overall Achievement

- Standard Exceeded: 67%
- Standard Met: 22%
- Standard Nearly Met: 8%
- Standard Not Met: 3%

14. Increase by 5% of the number of 11th grade students who score “Above Standard” in the Listening claim: Demonstrating effective communication skills (Pupil Achievement 4a) Metric: Baseline data

Listening: Demonstrating effective communication skills

- Above Standard: 44%
- At or Near Standard: 52%
- Below Standard: 4%

15. Increase by 3% percent the number of students in grades 3-8 and 11 who score “Above Standard” on the Smarter Balanced Assessment Mathematics Claims 2 & 4: Problem Solving and Modeling/Data Analysis (Pupil Achievement 4a) Metric: Smarter Balanced Assessment

All Grades Mathematics: Problem Solving and Modeling/Data Analysis: Using appropriate tools and strategies to solve real world and mathematics problems

- Above Standard: 61%
- At or Near Standard: 33%
- Below Standard: 6%

16. Establish baseline data on Math Performance Task Assessments K-8 and High School (Pupil Achievement 4a) Metric: District Math Performance Task Data collected in Illuminate

17. No API metric available (Pupil Achievement 4b)

- Standard Exceeded: 66%, a decrease of 1%
- Standard Met: 27%, an increase of 5%
- Standard Nearly Met: 6%, a decrease of 2%
- Standard Not Met: 1%, a decrease of 2%

These data points are not current. These are comparisons from 2015 (2 years ago) to 2016 (one year ago) but are good beginning data points. Preliminary data on the 2017 CAASPP are available but are incomplete, so comparisons will be made in the fall to see what progress was made in Overall Achievement in ELA. In addition, the California School Dashboard will serve as a new reference for measuring both status and change in these areas, as well as providing data for numerically significant student groups. For student groups with small numbers, we will review data on individual students in Illuminate.

14. Increase by 5% of the number of 11th grade students who score “Above Standard” in the Listening claim: Demonstrating effective communication skills

Listening: Demonstrating effective communication skills

- Above Standard: 50%, an increase of 6%
- At or Near Standard: 48%, a decrease of 4%
- Below Standard: 2%, a decrease of 2%

These data points are not current. These are comparisons from 2015 (2 years ago) to 2016 (one year ago) but are good beginning data points. Preliminary data on the 2017 CAASPP are available but are incomplete, so comparisons will be made in the fall to see what progress was made in the Listening Claim. In addition, the California School Dashboard will serve as a new reference for measuring both status and change in these areas, as well as providing data for numerically significant student groups. For student groups with small numbers, we will review data on individual students in Illuminate.

15. Increase by 3% percent the number of students in grades 3-8 and 11 who score “Above Standard” on the Smarter Balanced Assessment Mathematics Claims 2 & 4: Problem Solving and Modeling/Data Analysis

All Grades Mathematics: Problem Solving and Modeling/Data Analysis: Using appropriate tools and strategies to solve real world and mathematics problems

- Above Standard: 65%, an increase of 4%
- At or Near Standard: 30%, a decrease of 3%
- Below Standard: 5%, a decrease of 1%

- 18. Increase the percentage of unduplicated students and students with disabilities who complete a-g course requirements (Pupil Achievement 4c) Metric: Infinite Campus data
- 19. Increase the number of students who take the AP Foreign Language Exams (AP French, AP Spanish, AP Mandarin) and pass with a 3 or higher (Pupil Achievement 4f) Metric: AP Exam data
- 20. Increase the number of students who graduate with the Seal of Biliteracy (Other Pupil Outcomes 8a) Metric: Seal of Biliteracy
- 21. Increase the percentage of 11th grade students who demonstrate college preparedness in ELA and Mathematics pursuant to the Early Assessment Program set by Higher Education (Pupil Achievement 4g) Metric: SBAC in ELA and Mathematics
- 22. Secondary students currently have access to a 7-period day, which allows for a broad course of study. Data on two subgroups--students with disabilities and English learners--will be disaggregated to determine the percentage of students who have the same access to a broad course of study (Course Access 7a) Metric: Infinite Campus data
- 23. Increase the number of classroom facilities that are equipped for 21st century learning (Basic Services 1c) Metric: Local Facilities Needs Assessment and Master Plan

These data points are not current. These are comparisons from 2015 (2 years ago) to 2016 (one year ago) but are good beginning data points. Preliminary data on the 2017 CAASPP are available but are incomplete, so comparisons will be made in the fall to see what progress was made in Math Claims 2 & 4. In addition, the California School Dashboard will serve as a new reference for measuring both status and change in these areas, as well as providing data for numerically significant student groups. For student groups with small numbers, we will review data on individual students in Illuminate.

16. Baseline local math data was collected in Illuminate but was not reported to or analyzed at the site or district level. More work needs to be done to coordinate teachers' and administrators' work in this area.

17. No API metric available

18. 212 of the 223 seniors, or 95%, completed UC/CSU requirements. 8 of the 11 students who did not complete UC/CSU requirements were special education students. In the 12th grade, 30 students are special needs students, so 73% (22/30) of special education students completed the UC/CSU requirements and 27% (8/30) did not.

19. In 2015-16, 41 students took the AP World Language Exams: 14 Chinese Language and Culture, 11 French language and Culture, 2 German Language and Culture, 14 Spanish Language and Culture, 1 Japanese Language and Culture

20. These data are not available at this time.

21. The results of the 2016 CAASPP indicated that 59 students were NOT EAP eligible in ELA and 52 students were NOT EAP eligible in Mathematics.

22. Data on the two subgroups could not be collected.

23. All standard classrooms are equipped with LCD projector and internet access.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services

PLANNED
 English Language Arts/English Language Development

2.1 Develop an articulated K-12 scope and sequence for English language arts courses and curriculum

2.2 Provide professional development on the ELA/ELD framework

2.3 The Director of Curriculum and Instruction, PHS/MHS administrations and staff, and the PHS/MHS English departments will investigate the Expository Reading Writing Course curriculum for integration into the 9-12 English Language Arts programs

2.4 Purchase guided reading books and instructional materials for K-2 classrooms

2.5 Expand 3-5 classroom libraries to include more nonfiction reading material for students with a wide range of reading abilities

2.6 Evaluate the alignment of 6-12 English language arts instructional materials to the Common Core ELA Standards

ACTUAL
 English Language Arts/English Language Development (ELA/ELD)

2.1 An articulated K-12 scope and sequence was not developed; parts of the work were completed at the secondary level.

2.2 Professional development was provided on the ELA/ELD framework only at the middle school level.

2.3 The Expository Reading and Writing Course (ERWC) was not investigated in 2016-17.

2.4 Additional guided reading books and instructional materials for K-2 were purchased.

2.5 Some classroom libraries were expanded to include more nonfiction but mostly online reading of nonfiction articles increased.

2.6 Some English language arts alignment work was done in grades 6-12 but more is needed.

Expenditures

BUDGETED

2.1 Consultant (Bay Area Writing Project) 5800: Professional/Consulting Services And Operating Expenditures Other Local Revenue 15,000
 Funds 5800: Professional/Consulting Services And Operating Expenditures Common Core Standards Implementation Funds 5,000

2.2 Certificated time sheets 1000-1999: Certificated Personnel Salaries LCFF Base \$1,212
 Fund/Teacher Leadership; Conference/Workshop 5000-5999: Services And Other Operating Expenditures LCFF Base 2,000

2.3 No additional cost

2.4 Books and Supplies
 4000-4999: Books And Supplies LCFF Base \$33,000

2.5 Books and Supplies 4000-4999: Books And Supplies LCFF Base \$13,500

ESTIMATED ACTUAL

2.1 Consultant 5800: Professional/Consulting Services And Operating Expenditures Other Local Revenue \$20,300
 Funds 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$0

2.2 Certificated time sheets 1000-1999: Certificated Personnel Salaries LCFF Base \$1,200
 Fund/Teacher Leadership; Conference/Workshop 5000-5999: Services And Other Operating Expenditures LCFF Base \$2,000

2.3 No additional cost \$0

2.4 Books and Supplies
 4000-4999: Books And Supplies LCFF Base \$35,140

2.5 Books and Supplies 4000-4999: Books And Supplies LCFF Base \$2,572

2.6 Certificated time sheets 1000-1999: Certificated Personnel Salaries LCFF Base \$2,122

2.6 Certificated time sheets 1000-1999: Certificated Personnel Salaries LCFF Base \$2,280

Action **2**

Actions/Services

PLANNED
Instructional Technology

2.7 Train staff on data analysis and Illuminate using a variety of paths (train the trainer, staff meetings, after-school training, support documentation and videos) to support evidence-based instructional practices. Support math teacher leaders in working with elementary staff on data collection and analysis of data in Illuminate.

2.8 Provide chromebooks for 6th graders and repair devices in grades 4-12

2.9 Support teacher classroom management and student engagement with Hapara Teacher Dashboard, Peardeck, EdPuzzle and provide innovative personalized and blended learning platforms that support adopted Common Core ELA standards (Newsela, Membean) and Computer Science standards (Tynker)

2.10 Research the need for 5th and 8th graders to take a 21st century skills assessment

2.11 Support teachers in CTE credentialing, including researching helpdesk internship models

2.12 Create an Engineering Lab at PMS by continuing to redesign space to facilitate storage for multiclass use. Add an additional 3D printer and small group presentation spaces.

ACTUAL
Instructional Technology

2.7 Training on Illuminate was provided for some staff and data coaches and elementary math teacher leaders were supported in their work with teachers.

2.8 The district purchased 203 chromebooks for 6th graders and 45 for Millennium students.

2.9 A variety of digital tools supported instruction and classroom differentiation.

2.10 A 21st century skills assessment was researched by the Director of Instructional Technology.

2.11 Compensation for holding a CTE credential was negotiated into the salary schedule and the Helpdesk internship was explored.

2.12 Further developments were made to the Engineering Lab at PMS.

Expenditures

BUDGETED
 2.7 Illuminate

5000-5999: Services And Other Operating Expenditures LCFF Base \$15,000

ESTIMATED ACTUAL
 2.7 Illuminate

5800: Professional/Consulting Services And Operating Expenditures Base \$14,894

Data Coach Stipends 1000-1999: Certificated Personnel Salaries LCFF Base 12,000
 Illuminate Training 5000-5999: Services And Other Operating Expenditures LCFF Base 1,500
 2.8 New Chromebooks 4000-4999: Books And Supplies LCFF Base \$181,000
 Parts 4000-4999: Books And Supplies LCFF Base \$20,000
 Filtering 4000-4999: Books And Supplies LCFF Base \$7,000
 2.9 Web-Based Programs 4000-4999: Books And Supplies LCFF Base \$41,700
 2.10 No cost \$0
 2.11 CTE courses 1000-1999: Certificated Personnel Salaries California Career Pathways Trust \$2,490
 2.12 Storage and Equipment
 Piedmont Makers, PMSiTec, Facilities
 4000-4999: Books And Supplies LCFF Base \$10,000

Data Coach Stipends 1000-1999: Certificated Personnel Salaries Base \$20,000
 Illuminate Training- 1.5 days 5000-5999: Services And Other Operating Expenditures Base \$2,250
 2.8 245 Chromebooks, cases 4000-4999: Books And Supplies Base \$60,600
 Parts 3,500
 Filtering and theft recovery \$9,360
 Web-based software services (WeVideo, Peardeck, Membean, Newsela, Hapara) 4000-4999: Books And Supplies LCFF Base \$35,000
 2.10 No cost \$0
 2.11 CTE support California Career Pathways Trust \$1,375
 2.12 Makerspace development 4000-4999: Books And Supplies LCFF Base \$400

Action **3**

Actions/Services

PLANNED
 K-12 Other Content Scope and Sequence
 2.13 Create an articulated K-12 scope and sequence for Visual and Performing Arts
 2.14 Create an articulated 6-12 scope and sequence for World Language
 2.15 Create an articulated scope and sequence for K-12 Technology/Media/Info Skills and Computer Science
 2.16 Review and develop the horizontal and vertical alignment of 9-12 course standards and expectations within each high school department

ACTUAL
 K-12 Other Content Scope and Sequence
 2.13 An articulated K-12 scope and sequence for Visual and Performing Arts was not developed but progress was made toward a K-5 articulated plan.
 2.14 Discussions between middle and high school world language teachers about an articulated 7-12 scope and sequence began but were not completed.
 2.15 An articulated K-12 scope and sequence for Computer Science began but was not developed fully.
 2.16 PHS did not review and develop a horizontal and vertical alignment of 9-12 course standards and expectations.

Expenditures

BUDGETED
 2.13
 Certificated time sheets
 Fund/Teacher Leadership
 1000-1999: Certificated Personnel Salaries LCFF Base \$4,850
 2.14 Certificated time sheets

ESTIMATED ACTUAL
 2.13
 Certificated time sheets
 Fund/Teacher Leadership
 1000-1999: Certificated Personnel Salaries LCFF Base \$0
 2.14 Certificated time sheets

Fund/Teacher Leadership
\$3,650
2.15 Data coaches stipends 1000-1999: Certificated Personnel Salaries LCFF Base \$14,000
2.16 No additional costs
\$0

Fund/Teacher Leadership
1000-1999: Certificated Personnel Salaries LCFF Base \$0
2.15 Certificated Time sheets 1000-1999: Certificated Personnel Salaries LCFF Base \$200
2.16 No additional costs \$0

Action **4**

Actions/Services

PLANNED
Mathematics
2.17 Implement math coaching cycles that provide teachers professional development and time for reflection on their teaching of the math practice standards (elementary)
2.18 Provide CPM professional development for teachers who are new to teaching a math course (secondary)
2.19 Implement a system of administering, scoring, and evaluating student progress on District Math Performance Task Assessments

ACTUAL
Mathematics
2.17 The elementary math coach provided professional development for all elementary classroom teachers and some paraeducators and completed a fully coaching cycle with 33 teachers.
2.18 CPM professional development was available for all teachers new to teaching a math course.
2.19 A system of administering, scoring, and evaluating student progress as measured by District Math Performance Task Assessments was implemented.

Expenditures

BUDGETED
2.17 Certificated Salary 1000-1999: Certificated Personnel Salaries Other Local Revenue \$125,500
2.18 Certificated Stipend 1000-1999: Certificated Personnel Salaries Other Local Revenue \$1,440
2.19 Certificated Time Sheets
1000-1999: Certificated Personnel Salaries LCFF Base \$1,515

ESTIMATED ACTUAL
2.17 Certificated Salary 1000-1999: Certificated Personnel Salaries Other Local Revenue \$115,535
2.18 Certificated Stipend 1000-1999: Certificated Personnel Salaries LCFF Base \$120
2.19 Certificated Time Sheets 1000-1999: Certificated Personnel Salaries Other Local Revenue \$0

Action **5**

Actions/Services

PLANNED
Next Generation Science Standards

ACTUAL
Next Generation Science Standards
2.20 The NGSS Leadership Team was formed and met 10 times throughout the year.

	<p>2.20 Form a NGSS Implementation Team consisting of teacher representatives from elementary (2), middle school (2), high school (2), special education (2), administrators (3)</p> <p>2.21 Pilot new middle school NGSS-aligned curriculum units to teach the California Science Standards</p>	<p>2.21 Middle school teachers at each level taught one Amplify Science unit, which is aligned to the new California Science Standards.</p>
Expenditures	<p>BUDGETED</p> <p>2.20 Certificated time sheets 1000-1999: Certificated Personnel Salaries LCFF Base \$4,850</p> <p>2.21 Student licences 4000-4999: Books And Supplies LCFF Base 7,500 Professional Development</p> <p>5800: Professional/Consulting Services And Operating Expenditures Other Local Revenue \$3,000</p>	<p>ESTIMATED ACTUAL</p> <p>2.20 Certificated time sheets 1000-1999: Certificated Personnel Salaries Base \$5,309</p> <p>2.21 Student licences 4000-4999: Books And Supplies Base \$8,145 Professional Development</p> <p>5800: Professional/Consulting Services And Operating Expenditures Other Local Revenue \$1,016</p>

Action **6**

Actions/Services	<p>PLANNED</p> <p>Facilities</p> <p>2.22 Add to the November ballot a local bond measure not to exceed \$66 million to improve PUSD school facilities</p> <p>2.23 Hold a variety of community stakeholder meetings and deliver through many formats extensive communication about the facilities work in progress</p>	<p>ACTUAL</p> <p>Facilities</p> <p>2.22 Measure H1, the \$66 million bond to upgrade Piedmont schools, passed by a wide margin with 3,401 yes votes or 74%.</p> <p>2.23 A variety of community stakeholder meetings delivered through many formats were held.</p>
Expenditures	<p>BUDGETED</p> <p>2.22 Election costs</p> <p>0001-0999: Unrestricted: Locally Defined Other Local Revenue \$35,000</p> <p>2.23 Certificated hourly timesheets</p> <p>1000-1999: Certificated Personnel Salaries LCFF Base \$2273</p> <p>Classified hourly timesheets 2000-2999: Classified Personnel Salaries LCFF Base \$960</p>	<p>ESTIMATED ACTUAL</p> <p>2.22 Election costs</p> <p>0001-0999: Unrestricted: Locally Defined Other Local Revenue \$34,061</p> <p>2.23 Certificated hourly timesheets</p> <p>1000-1999: Certificated Personnel Salaries LCFF Base \$0</p> <p>Classified hourly timesheets</p> <p>2000-2999: Classified Personnel Salaries LCFF Base \$0</p>

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Goal 2 of Piedmont's LCAP focused on 21st century skills for college and career readiness and stated: All students graduate with the 21st century learning skills needed for college and careers. In 2016-17, we worked toward achieving this goal by implementing 23 actions and services that were grouped into 6 major areas:

- 1- English Language Arts/English Language Development (6 actions/services)
- 2- Instructional Technology (6 actions/services)
- 3- K-12 Other Content Scope and Sequence (4 actions/services)
- 4- Mathematics (3 actions/services)
- 5- Next Generation Science Standards (2 actions/services)
- 6- Facilities (2 actions/services)

Overall, some work was started for most of the actions/services, but much work remains to be done. This is due to the nature of the work, which in many cases requires several years before implementation is complete. Below is a summary of the work that began for each action/service in each of the 6 major areas.

1- English Language Arts/English Language Development (ELA/ELD)

2.1 Elementary teachers completed their second year of implementing the new Lucy Calkins Reading Units of Study (Reading Workshop curriculum published by Teachers College of New York) for teaching reading aligned to Common Core Reading Standards) and their third year of teaching Lucy Calkins Writing Units of Study (the Writing Workshop curriculum) aligned to Common Core Writing Standards. Two new reading units of study (1st and 3rd grades) and two new writing units of study (2nd and 5th grades) have been published, but we have not reviewed these yet.

Kindergarten teachers identified the need to explore a new phonics program. Teachers at a variety of grade levels have asked about different spelling and vocabulary programs. Some teachers have asked about purchasing the additional units of study. Teacher librarians have requested that we discuss the library collection and how it supports all ELA/ELD programs by offering varied reading levels, multicultural texts, and databases for nonfiction reading. All of these discussions will take place as part of the ELA/ELD instructional materials adoption process, which will begin in fall of 2017. The Director of Curriculum and Instruction (C&I) and elementary principals will work with teacher leaders and teacher librarians to develop a plan for formally adopting English Language Arts/English Language Development instructional materials that are aligned to Common Core English Language Arts/English Language Development Standards (ELA/ELD).

Middle School English teachers met by grade level to develop a written scope and sequence for what is taught at each level. 8th grade teachers used release days to create common writing assessments that will be used during each quarter. Release time also was provided for teachers to calibrate grading. The Director of C&I presented the formal process for reviewing and adopting English language arts/English

Language Development curriculum at a CPT in January. An ELA/ELD Adoption Committee was formed, which consisted of three 6th grade Core teachers, three 7th grade Core teachers, two 8th grade English teachers, one special ed teacher, one English Learner (EL) teacher, the two site administrators, and the Director of C&I. The committee met for three full release days (March 8th, March 17th, April 3rd). Teachers identified their essential standards for each grade level and a set of essential standards that are common across grades 6 through 8, studied the ELA/ELD Framework, began learning the ELD standards, and reviewed the Social Content Criteria. The committee will continue its work in the fall of 2017, which will begin with training on the Instructional Materials Evaluation Tool and follow with reviewing instructional materials that have been published.

MHS and PHS English teachers met three days in the summer of 2016 to develop a written summary of what each student graduating from Piedmont schools needs to know and be able to do. PHS English teachers were given a common prep period to develop a scope and sequence for each grade level. The need for additional multicultural texts was identified and some work was started in this area; however, more discussions are needed. PHS English teachers continued their practice of giving students a common writing assessment and engaged in a common scoring session to identify and analyze trends. Bay Area Writing Project teacher consultants worked with teachers and met with the department a total of 5-6 times during the 2016-17 school year. The focus of their work was on annotation. The Director of C&I and high school principals will work with teacher leaders to develop a plan for formally adopting English Language Arts/English Language Development instructional materials that are aligned to Common Core English Language Arts/English Language Development Standards. This process will include a full review of the core novels read at each level.

2.2 Limited professional development was provided on the ELA/ELD framework and new ELD standards. Elementary teachers were focused on math instruction. Middle school teachers on the ELA/ELD Instructional Materials Adoption Committee had one day of training on the ELA/ELD Framework and the ELD Standards. High school teachers decided to focus their work with the Bay Area Writing Project on annotations. No professional development was provided at the high school level on the framework or the ELD standards. At all levels, reviewing the ELA/ELD framework and the ELD standards will be part of the work included in the instructional materials adoption process. Training for all teachers and administrators on the ELD standards is needed.

2.3 The Expository Reading and Writing Course (ERWC) is a course offered in many California high schools. The California Department of Education (CDE) has determined that enrollment in and a passing grade in this course is one option for students who did not “exceed standard” in English Language Arts on the state standardized test, the California Assessment of Student Performance and Progress (CAASPP), to be considered “College and Career Ready” in ELA. The Director of C&I will continue to work with site administrators and the English department to develop a timeline for reviewing the content of the course to see if the content of the units already exist as part of the high school English curriculum or if there are parts of the course that can be embedded within current courses to ensure these skills are taught.

2.4 One complete kit of guided reading books for students reading at levels A-N was purchased for each site to be shared among K-2 teachers. A training for teachers on guided reading and the use of guided reading materials was scheduled for April but had to be cancelled, so, instead, will take place next fall. Teacher librarians requested that the development of the library collection for K-2 be considered, including an electronic database for K-2 nonfiction. A discussion of additional guided reading books and

instructional materials for K-2, including library books and ebooks, will be included in the 2017-20 LCAP as part of the work in the formal Common Core ELA/ELD instructional materials adoption process.

2.5 Fourth grade teachers selected books on the Gold Rush to supplement their classroom libraries and to add mentor texts to their social studies curriculum. Newsela nonfiction leveled articles were used in 3rd-5th grades. Elementary administrators and the Director of C&I met with a representative from Heinemann to learn about the the new classroom libraries created by Lucy Calkins and a team of teachers, with a specific goal of learning whether any of the nonfiction libraries should be purchased for classroom libraries. The decision was made to order a sampling of materials for teachers in grades 3-5 to review in early fall with a plan to place an order following the review. Teacher librarians requested that we continue to expand nonfiction library collections for grades 3-5, including ebooks and databases for use with 1:1 technology.

2.6 100% of the Core 6 and Core 7 teachers completed the process of looking at their grade-level standards to see what percentage of standards are and are not being taught. English 8 met first quarter and shared out what they teach in writing. One high school English teacher piloted a new novel. One high school teacher taught a novel to 9th graders that used to be taught to 12th graders. An ELA/ELD Adoption Committee was formed in middle school. The committee met for three full release days (March 8th, March 17th, April 3rd). Teachers identified the essential standards that are common across grades 6 through 8, studied the ELA/ELD Framework, began learning the ELD Standards, and learned the Social Content Criteria required for instructional materials.

2- Instructional Technology

2.7 Staff were trained on data analysis and data tools. 10 data coaches participated in one full day training before school. They attended five after school meetings covering topics such as data conversations, relationship between standards and assessments, types of assessments, online assessments through Illuminate, and analyzing data from Illuminate and other sources. Illuminate is the data management system currently used, which replaced Data Director. Five data coaches participated in Illuminate regional trainings during the year. Data coaches facilitated CAASPP data analysis at elementary and middle schools, including training on how to log in and find reports in Illuminate. They supported elementary staff on using Illuminate with math curriculum and common assessments. A total of 139 certificated staff were active in Illuminate this year. Use of Illuminate increased to 57% compared to 37% last year.

2.8 The District purchased 203 chromebooks for 6th graders and 45 for Millennium students. On average about 30 repairs were completed each week on the 3,000+ chromebooks in the district (including teacher devices).

2.9 Digital tools supported instruction and classroom differentiation. Newsela was used by students in 3rd-8th to view over 144,000 current event articles aligned with students' reading levels. Peardeck usage has been used regularly by a few power users, but its use is not widespread; therefore, next year a district license will not be purchased. Membean personalized vocabulary was used by 364 students at PHS and 461 students at PMS. A pilot of Vocabulary.com resulted in the decision that it will provide better value for 2017-18. Code Monkey and Itch were used to support Computer Science this year.

2.10 The Director of Instructional Technology researched the TRAILS and Learning.com's assessments. Currently the district assesses digital citizenship, information literacy, and some digital literacy annually for 6th-12th graders as part of our 1:1 program. After discussions with elementary site principals, it was decided that no action would be taken at this time to add another assessment in 5th grade.

2.11 Compensation for holding a CTE credential was negotiated into the salary schedule, which will be funded by the District and regional ROP. Several teachers are in the process of getting CTE credentialed. PMS teacher librarians and IT staff explored the Helpdesk internship with two 8th graders. Several professional development opportunities were made available to teachers while the Computer Science Pathway is being developed.

2.12 Further developments were made to the Engineering Lab at PMS through the addition of wheeled tables, drop-down power, LED lighting, and "huddle space" mobile group equipment.

3- K-12 Other Content Scope and Sequence

2.13 Three elementary credentialed art teachers were hired and met regularly to work on building a Kindergarten through 5th grade (K-5) art program, supplemented with arts integration lessons. Elementary art teachers worked with ACOE experts throughout the year--doing site visits and collaborating on building a K-5 visual arts program.

Feedback was collected on the new elementary schedule for bi-weekly art and a shift in the number of art instructional minutes. It was determined that the 2016-17 schedule was not supporting a cohesive program that benefits students. A new schedule will be developed for weekly art in 2017-18--a combination of studio art and arts integration. This required additional certificated art FTE, which has been funded by PEF.

No vertical articulation work was done this year between elementary, middle school, and high school so vertical articulation with grades 6-12 will continue as part of the 2017-20 LCAP. Elementary articulation K-5 will take place in 2017-18. Articulation with middle school will begin in the 2018-19 school year and will continue in 2019-20 with high school.

2.14 Three middle school and four high school World Language teachers attended the American Council of Teachers of Foreign Language (ACTFL) Conference to learn about current best practices in teaching World Language. The Director of Curriculum and middle and high school administrators worked with the two departments to develop a plan for next steps in making shifts in the approach to teaching world languages. There was interest in being trained in Oral Proficiency Interview (OPI) but teachers realized this was too big of a leap. Instead, teachers would like to work on re-aligning the curriculum (themes, structures, etc.) between middle school and high school with a focus on moving toward more of a proficiency model integrated with traditional world language instruction.

2.15 Elementary Technology Coordinators met for several afternoons in early November and unpacked newly released Computer Science Standards. An analysis of the gaps was performed and technology coordinators reviewed other related standards (CA Model Library, ISTE, UK ICT, etc). In March, they identified essential standards and began developing assessments.

The middle school site technology coordinator, principal, and director of instructional technology visited other middle schools to investigate robotics, engineering and computer science curricular models. PHS Computer Science teachers held initial meetings to discuss 9-12 curriculum including prerequisite requirements for courses. PHS computer science teachers met to review the new AP Computer Science Principles course outcomes and their impact on department offerings. The Director of IT and PHS administrators worked on the development of a CTE Computer Science pathway (i.e. Software and Systems Development Pathway).

2.16 PHS entered a new cycle of the high school accreditation process, known as WASC (Western Association of Schools and Colleges). WASC Focus and Home Groups engaged in the Self-Study process and conducted a needs assessment to determine current status and next steps. WASC work will continue in 2017-18 school year. The work of aligning content standards, assessments, and the grading for the same course, independent of who teaches the course, will continue to be a District initiative and will be included as part of the 2017-20 LCAP.

4- Mathematics

2.17 The elementary math coach led the following: 6 release days (one per grade level) on district math assessments, staff meetings and common planning times related to entering and reviewing data in Illuminate, monthly Instructional Leadership Team meetings (ILT), facilitated work within Professional Learning Communities (PLC). All elementary teachers in the district were coached, along with several para educators. Formal coaching took place with 33 teachers/paras, which included a teaching component and a reflective conversation. The coaching work addressed the following topics: teaching of math content, teaching moves, research, differentiation, data analysis, individual student needs, GATE accommodations, unit planning in relation to relative strengths of the group, questioning strategies, and pacing of lesson delivery.

2.18 Five of the eight middle and high school teachers who were teaching a new grade level or course attended training on the adopted text, offered by the publishers of College Preparatory Mathematics (CPM).

2.19 Teachers and site principals at each level created a timeline and system for administering math assessments at their level. PUSD is part of the Silicon Valley Math Initiative and has access to MARS (Mathematics Assessment Resource Service) Tasks so many teachers chose these as the items for our district assessments. District data coaches at the elementary level added assessments into Illuminate, provided training on entering, and led professional development on analyzing results.

At the elementary level, the number of assessments were as follows: Kindergarten (one MARS task), first and second grade (two tasks), 3rd-5th grade (3 tasks). All teachers had at least two trainings on the scoring process, which resulted in them feeling more comfortable working on their own. The focus mid-year was on the development of meaningful re-engagement lessons, opportunities for students to re-engage with the concepts taught previously but not mastered yet.

In middle school, teachers at all three grade levels administered two formative MARS tasks assessments in the fall, discussed the results, and taught re-engagement lessons. All data were calculated; inputting of the assessment data did not take place until much later in the year, so this is an area of growth.

In high school, Integrated Math 1, 1/2A, 2, and 2B/3 teachers gave students the District end-of-1st quarter assessments, which were unique assessments created by high school math teachers and based on MARS tasks written for IM1, IM1/2A, IM2, and IM2B/3. Teachers scored the tasks, discussed student results, and used the data to determine what, how, and how much content to teach in those units. Scores were not entered into Illuminate until much later in the school year, so this is an area of growth.

5- Next Generation Science Standards

2.20 The NGSS Leadership Team was formed and met 10 times throughout the school year to discuss work related to implementation of NGSS. The team consisted of the following members: four site administrators, one district administrator, two Board liaisons, three parents, five elementary teachers, two middle school teachers, three high school teachers, and special education representatives.

The elementary cohort attended NGSS trainings through ACOE and developed a draft implementation timeline for NGSS. Elementary teachers on the NGSS Leadership Team discussed the need for curriculum to replace the current curriculum, FOSS. FOSS (Full Option Science System) is a research-based science curriculum for grades K-8 developed at the Lawrence Hall of Science, University of California, Berkeley. The NGSS Leadership Team reviewed the newly developed FOSS conversion kits which were designed to convert the old curriculum to be aligned to the new science standards. The teachers decided not to recommend the purchase of the conversion kits for life science for 2017-18 because the curriculum is not different enough to spend \$80,000-\$90,000 on the conversion kits.

Middle and high school course models were developed and approved by the School Board in February. High school teachers developed a new life science course, Biology and the Living Earth, which replaces the traditional biology course. A consultant was hired to support the high school biology teachers in creating the new course, which will begin in August, 2017.

A team of PUSD staff, including high school science teachers, resource specialists, differentiation coach, and administrator attended a full day of training with Anne Benninghof called Co-Teaching That Works. The team met and debriefed the training. It was determined that there will be one or two sections of co-taught biology for the new course.

The secondary science teachers, admin, and parents on the NGSS Leadership Team will work on a plan for additional science electives as part of the 2017-20 LCAP.

2.21 Middle school teachers at each level taught one Amplify Science unit. 6th grade taught a Metabolism unit, including an exciting engineering project designing energy bars for disaster relief. 7th grade taught a unit on exploring phase change. 8th grade taught a unit exploring magnetism, combining hands-on investigation with simulations. Middle school teachers reviewed new curriculum when they attended the National Science Teachers Association Conference (NSTA) in late March, early April. The science

teachers chose one Amplify unit to teach in 2017-18 and will be piloting one unit from new curriculum published by Carolina and written by the Smithsonian.

6- Facilities

2.22 Measure H1, the \$66 million bond to upgrade Piedmont schools, passed by a wide margin with 3,401 yes votes or 74%.

2.23 During the fall of 2015, nearly 30 District educators and administrators met four times to discuss the educational programs and goals, and the educational appropriateness of the existing facilities. The group discussed: current and future educational needs of students; classroom functionality and capacity; whether the school sites provide an environment that is appropriate, comfortable and conducive to learning, including classroom size, acoustics, air quality, ventilation, and climate control; student safety and security; and current and future facilities use by the broader Piedmont community. The group consulted with the Piedmont Police Department, Piedmont Recreation Department, and school security professionals. This work culminated in development of Educational Specifications to identify the facilities needed to support the District's educational programs.

During the same time period, a team of architects and engineers assessed the condition of each school facility including: educational appropriateness; mechanical and plumbing systems; safety and security; energy efficiency; and fire/life/safety and accessibility code compliance. This team consulted with the Piedmont Police Department, Recreation Department, Department of Public Works, and school security professionals concerning site security and community use. The team also developed a "solar master plan" with the Bay Area Air Quality Management District to generate enough solar power to offset all of Piedmont Unified's energy use. This work culminated in development of a Facilities Assessment (Part 1 and Part 2) concerning how the existing facilities meet our educational needs and goals.

The Facilities Master Plan, adopted in 2016, combines (1) the assessment of the educational appropriateness of facilities with (2) the assessment of the physical condition of facilities and (3) teacher and community input, and identifies a range of improvements needed to support our educational programs now and in the future. (For more information about the Plan, see the Answers to Frequently Asked Questions published on the website.)

H1 Facilities Tours

As part of the Facilities Master Planning Initiative, the District hosted additional facilities tours of Piedmont High School and Piedmont Middle School throughout September and October. The purpose of these tours was to help families learn more about the Facilities Master Plan and answer any questions about the current state of our high school and middle school educational facilities.

League of Women Voters Election Forum

The community was invited to attend the LWV of Piedmont's League of Women Voters Election Forum which featured candidates running for City Council and School Board, as well as a presentation of pros and cons for Measure H1, the Piedmont Unified School District facilities improvement bond. The Election Forum was simulcasted on KCOM-TV, channel 27. The League of Women Voters is a non-partisan organization whose mission is to promote active and informed democratic participation.

Citizen's Oversight Committee

As provided in Education Code Section 15278, the role of the Citizens' Oversight Committee is to inform the public concerning the expenditure of revenues received from \$66 million in bond sales. The 12-member Oversight Committee is comprised of individuals from local businesses, senior citizen organizations, organizations involved with schools, a bona fide taxpayers' organization, legal, technical, and financial advisors, as well as involved parents of children residing in the Piedmont Unified School District.

Facilities Steering Committee

The Facilities Steering Committee (FSC) is an advisory group made up of community members with professional experience and expertise relevant to the District's capital projects. The Committee assists the Superintendent and the program management team in the planning, review, and oversight of these projects.

H1 Videos Planned

The H1 team worked with KCOM to produce a short video that thanked the Piedmont community for approval of Measure H1, presented an overview of the phases of the bond program, publicized the town hall meeting on April 1, and described various opportunities to learn about and provide input into the project planning process. A second video will present the various options for improvements to the Piedmont High School campus.

H1 Town Hall Community Meeting

A Community Town Hall Meeting was held on Saturday, April 1 to discuss conceptual designs and facilities improvements, share information, and provide input for District staff and the Board. All were welcome and invited to participate, regardless of whether they have students in the Piedmont schools.

Information about the bond program and the school and community meetings to discuss bond program projects are featured on the H1 website: measureh1.org.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall the 23 actions/services were effective next steps toward the goal of improving our curricular programs in order to prepare more students for college and careers for the following reasons:

1. There were many content areas included in the LCAP and we were concerned about our ability to work with so many departments effectively. In addition, several of the action items were scope and sequence development, which takes an extensive amount of time to be done well. For this reason, work was begun in most areas but in nearly every area there are several more years of work ahead of us. The 2017-20 LCAP includes all of the content areas presented in this year's LCAP and more.

2. Several of the actions and services related to English language arts were launched and we anticipate being able to streamline many of the actions in ways that will lead to positive results for students. These include, but are not limited to:

a. Focusing the ELA adoption work next fall on K-2 teachers to address their need for a new phonics program prior to bringing the

entire team together

b. Coordinating professional development for English teachers from middle school and high school to collaborate on their choice of core novels, rather than working separately

c. Purchasing one each of several nonfiction classroom libraries for teachers in grades 3-5 to peruse prior to purchasing for all classrooms

d. Training on the ELA/ELD Framework and the ELD Standards as an integral part of the formal English language arts adoption process

e. Including special education teachers, ELD teachers, and teacher librarians in the formal English language arts adoption process

3. Forming the NGSS Leadership Team was an effective approach to beginning the implementation of new science standards for the following reasons:

a. K-12 teachers and administrators on the team planned and shared results across the levels, which leads to a stronger, better-articulated program

b. Parents who are science experts and two Board liaisons participated, which helped bring a broader perspective to the work, aided in communication, and supported overall collaboration among stakeholders

c. Professional development attended by teachers was shared in a public forum

d. Secondary science pathways were adopted: the integrated sciences model for middle school and the 3-course modified domains model for high school

4. Instructional technology work continued to evolve as outlined in the previous and newly developed district technology plans. Most notable is the decision to move forward with purchasing a Learning Management System (LMS) to be implemented in fall of 2017.

5. Math support provided by the elementary math coach expanded to include many more coaching cycles with teachers and professional development by grade level with each team of teachers. Most effective was the decision to turn over the math assessment process to teachers at each level to select which math tasks to use for their assessments, how they would score the tasks, and who they would evaluate their math instruction using these results. This work will be refined in 2017-18 as the District will lead a process of evaluating our K-12 math program and secondary math pathways. Data collected from local assessments will be critical to this process.

6. The \$66 million bond initiative was hugely successful. It passed by a wide margin with 3,401 yes votes or 74%. The Citizen’s Oversight Committee and Facilities Steering Committee committees were formed and many community meetings were held, which gave Piedmont residents and all members of the school community the opportunity to provide input into the master plan for Piedmont High School's new STEAM building. The School Board voted to approve one of the design options that evolved from the community forums. Work will continue over the next few years and highlights will continue to be reported in our 2017-20 LCAP.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

English Language Arts/English Language Development (ELA/ELD)

2.1 This action will continue but will be rewritten in the 2017-20 LCAP as part of the work in the formal Common Core ELA/ELD instructional materials adoption process.

2.2 This action will continue but will be rewritten in the 2017-20 LCAP as part of the work in the formal Common Core ELA/ELD instructional materials adoption process.

2.3 This action will not be written as its own action and service in the 2017-20 LCAP but, instead, will be included as part of the work of continuing to review course content and instructional materials for teaching the English Language Arts/English Language Development Standards in high school.

2.4 A discussion of additional guided reading books and instructional materials for K-2, including library books and ebooks, will be included in the 2017-20 LCAP as part of the work in the formal Common Core ELA/ELD instructional materials adoption process.

2.5 This action will not be included as its own action in the 2017-20 LCAP; however, a discussion of additional instructional materials needed to teach the reading for information standards will be included as part of the work in the formal Common Core ELA/ELD instructional materials adoption process. This will include a discussion of nonfiction texts available in the school library for readers in grades 3-5, the role of ebooks, and the use of databases.

2.6 This action will continue as part of the ELA/ELD formal adoption of instructional materials process.

Instructional Technology

2.7 This action will not continue as its own item but will be embedded as part of the Instructional Technology Plan.

2.8 This action will not continue as its own item but will continue as standard practice as we will continue to provide chromebooks for students in grades 6-12.

2.9 This action will continue but will be rewritten in the 2017-20 LCAP as part of the work in the formal Common Core ELA/ELD instructional materials adoption process.

2.10 This action will not continue as part of the 2017-20 LCAP.

2.11 Support for CTE credentialing will continue as part of the 2017-20 LCAP.

2.12 No further action is needed so this action will not be included in the 2017-20 LCAP.

K-12 Other Content Scope and Sequence

2.13 Vertical articulation with art teachers in grades K-12 will continue as part of the 2017-20 LCAP.

2.14 The work of aligning World Language courses and expectations for proficiency 7-12 will continue as part of the 2017-20 LCAP.

2.15 Vertical articulation with computer science teachers in grades K-12 will continue as part of the 2017-20 LCAP.

2.16 The work of aligning content standards, assessments, and the grading for all high school courses, independent of who teaches the course, will continue to be a site initiative, supported by District directors, but will not be included as part of the 2017-20 LCAP.

Mathematics

2.17 The work of the elementary math coach will be reported in 2017-18. Future work of the elementary math coach is dependent on available funding.

2.18 This action will not be included in the 2017-20 LCAP but it will continue to be standard practice that new teachers and teachers who are teaching a math course for the first time that uses the CPM textbook will attend 7 days of training.

2.19 This action related to assessing students using a non-curriculum embedded assessment will not be its own action item but, instead, will be written as part of a new action item related to the evaluation of the District math program K-12.

Next Generation Science Standards

2.20 The NGSS Leadership Team will continue to lead work on NGSS implementation and will report their progress as part of the 2017-20 LCAP.

2.21 Discussions about new middle science curriculum will continue as part of the 2017-20 LCAP.

Facilities

2.22 This action item was completed upon passing of the bond measure.

2.23 The actions related to the facilities master plan will continue as part of the 2017-20 LCAP.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

GOAL 3: All students engage in rigorous, relevant, and differentiated learning experiences where they make connections among disciplines.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Increase the number of K-5 classroom teachers and principals who have completed Course A of the Integrated Learning Specialist Program (State Standards 2a). Metric: ACOE Certificate of Completion
2. Increase the number of parents of English learners who attend District-sponsored English Learner academic and social functions (Parent Involvement 3b) Metric: Sign-in sheets
3. Increase the number of parents of Students with Disabilities who attend the District Special Education Advisory Committee Meetings (Parent Involvement 3c) Metric: Sign-in sheets
4. Increase the number of parents of Students with Disabilities who attend District Technology Committee meetings/functions and District GATE meetings/functions (Parent Involvement 3c) Metric: Sign-in sheets
5. Increase the number of parents of gifted/advanced learners who attend the District GATE Advisory Committee Meetings and District-sponsored GATE meetings/functions (Parent Involvement 3c) Metric: Sign-in sheets
6. Increase the percentage of students who make progress toward English proficiency (Pupil Achievement 4d) Metric: CELDT

ACTUAL

1. 30 staff members completed Course A and 4 teachers completed Course B of the Integrated Learning Specialist Program (State Standards 2a).
2. The number of parents of English learners who attended the District-sponsored English Learner academic and social functions decreased from approximately 15 to 5 (Parent Involvement 3b). We believe this was due to switching the location so we plan to hold future events either at Havens or at individual school sites (Parent Involvement 3b).
3. The number of parents of Students with Disabilities who attended the District Special Education Advisory Committee Meetings decreased from six parents attending four of the six meetings in 2015-16 to only one parent in attendance at each of the three meetings held in 2016-17 (Parent Involvement 3c). There were two parent events: Autism Parenting Workshop (15 parents attended) and Transition Night 2017 (10 parents attended).
4. The number of parents of Students with Disabilities who attended District Technology Committee meetings/functions and District GATE meetings/functions was not tracked when parents signed in (Parent Involvement 3c).
5. The number of parents of gifted/advanced learners who attended the District GATE Advisory Committee Meetings decreased slightly from an average of 4-6 parents attending regularly in 2015-16 to an average of 2-4 parents attending in 2016-17. The number of parents who attended the GATE Parent information night in 2016 was high, with nearly 40 parents in attendance.

- 7. Increase the percentage of students who are reclassified after being in a designated English Development Program for 3 years (Pupil Achievement 4e). Metric: CELDT
- 8. Establish baseline data on the amount of scaffolded instruction for English Learners and Reclassified English Learners provided in secondary academic content classrooms (Course Access 7b) Metric: Teacher survey data
- 9. 90%-100% of special education students will meet their math IEP goals (Course Access 7c) Metric: SEIS
- 10. Increase the percentage of students who exit Leveled Literacy Intervention (Course Access 7c) Metric: Reading intervention data collection
- 11. Increase the percentage of students who exit Math Intervention (Course Access 7c) Metric: Math intervention data collection
- 12. Increase the number of middle school special education students who are able to be served in general education math classrooms through differentiated instruction/Least Restrictive Environment (Course Access 7c) Metric: IEP data
- 13. Increase the number of high school special education students who are able to be served in general education math classrooms through differentiated instruction/Least Restrictive Environment (Course Access 7c) Metric: IEP data
- 14. Increase or maintain the percentage of incoming 4th and 5th grade students identified as GATE/advanced learners who are part of a classroom cluster grouping and who are provided opportunities for extension activities aligned to their areas of strength (Course Access 7c) Metric: Infinite Campus class rosters
- 15. 90%-100% of Incoming 6th graders who have been identified as GATE/highly advanced math learners will be cluster grouped (Course Access 7c) Metric: Infinite Campus class rosters

- 6. The number of students who made progress toward English proficiency by growing at least one level or more overall on the CELDT was _____ (Pupil Achievement 4d).
- 7. Information was not collected only on students who had been in EL for 3 years. Instead our focus shifted to creating a system where we use multiple data points to reclassify students, regardless of their number of years in ELD. The number of students that were reclassified this spring was _____. This represents approximately _____% of our EL population (Pupil Achievement 4e).
- 8. The amount of scaffolded instruction for English Learners and Reclassified English Learners provided in secondary academic content classrooms was not tracked, because this was not able to be an area of focus and teachers were not surveyed (Course Access 7b).
- 9. The percentage of special education students who meet their math IEP goals was not able to be tracked in a systematic way (Course Access 7c).
- 10. The percentage of students who exit Leveled Literacy Intervention will be collected from elementary reading specialists in the fall (Course Access 7c).
- 11. The percentage of students who exited Math Intervention will be collected from elementary math intervention specialists in the fall (Course Access 7c).
- 12. The number of middle school special education students who are able to be served in general education math classrooms through differentiated instruction was not tracked (Course Access 7c).
- 13. The number of high school special education students who are able to be served in general education math classrooms through differentiated instruction was not tracked (Course Access 7c).
- 14. The percentage of incoming 4th and 5th grade students identified as GATE/advanced learners who are part of a classroom cluster grouping was maintained at 100% (Course Access 7c). GATE coordinators supported teachers in writing differentiated learning plans for each GATE student.
- 15. 100% of Incoming 6th graders who were identified as GATE/highly advanced math learners were cluster grouped (Course Access 7c).

[ACTIONS / SERVICES](#)

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services

PLANNED
 Differentiated Instruction

3.1 Hire a .2 FTE K-12 Differentiated Instruction (DI) Specialist to provide DI coaching time for teachers who request support with differentiated instruction and monitor the effectiveness of this coaching support

3.2 Provide seven co-curricular stipends for teachers and provide training for them to serve as Site/Level GATE coordinators who support admin and teachers in meeting the needs of gifted/advanced learners

3.3 Provide enrichment support for gifted/advanced math learners in 6th grade

3.4 Provide professional development for math teachers on differentiated instruction for gifted/advanced learners

3.5 Provide training for elementary teachers on small group reading instruction as a means for differentiating their literacy instruction

3.6 Provide personalized learning technology platforms for students (Newsela grades 3-12 and Membean grades 6-12) and provide training for teachers on how to maximize their use as a means of differentiating classroom learning

ACTUAL
 Differentiated Instruction

3.1 A .2 Differentiated Instruction Specialist was hired.

3.2 Six of the seven GATE coordinator positions were filled and teachers supported administrators and teachers in meeting the needs of gifted/advanced learners.

3.3 Enrichment support was provided for 6th graders by an enrichment specialist.

3.4 Professional development on differentiating instruction for gifted/advanced math learners was provided.

3.5 Training for elementary teachers on small group reading instruction as a means for differentiating their literacy instruction was provided.

3.6 Personalized learning technology platforms for students (Newsela grades 3-12 and Membean grades 6-12) and training for teachers on how to maximize their use as a means of differentiating classroom learning was provided.

Expenditures

BUDGETED

3.1 Certified Salary 1000-1999: Certificated Personnel Salaries LCFF Base \$20,000

3.2 Co- curricular Stipends 1000-1999: Certificated Personnel Salaries LCFF Base \$14,000

3.3 Contract 5800: Professional/Consulting Services And Operating Expenditures Other Local Revenue \$8,500

3.4 No additional cost

ESTIMATED ACTUAL

3.1 Certified Salary 1000-1999: Certificated Personnel Salaries LCFF Base \$13,756

3.2 Co- curricular Stipends 1000-1999: Certificated Personnel Salaries LCFF Base \$12,359

3.3 Contract 5800: Professional/Consulting Services And Operating Expenditures Other Local Revenue \$4,250

3.3 Contract 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$1,165

\$0
 3.5 Contract \$2,500
 3.6 Newsela 4000-4999: Books And Supplies LCFF Base \$9,620
 3.6 Membean 4000-4999: Books And Supplies LCFF Base \$6,700

3.4 No additional cost \$0
 3.5 Contract 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$2,686
 3.6 Newsela 4000-4999: Books And Supplies LCFF Base \$10,000
 3.6 Membean 4000-4999: Books And Supplies LCFF Base \$7,450

Action **2**

Actions/Services

PLANNED
Integrated Learning
 3.7 Create and begin the implementation of a long-term K-5 professional learning plan on integrated learning and arts integration
 3.8 Partner with ACOE to provide training and support on implementing engineering/makers lessons/units

ACTUAL
Integrated Learning
 3.7 The implementation of a long-term K-5 professional learning plan on integrated learning and arts integration began with a contract and teachers attending PD.
 3.8 No work was done with ACOE this year on engineering.

Expenditures

BUDGETED
 3.7 Contract 5800: Professional/Consulting Services And Operating Expenditures Other Local Revenue \$12,000- \$15,000
 3.8 Contract 5800: Professional/Consulting Services And Operating Expenditures Common Core Standards Implementation Funds \$3,600

ESTIMATED ACTUAL
 3.7 Contract paid by Educator Effectiveness Grant 5800: Professional/Consulting Services And Operating Expenditures Common Core Standards Implementation Funds \$10,000
 3.8 Contract 5800: Professional/Consulting Services And Operating Expenditures Other Local Revenue \$317

Action **3**

Actions/Services

PLANNED
Intervention
 3.9 Provide 1:1 devices to all students 4th-12th with appropriate Assistive Technology tools to meet student learning needs. Research and purchase other tools and devices to provide additional access to learning the standards.
 3.10 Provide additional elementary math intervention (grades 2-5) and early math intervention in Kindergarten and first grade to meet the needs of students who are below grade level

ACTUAL
Intervention
 3.9 Devices and assistive technology were provided for students as needed.
 3.10 No additional elementary math intervention was provided in 2016-17 because there was no increase in FTE.
 3.11 Branching Minds was researched by administrators.
 3.12 School-wide pyramid of intervention (Rtl2) was researched for K-12.

Expenditures

<p>3.11 Research Branching Minds, a web application that combines learning science + technology to streamline, focus, and personalize intervention</p> <p>3.12 Research and develop Schoolwide Pyramid of Intervention (RTI2) Grades 6-12</p> <p>3.13 Plan and develop a Transition Workshop for parents. Host one workshop at MHS/PHS</p>
<p>BUDGETED</p> <p>3.9 Software and devices</p> <p>3000-3999: Employee Benefits LCFF Base \$5,000</p> <p>3.10 Certificated Salaries 1.0 (.4 Beach, .2 Havens, .4 Wildwood)</p> <p>1000-1999: Certificated Personnel Salaries Other Local Revenue \$100,000</p> <p>Parent Club; Training \$6,000</p> <p>Instructional materials \$3,000</p>

<p>3.13 A transition workshop was held for parents on April 19, 2017.</p>
<p>ESTIMATED ACTUAL</p> <p>3.9 Assistive Technology 4000-4999: Books And Supplies LCFF Base \$1,723</p> <p>3.10 Certificated Salaries 1.0 (.4 Beach, .2 Havens, .4 Wildwood)</p> <p>1000-1999: Certificated Personnel Salaries Other Local Revenue \$0</p> <p>3.11 Branching Minds 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$0</p> <p>3.12 Schoolwide Pyramid of Intervention 5000-5999: Services And Other Operating Expenditures Title II \$4,400</p> <p>3.13 Transition workshop 1000-1999: Certificated Personnel Salaries LCFF Base \$102</p>

Action

4

Actions/Services

<p>PLANNED</p> <p>Teacher Training Specialized Programs</p> <p>3.14 Provide multisensory training in reading and mathematics for elementary special education teachers</p> <p>3.15 Provide general dyslexia training for all teachers and specialized training for teachers who work with dyslexic students</p>
<p>BUDGETED</p> <p>3.14 Consultants/training \$5,000</p>

<p>ACTUAL</p> <p>Teacher Training Specialized Programs</p> <p>3.14 Multisensory training in reading and mathematics was provided to elementary special education and general education teacher specialists and paraeducators.</p> <p>3.15 Some staff attended general dyslexia training.</p>
<p>ESTIMATED ACTUAL</p> <p>3.14 Orton Gillingham Training 5000-5999: Services And Other Operating Expenditures Title II \$6,450</p>

Expenditures

3.15 Consultants/training \$5,000

3.14 Making Math Real Training 5000-5999: Services And Other Operating Expenditures LCFF Base \$611

3.15 Dyslexia Training 5000-5999: Services And Other Operating Expenditures LCFF Base \$350

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Goal 3 of Piedmont's LCAP focused on differentiation and integrated learning and stated: All students engage in rigorous, relevant, and differentiated learning experiences where they make connections among disciplines. In 2016-17, we worked toward achieving this goal by implementing 15 actions and services that were grouped into 4 major areas:

- 1- Differentiated Instruction (6 actions/services)
- 2- Integrated Learning (2 actions/services)
- 3- Intervention (5 actions/services)
- 4- Teacher Training Specialized Programs (2 actions/services)

Overall, most actions/services were completed. Below is a summary of the work that began for each action/service in each of the 4 major areas.

1- Differentiated Instruction

3.1 The District hired a .2 FTE Differentiated instruction (DI) Specialist who worked with teachers across all sites to meet the needs of all types of learners, including students with disabilities, students who are highly gifted, students who lack interest/engagement, students who perform below their potential. Over the year, the DI specialists held one or more coaching sessions with approximately 37 teachers--18 elementary, 4 middle school, and 15 high school. The DI specialist also co-led the Millennium High School PLC work, participated in the PHS school accreditation focus group for instruction (WASC), attended the Integrated Learning Specialist Program training (30 hours), attended the 2 day training on Response to Intervention (RTI), attended a full day of training on the co-teaching model, as well as attending other professional development on coaching.

3.2 Six GATE (Gifted and Talented Education) Coordinators were hired. Elementary GATE Coordinators led the parent education night in the fall for parents of newly-identified GATE students, presented at staff meeting at the start of the year, worked with 4th and 5th grade teachers on differentiation plans in the fall. Middle and high school GATE Coordinators worked with their site counselors. The GATE Coordinators met regularly as a team to discuss vertical articulation of services for gifted and talented students. GATE Coordinators attended and helped lead all GATE Advisory Council meetings. They supported teachers in making recommendations for GATE identified students. They spent time working on developing the GATE area of our PUSD website (work still in progress).

3.3 The 6th grade enrichment specialist provided support for teachers and students of 6th graders. The specialist met weekly with students and provided challenge problems for students who chose to participate.

3.4 The elementary math coach led trainings on 6 release days (one per grade level) on district math assessments, at staff meetings, and during common planning times that were related to student data in Illuminate, which helped identify gifted math learners. The math coach led monthly Instructional Leadership Team meetings (ILT) where differentiating for all students, including gifted math students, was discussed, and facilitated work with teachers during Professional Learning Communities (PLC) meetings who expressed interest in how to expand the adopted curriculum to meet the needs of advanced math learners. The elementary math coach pushed into 4th and 5th classrooms to support teachers in implementing “low-floor/high-ceiling” math tasks, which are multi-step math word problems that are designed to be accessible to all students, regardless of their math readiness. These types of problems allowed our advanced math learners to be stretched within the classroom, rather than being pulled out of class for math enrichment. Some 4th and 5th grade teachers wrote evaluation goals on developing units for students who show proficiency on pre-assessments.

3.5 A training on guided reading was scheduled for K-2 teachers across all three sites but had to be rescheduled for fall due to an unexpected emergency with the presenter. A group of teachers completed an online webinar on teaching reading to small groups, which served as their Professional Development Plan for 2016-17. Additionally, three teachers attended two different reading conferences and shared what they learned with colleagues at their site and grade level.

3.6 The District provided personalized learning technology platforms for students (Newsela grades 3-8 and Membean grades 6-12). There was a high use of Newsela in 3rd-8th grade, and 2/3 of students at PMS and PHS used Membean for personalized vocabulary instruction. Little to no formal training was provided for teachers. Evaluation of Membean vs Vocabulary.com resulted in favor of in Vocabulary.com being a better fit for student and teacher needs.

2- Integrated Learning

3.7 30 PUSD staff completed Course A, 4 completed Course B, and 2 completed Course C. Administrators met with Alameda County Office of Education (ACOE) leadership to discuss Course A. ACOE consultants visited each elementary school to get to know the site and learn more about arts integration work. Elementary principals and the District worked with ACOE and hosted Course A in Piedmont June 5-8. This course was taught by one ACOE teacher and supported by one Piedmont teacher and had a science content focus. Teachers requested a group be formed to integrate science and ELA. Other teachers want to integrate science and art. Some of this work will overlap with the work of NGSS implementation.

Two integrated learning projects were added at the middle school level. First, with the creative assistance of Teacher Librarians, the English and Science departments at Piedmont Middle School developed a science fiction multidisciplinary unit. Students read a science fiction novel as an independent reading book (IRB) for English class. Science themes (Astronomy, Genetics, Artificial Intelligence, Climate Change, Virtual Reality) were explored through research in the library and discussed in science class. Students read to identify the currency, relevance, accuracy, authority and purpose of the author's work. The goal was to

foster a more collaborative approach to education and make more explicit the link between science, literature, and informational literacy.

Second, sixth grade core and science classes began partnering with U.C. Berkeley Museum of Paleontology to develop interdisciplinary learning experiences concerning global change. Civilizations first developed around major river systems which are threatened today by a combination of factors. Through investigating the earth's hydrologic systems and human management of resources, students will explore connections between ancient and modern challenges to human society.

3.8 No work was done with ACOE this year on engineering. Instead, the department pursued other professional development on engineering units. Teachers wrote Makers grants and implemented engineering projects at all three levels.

3- Intervention

3.9 Some students used assistive tech (ie: talkers) as per their IEPs. Students at the elementary with assistive technology needs (e.g. voice to text, etc) were served using existing technology.

3.10 Illuminate Data platform was used to review Bridges assessment data to identify intervention groups. Elementary math intervention teachers and elementary math para-educators provided push-in and pull-out support to students requiring intervention as indicated by unit pre and post-assessment data. At Havens, math intervention was provided 4 days per week by a credentialed math intervention teacher. At Beach and Wildwood, intervention services were provided two days per week by a math intervention teacher and supplemented by a para-educator.

After reviewing the current math intervention needs at the elementary level, the following credentialed FTE was recommended to implement a fully-functioning, effective math intervention program: Beach .8, Havens 1.0 + para support, WW .8. Providing this level of service would have required an overall increase in FTE of 1.0, adding .4 Beach, .4 WW, and .2 Havens; however, funding was not secured for 2016-17 but has been put in place for 2017-18.

3.11 Administrators previewed Branching Minds through a video presentation and determined the District needed to back up and attend more training on RTI (Response to Intervention) and MTSS (Multi Tiered Systems of Support). The Admin Team shifted its focus to PLC work and MTSS. ACOE provided the Admin Team with an overview of MTSS. Elementary, PMS, PHS sent a large team of 23 staff to the Mike Mattos workshop Feb 9 and 10: "Ensuring the Learning of All Students: Building Site Systems to Close the Opportunity Gap."

3.12 The Administrator Team received training on RtI/MTSS from Katie Babcock (SELPA) on 9/26/16--expanding our vision to include MTSS. It was determined that the MTSS model will streamline the elementary RTI efforts. A total of 23 staff attended the Mike Mattos RtI/MTSS workshop on February 9th & 10th: "Ensuring the Learning of All Students: Building Site Systems to Close the Opportunity Gap". Admin elementary, middle, high school), counselors (elementary, middle, high school), psychologist, intervention teachers, math coach, DI specialist, teachers (one elementary, one middle school) attended. Three

administrators (two district and one PMS) attended the PLC Summit in Phoenix. The Admin Team recommended implementation of PLCs and would like to work with APT to implement next steps.

3.13 The MHS/PHS admin and PUSD Director of Special Education developed a transition map. The MHS Counselor and Resource Specialist developed profiles of successful students at MH to provide to PHS counselors and parents considering MHS. A Transition Workshop was held in April as a working session for parents and program specialists to support Transition.

4- Teacher Training Specialized Programs

3.14 Reading intervention teachers received Orton Gillingham training as the primary methodology for students who require specific multisensory reading instruction. The District will continue to ensure that all resource specialists and reading intervention teachers are trained in Orton Gillingham to meet the needs of this specific population of students. Making Math Real was explored but was designed to be used as a one-on-one intervention. The training and staffing structure to utilize this approach is not feasible at this time. No multisensory mathematics training has been identified to date. The District will continue to research multisensory curriculum and training in mathematics.

3.15 Staff was informed of new legislation in fall 2016. Elementary reading specialists took an online course in summer 2016. Reading specialists and admin attended dyslexia training on February 14, 2017. The District will continue to provide training, research best practices, and adhere to new guidelines. Directors of Special Ed and C&I will be working with elementary principals to plan for general ed training on identifying and supporting students with reading difficulties. Currently we are in compliance with Dyslexia legislation and will review and guidance from CDE once guidelines are released.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall the 15 actions/services were effective next steps toward the goal of providing rigorous, relevant, and differentiated learning experiences for students, for the following reasons:

1. Several actions were taken by teachers to learn more strategies for differentiating their classroom instruction. These include, but are not limited to, the following:
 - a. Coaching time with the Differentiated Instruction Specialist (37 teachers)
 - b. Coaching time with the Elementary Math Specialist (33 teachers)
 - c. Professional development on how to teach reading to small groups
 - d. Jo Boaler online course, which includes low floor/high ceiling tasks, completed by over 20 staff members
2. The number of integrated curricular projects have increased, given more training has been provided for teachers as well as this becoming a district area of focus.

- a. Arts integration lessons in all elementary classrooms
 - b. Middle school science and English language arts integration
 - c. Science and teacher librarians
3. Several teachers have received specialized training to serve students in needs and Response to Intervention training was attended to increase staff's knowledge base of how to build a schoolwide program for intervention
- a. Mike Mattos 2-day training: Ensuring the Learning of All Students: Building Site Systems to Close the Opportunity Gap”
 - b. Orton Gillingham training
 - c. Making Math Real overview training
 - d. Dyslexia training

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Differentiated Instruction

- 3.1 The Differentiated Instruction Specialist role was increased from .2 FTE to .4 FTE for 2017-18.
- 3.2 GATE Coordinators will continue as part of the Co-curricular stipend schedule but will not be its own action item in the LCAP.
- 3.3 This action item will not be written into the 2017-20 LCAP as its own action item. This support will shift next year from its current structure and, instead, will be addressed by recommending teachers receive coaching from the Differentiated Instruction Specialist on how to meet the needs of gifted/advanced math learners during the instructional block.
- 3.4 This action item will not be written into the 2017-20 LCAP as its own action item but will continue to be addressed through math coaching cycles (dependent on funding available for elementary math coaching) where teachers address the question: What will you do when students have learned the essential standards? This need also will be addressed by recommending teachers receive coaching from the

Differentiated Instruction Specialist on how to meet the needs of gifted/advanced math learners during the instructional block.

3.5 This action item will not be written into the 2017-20 LCAP as its own action item and instead will be included as part of the elementary English Language Arts/English Language Development (ELA/ELD) Adoption process. If additional training for teaching guided reading is needed, the District will support teachers in receiving this training.

3.6 The District will continue to use technology platforms to differentiate instruction. The research of and decisions about technology platforms will be part of the ELA adoption process, which will be reported in the 2017-20 LCAP.

Integrated Learning

3.7 The District and elementary principals would like to continue partnering with ACOE to provide access to the content offered in the ILSP for all three courses.

3.8 This action item will not be written into the 2017-20 LCAP as its own action item but, instead, will be embedded in the Next Generation Science Standards (NGSS) Implementation Plan. Part of this plan will include time spent researching engineering courses, visiting sites, and meeting as a NGSS Leadership Team.

Intervention

3.9 This action item will not be written into the 2017-20 LCAP as its own action item. The District provided Text Help's Read/Write assistive technology extension to over 100 students. Co-writer and other tools are now supporting students recommended by AT evaluation.

3.10 The designated work of the math intervention teachers will be part of a new LCAP action item on evaluating the K-12 District math program and the degree to which students from all subgroups are making adequate progress.

3.11 This action item will not be written into the 2017-20 LCAP as its own action item. It will be embedded in the development of an Implementation Plan.

3.12 This work will continue in the LCAP 2017-20 and will include K-5. It will overlap with other areas of the LCAP--identification of essential standards and creating common assessments. There is a strong interest from administrators and some teachers who have been exposed to the training to continue this work and to create a multi-year plan to develop a system of support for all students.

3.13 This work will recur each year but will not continue as an action item listed in the 2017-20 LCAP.

Teacher Training Specialized Programs

3.14 The District will continue to research multisensory curriculum and training in mathematics.

3.15 This action item will continue and be built into a 2 to 3-year plan.

Stakeholder Engagement

LCAP Year

2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Piedmont Unified School District took several actions to inform stakeholders about the Local Control Accountability Plan (LCAP) and to solicit their input into writing the goals, identified needs, actions, and services for the 2017-20 LCAP.

1. PUSD continued to hold LCAP Advisory Committee meetings with stakeholders. Attendees were representative from the following groups: parents, teachers, and administrators. The LCAP Advisory Committee met six times on the following dates: 9/12/16, 10/10/16, 11/7/16, 12/5/16, 2/6/17, and 4/17/17.

Members from the following parent groups attended one or more meetings:

- Advanced Learners Program Support (ALPS)
- Beach Parent Organization
- Budget Advisory Committee
- Citizens Highly Interested in Music Education (CHIME)
- GATE Advisory Committee
- Havens Parent Club
- Piedmont Appreciating Diversity (PADC)
- Piedmont Education Foundation
- Piedmonters for Resources, Advocacy, Information in Special Education (PRAISE)
- Piedmont High School Parent Club
- Piedmont Makers
- Piedmont Middle School Parent Club
- Promote Art in the Schools (PAINTS)
- School Site Councils
- Special Education Advisory Committee
- Technology Advisory Committee
- Wildwood Parent Club

2. PUSD held four LCAP Community Engagement evening events on the following dates: 10/25/16, 11/21/16, 1/23/17, 4/24/17. The main agenda items from these meetings were as follows:

October 25: Overview of the LCAP and process, aligning goals to identified needs, and Q&A

November 21: Reviewing data, updating community members on work related to actions and services, and getting feedback on goals 1 and 2

January 23: Reviewing data, updating community members on work related to actions and services, and getting feedback on goals 1, 2, and 3

April 24: Reviewed all of the actions and services in the Annual update

3. The LCAP goals were discussed at the following school site council meetings and the goals for each site's Single Plan for Student Achievement align to the District's LCAP.

Tri School Site Council - 9/6/16, 10/4/16, 11/8/17, 12/5/16, 2/6/17, 3/13/17, 4/17/17
 PMS Site Council - 9/13/16, 10/11/16, 11/15/16, 2/14/17, 3/14/17, 4/18/17
 MHS Site Council - 9/21/16, 10/5/16
 PHS Site Council - 9/22/16, 10/6/16

4. The Administrative Team reviewed the actions and services and provided input into the LCAP for 2017-20 at the following meetings: 8/23/16, 9/6/16, 10/4/16, 10/18/16, 11/15/16, 11/29/16, 1/10/17, 2/7/17, 3/7/17, 4/4/17, 4/18/17, 5/30/17
5. The Cabinet and Directors discussed LCAP goals, actions, and services at their weekly meetings.

We identified areas where we wanted to improve our Stakeholder engagement, some of which were successful:

1. Rotating meeting times for LCAP Advisory Committee meetings to allow for participation of a broader range of constituents - We moved our meetings from early morning to after school. This resulted in an increase in attendance from some groups and less participation from others. The meeting times for LCAP meetings will need to be revisited each year.
2. Parent representation on the LCAP Advisory Committee from Millennium High School - We did not have MHS representation. This continues to be an area of focus.
3. At least one representative on the LCAP Advisory Committee who is the parent of an English learner - The parent of an English learner did participate in some of the meetings.
4. More middle and high school students attending LCAP meetings or finding other ways to involve students in the discussions about LCAP topics - We did not have student representation this year.
5. Classified staff attending the LCAP Advisory Committee meetings - We did not have classified staff at this year's meetings.
6. More teacher participation in the LCAP Advisory Committee meetings, or finding ways to involve teachers ongoing in the discussions about LCAP topics - Many more teachers attended this year's meetings and all teachers were given access to LCAP documents throughout the year and were asked to provide feedback and input.
7. Regular review of the LCAP by administrators so the LCAP becomes a living document representing the work happening throughout the District - The Administrative Team reviewed the LCAP at 12 meeting throughout the school year.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

Overall the amount of stakeholder participation in the development of the 2017-20 LCAP continued to improve significantly. Many months of discussion from members of the various stakeholder groups provided input into the annual update and the new actions and services for 2017-20.

Historically Piedmont has had many active parent groups; however, the process of bringing together leaders from all of the parent groups, along with teachers, administrators, and students, has not been in place. The LCAP meetings have provided an opportunity for stakeholders to hear the passionate concerns of groups other than their own, as well as many thoughtful and informed experiences from staff and students.

The PEF Grants Committee played a significant role this year in reviewing the Annual Update for 2016-17, giving input into actions and services for 2017-20, and funding many of the LCAP action items.

Although stakeholder engagement has continued to increase, we have identified several areas where we can improve, which are as follows:

1. Classified staff- no CSEA members attended any of the LCAP meetings
2. Students- only one meeting had student participation
3. High school staff- very few high school teachers attended LCAP meetings
4. Parents of English learners- more work is needed to ensure parents of English learners and reclassified English learners attend meetings and provide input
5. Parent and community support group participation - some groups had no representation at any of the meetings this year

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 1

GOAL 1: All students will feel physically safe, emotionally cared for, and academically and socially included in their school environment.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

All students need teachers, staff, and administrators who provide safe learning environments where students' diverse human characteristics, ideas, cultural practices, belief systems, worldviews, identities, experiences, and demographic differences are respected and celebrated.

Special education students, English learners, and average to above-average academically-performing students need caring teachers, counselors, and staff who teach from an asset-based model, challenge students at their level of academic ability, and provide multiple systems of support for students within the school day.

All students need opportunities to be socially connected to their peers.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority/Metric 5a-e: Pupil Engagement as measured by attendance rates, dropout rates, graduation rates, suspension and expulsion rates, and responses from the CA Healthy Kids Survey	5a School attendance: 5b Chronic absenteeism: 4% 5c Middle school dropout rate: 0% 5d High school dropout rate: 0% 5e High school graduation rate: 100%	5a Increase overall district attendance rate by .25% 5b Decrease the number of students at Piedmont Middle School (41 students in 2015-16) who are chronically absent (over 18 days or 10% of the school year) 5c Maintain 0% middle school dropout rate	5a Increase overall district attendance rate by .25% 5b Decrease the number of students at Piedmont Middle School (41 students in 2015-16) who are chronically absent (over 18 days or 10% of the school year) 5c Maintain 0% middle school dropout rate	5a Increase overall district attendance rate by .25% 5b Decrease the number of students at Piedmont Middle School (41 students in 2015-16) who are chronically absent (over 18 days or 10% of the school year) 5c Maintain 0% middle school dropout rate

		5d Maintain 0% high school dropout rate	5d Maintain 0% high school dropout rate	5d Maintain 0% high school dropout rate
		5e Maintain "very high" (98-100%) high school graduation rate	5e Maintain "very high" (98-100%) high school graduation rate	5e Maintain "very high" (98-100%) high school graduation rate
State Priority/Metric 6a-c: School Climate as measured by suspension rate, expulsion rate, and responses from the CA Healthy Kids Survey and other local data	6a Pupil suspension rate: 1% 6b Pupil expulsion rate: 0% at PMS, MHS, PHS 6c School connectedness	6a.1 Decrease the high school suspension rate for special education students at PHS to "very low" 6a.2 Maintain "very low" middle school suspension rate 6b Maintain 0% high school and middle school expulsion rate 6c Establish baseline data on the number of students who feel included in all aspects of their school environment, regardless of race, ethnicity, religion, physical ability, academic ability, gender identity, or sexual preference	6a.1 Decrease the high school suspension rate for special education students at PHS to "very low" 6a.2 Maintain "very low" middle school suspension rate 6b Maintain 0% high school and middle school expulsion rate 6c Establish baseline data on the number of students who feel included in all aspects of their school environment, regardless of race, ethnicity, religion, physical ability, academic ability, gender identity, or sexual preference	6a.1 Decrease the high school suspension rate for special education students at PHS to "very low" 6a.2 Maintain "very low" middle school suspension rate 6b Maintain 0% high school and middle school expulsion rate 6c Establish baseline data on the number of students who feel included in all aspects of their school environment, regardless of race, ethnicity, religion, physical ability, academic ability, gender identity, or sexual preference

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
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[Scope of Services](#)

LEA-wide
 Schoolwide
 OR
 Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools
 Specific Schools:
 Specific Grade spans:

ACTIONS/SERVICES

2017-18

New
 Modified
 Unchanged

1.1 Equity, Diversity, and Social Justice Professional Development for Staff

1.1a Develop a multi-year plan for training all staff on how to become aware of, seek out, and eliminate systemic barriers that prevent the realization of a positive and inclusive teaching and learning environment for all

1.1b Work with organizations and consultant services who provide trainings on how to create school cultures that value and respect all individuals and serve all groups, regardless of protection by law, including but not limited to groups identified by: age, appearance, ethnicity, gender, gender identity, gender expression, language, race, religion, sexual orientation, socio-economic status, visible or invisible disabilities

1.1c Explore the use of culturally responsive teaching practices as an instructional approach to integrating students' unique cultural strengths within the curriculum

2018-19

New
 Modified
 Unchanged

1.1 Equity, Diversity, and Social Justice Professional Development for Staff

1.1a Monitor and evaluate the effectiveness of the plan for training all staff on how to become aware of, seek out, and eliminate systemic barriers that prevent the realization of a positive and inclusive teaching and learning environment for all

1.1b Continue to work with organizations and consultants who provide trainings on how to create school cultures that value and respect all individuals and serve all groups, regardless of protection by law, including but not limited to groups identified by: age, appearance, ethnicity, gender, gender identity, gender expression, language, race, religion, sexual orientation, socio-economic status, visible or invisible disabilities

1.1c Train teachers on the use of culturally responsive teaching practices as an instructional approach to integrating students' unique cultural strengths within the curriculum

2019-20

New
 Modified
 Unchanged

1.1 Equity, Diversity, and Social Justice Professional Development for Staff

1.1a Continue to monitor and evaluate the effectiveness of the plan for training all staff on how to become aware of, seek out, and eliminate systemic barriers that prevent the realization of a positive and inclusive teaching and learning environment for all

1.1b Continue to work with organizations and consultants who provide trainings on how to create school cultures that value and respect all individuals and serve all groups, regardless of protection by law, including but not limited to groups identified by: age, appearance, ethnicity, gender, gender identity, gender expression, language, race, religion, sexual orientation, socio-economic status, visible or invisible disabilities

1.1c Continue to train teachers on the use of culturally responsive teaching practices as an instructional approach to integrating students' unique cultural strengths within the curriculum

BUDGETED EXPENDITURES

2017-18

Amount	\$4,320
Source	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries

2018-19

Amount	\$4,320
Source	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries

2019-20

Amount	\$4,320
Source	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries

	Hourly pay for certificated staff		Hourly pay for certificated staff		Hourly pay for certificated staff
Amount	\$750	Amount	\$750	Amount	\$750
Source	LCFF Base	Source	LCFF Base	Source	LCFF Base
Budget Reference	2000-2999: Classified Personnel Salaries Hourly pay for classified staff	Budget Reference	2000-2999: Classified Personnel Salaries Hourly pay for classified staff	Budget Reference	2000-2999: Classified Personnel Salaries Hourly pay for classified staff
Amount	\$33,500	Amount	\$26,000	Amount	\$20,000
Source	LCFF Base	Source	LCFF Base	Source	
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Consulting fees	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Consulting fees	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Consulting fees
Source	Base	Source	Base	Source	

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All Students with Disabilities [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

2018-19

2019-20

New Modified Unchanged

1.2 Equity, Diversity, and Social Justice Partnerships and Community Engagement

1.2a Partner with local organizations to advance the work related to equity, diversity, and social justice within Piedmont Schools and throughout the city of Piedmont

1.2b Engage parent and community support groups in discussions about membership, participation, and their organization's mission through the lens of equity, diversity, and social justice

New Modified Unchanged

1.2 Equity, Diversity, and Social Justice Partnerships and Community Engagement

1.2a Continue to partner with local organizations to advance the work related to equity, diversity, and social justice within Piedmont Schools and throughout the city of Piedmont

1.2b Continue to engage parent and community support groups in discussions about membership, participation, and their organization's mission through the lens of equity, diversity, and social justice

New Modified Unchanged

1.2 Equity, Diversity, and Social Justice Partnerships and Community Engagement

1.2a Continue to partner with local organizations to advance the work related to equity, diversity, and social justice within Piedmont Schools and throughout the city of Piedmont

1.2b Continue to engage parent and community support groups in discussions about membership, participation, and their organization's mission through the lens of equity, diversity, and social justice

BUDGETED EXPENDITURES

2017-18

Amount \$1,500

Source LCFF Base

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures Consulting fees

2018-19

Amount \$1,500

Source LCFF Base

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures Consulting fees

2019-20

Amount \$1,500

Source LCFF Base

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures Consulting fees

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools

Specific Schools:

Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.3 Equity, Diversity, and Social Justice Student Education and Intervention

1.3a Educate and model for students the importance of being an inclusive, welcoming, and respectful community of people who value others for their varying human characteristics, ideas, cultural practices, belief systems, worldviews, identities, experiences, and demographic differences

1.3b Teach students appropriate ways to advocate for and speak up on behalf of themselves and others who face bias, discrimination, and exclusion from activities that prevent them from reaching their full potential

1.3c Research restorative practices to complement or serve as an alternative to traditional approaches to discipline

2018-19

New Modified Unchanged

1.3 Equity, Diversity, and Social Justice Student Education and Intervention

1.3a Educate and model for students the importance of being an inclusive, welcoming, and respectful community of people who value others for their varying human characteristics, ideas, cultural practices, belief systems, worldviews, identities, experiences, and demographic differences

1.3b Teach students appropriate ways to advocate for and speak up on behalf of themselves and others who face bias, discrimination, and exclusion from activities that prevent them from reaching their full potential

1.3c Research restorative practices to complement or serve as an alternative to traditional approaches to discipline

2019-20

New Modified Unchanged

1.3 Equity, Diversity, and Social Justice Student Education and Intervention

1.3a Educate and model for students the importance of being an inclusive, welcoming, and respectful community of people who value others for their varying human characteristics, ideas, cultural practices, belief systems, worldviews, identities, experiences, and demographic differences

1.3b Teach students appropriate ways to advocate for and speak up on behalf of themselves and others who face bias, discrimination, and exclusion from activities that prevent them from reaching their full potential

1.3c Research restorative practices to complement or serve as an alternative to traditional approaches to discipline

BUDGETED EXPENDITURES

2017-18

Amount	\$2,500
Source	LCFF Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Consulting fees

2018-19

Amount	\$4,000
Source	LCFF Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Consulting fees

2019-20

Amount	\$4,000
Source	LCFF Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Consulting fees

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.4 Chronic Absenteeism

1.4a Review attendance data across the district to identify patterns

1.4b Conduct further research on absenteeism at PMS

1.4c Develop absenteeism interventions that may include policy and procedure for letters, counselor outreach to students and families, wellness center referrals, etc.

2018-19

New Modified Unchanged

1.4 Chronic Absenteeism

1.4a Continue to review attendance data across the district

1.4b Implement interventions for reducing chronic absenteeism at PMS

1.4c Develop absenteeism interventions that may include policy and procedure for letters, counselor outreach, wellness center referrals, etc.

2019-20

New Modified Unchanged

1.4 Chronic Absenteeism

1.4a Continue to review attendance data across the district

1.4b Monitor and evaluate interventions for reducing chronic absenteeism at PMS

1.4c Monitor and evaluate absenteeism interventions that may include policy and procedure for letters, counselor outreach, wellness center referrals, etc.

BUDGETED EXPENDITURES

2017-18

Amount \$0

2018-19

Amount \$0

2019-20

Amount \$0

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All Students with Disabilities [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#) All Schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.5 Mental Health

1.5a Employ a licensed Marriage and Family Therapist to support coordinated services between the Wellness Center and Special Education and provide higher levels of services for students and families in crisis or in need of greater support for mental health issues

1.5b Support the development of a counseling-enriched classroom structure

1.5c Evaluate the efficacy of student outcomes for services provided in-district

2018-19

New Modified Unchanged

1.5 Mental Health

1.5a Monitor and evaluate the work of the licensed Marriage and Family Therapist hired to support coordinated services between PUSD Wellness Center and Special Education and to monitor and evaluate the higher levels of services provided to students and families in crisis

1.5b Develop a counseling-enriched classroom structure

1.5c Continue to evaluate the efficacy for student outcomes related to mental health services provided in-district

2019-20

New Modified Unchanged

1.5 Mental Health

1.5a Continue to monitor and evaluate the work of the licensed Marriage and Family Therapist and to evaluate the higher levels of services provided to students and families in crisis

1.5b Monitor and evaluate the counseling-enriched classroom structure

1.5c Continue to evaluate the efficacy for student outcomes related to mental health services provided in-district

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$80,000
Source	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries Marriage and Family Therapist
Source	Base

Amount	\$80,000
Source	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries Marriage and Family Therapist
Source	Base

Amount	80,000
Source	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries Marriage and Family Therapist
Source	

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 2

GOAL 2: All students will graduate with the 21st century learning skills needed for college and careers.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

All students need collaborative, exemplary teachers who are committed to preparing their students for 21st century college and careers.

All students need access to a broad course of study that meets their learning needs and interests and provides them access to a wide range of college and career choices.

All students need access to curriculum that is clearly defined, articulated K-12, and delivered using current, best instructional practices that promote critical thinking, creativity, communication, and collaboration.

All students need to master the literacy, math, and critical thinking skills required of a 21st century learner.

All students need facilities that are safe and comfortable in which to learn.

Students learning English as a second language need teachers who are trained in current best practices for delivering designated and integrated ELD instruction.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority 1: Basic Services 1a. Appropriately credentialed teachers, as measured by CALPADS	Credentialed teachers: 100% Standards-aligned instructional materials: 0 units per grade level K-5 and 1 unit per grade level 6-8 aligned to NGSS	Maintain 100% of teachers appropriately assigned and fully credentialed or working toward a credential in the subject area for the pupils they are teaching	Maintain 100% of teachers appropriately assigned and fully credentialed or working toward a credential in the subject area for the pupils they are teaching	Maintain 100% of teachers appropriately assigned and fully credentialed or working toward a credential in the subject area for the pupils they are teaching

<p>1b. Instructional Materials as measured by annual inventory checks and adoption cycles</p> <p>1c. Facilities in good repair, as measured by the Facilities Inspection Tool (FIT) and as reported in local updates from the facilities steering committee and superintendent</p>	<p>School facilities: 100% of school facilities are maintained in good repair</p>	<p>Increase from zero sets of science instructional materials at the elementary level to at least one unit piloted per grade level and from one science unit per grade level in middle school level to two units that are aligned to the new California Science Standards</p> <p>Maintain 100% of school facilities are in good repair and increase the number of classroom facilities that are equipped for 21st century learning</p>	<p>Increase from one set of science instructional materials piloted at the elementary level to at least two units piloted per grade level and maintain two sets of NGSS-aligned instructional materials per grade level in middle school</p> <p>Maintain 100% of school facilities are in good repair and increase the number of classroom facilities that are equipped for 21st century learning</p>	<p>Continue to increase the number of science instructional materials available at the elementary and middle school levels that are aligned to the new California Science Standards, either through a piloting process or through a formal science materials adoption process</p> <p>Maintain 100% of school facilities are in good repair and increase the number of classroom facilities that are equipped for 21st century learning</p>
<p>State Priority 2: Implementation of State Standards</p> <p>2a: Implementation of State Board adopted academic content, as measured by the total number of adoption committee meetings held across the three levels--elementary, middle, high school</p>	<p>ELA/ELD Adoption Committee meetings in 2016-17</p> <p>Elementary: 0 Middle school: 3 days Total: 3 days</p> <p>Science Adoption Committee meetings in 2016-17</p> <p>Elementary: 0 Middle school: 0</p>	<p>Increase the total number of ELA/ELD adoption committee meetings in elementary and middle school from 3 to at least 6--3 meetings per level</p>	<p>Increase or maintain the total number of ELA/ELD adoption committee meetings in elementary and middle school, if curriculum has not been adopted formally</p> <p>Begin the science instructional materials adoption process, if curriculum becomes available</p>	<p>Increase the number of science adoption committee meetings in elementary and middle school, if curriculum is available</p>
<p>State Priority 2: Implementation of State Standards</p> <p>2a: Academic performance in reading, as measured by K-2 reading level scores on the Fountas and Pinnell Benchmark Assessment</p>	<p>Local reading level data, baseline for 2016-17</p> <p>Fountas and Pinnell Benchmark Assessment Kindergarten: 1st grade: 2nd grade:</p>	<p>Increase by 3% or more the number of elementary students who are reading on grade level by the end of second grade</p>	<p>Increase by 3% or more the number of elementary students who are reading on grade level by the end of second grade</p>	<p>Increase by 3% or more the number of elementary students who are reading on grade level by the end of second grade</p>
<p>State Priority 2: Implementation of State Standards</p>	<p>2016 Bridges and Number Corner Data</p> <p>1st grade Unit: 2nd grade:</p>			

<p>2a: Academic performance in mathematics, as measured by math scores on Bridges assessments related to essential math standards in grades 1-5 and math scores on MARS tasks in grades 6-10</p>	<p>3rd grade: 4th grade: 5th grade: 2017 MARS Tasks 6th grade 7th grade 8th grade 9th grade 10th grade</p>			
<p>State Priority 2: Implementation of State Standards</p> <p>2b: English learners access to content standards, as measured by the number of teachers trained on the ELA/ELD framework and the ELD standards</p>	<p>ELA teachers trained on the ELA/ELD framework and ELD standards</p> <p>Elementary ELA teachers trained: 0 Elementary Administrators: 0 Middle school ELA teachers trained: 10 Middle school Admin: 1 Total: 11 teachers/administrators</p>	<p>Increase the number of teachers and administrators who receive training on the new ELA/ELD framework from 11 to 25</p>	<p>Increase the number of teachers and administrators who receive training on the new ELA/ELD framework from 25-40</p>	<p>Increase the number of teachers and administrators who receive training on the new ELA/ELD framework from 40-55</p>
<p>State Priority 4: Pupil Achievement</p> <p>4a Statewide assessments in English language arts, as measured by the CAASPP</p>	<p>2015 CAASPP Results</p> <p>11th Grade English Language Arts</p> <p>Overall Achievement</p> <ul style="list-style-type: none"> Standard Exceeded: 67% Standard Met: 22% Standard Nearly Met: 8% Standard Not Met: 3% <p>Listening: Demonstrating effective communication skills</p> <ul style="list-style-type: none"> Above Standard: 44% At or Near Standard: 52% Below Standard: 4% 	<p>Increase by 3% the number of students in grades 3-8 who score "Above Standard" on the Smarter Balanced Assessment Reading Claim 1: Demonstrating understanding of literary and non-fictional texts</p> <p>Increase by 3% the number of 11th grade students who score "Standard Exceeded" on the Overall Achievement in English Language Arts</p> <p>Increase by 5% of the number of 11th grade students who score "Above Standard" in the Listening claim: Demonstrating effective communication skills</p>		

<p>State Priority 4: Pupil Achievement</p> <p>4a Statewide assessments in mathematics, as measured by the CAASPP</p>	<p>All Grades Mathematics</p> <p>Problem Solving and Modeling/Data Analysis: Using appropriate tools and strategies to solve real world and mathematics problems</p> <ul style="list-style-type: none"> • Above Standard: 61% • At or Near Standard: 33% • Below Standard: 6% 	<p>Increase by 3% percent the number of students in grades 3-8 and 11 who score "Above Standard" on the Smarter Balanced Assessment Mathematics Claims 2 & 4: Problem Solving and Modeling/Data Analysis</p> <p>Establish baseline data on Math Performance Task Assessments K-8 and High School (Pupil Achievement 4a) Metric: District Math Performance Task Data collected in Illuminate</p>		
<p>State Priority/Metric Pupil Achievement</p> <p>4b: Academic Performance Index</p>	<p>No API reported</p>	<p>Not applicable</p>	<p>Not applicable</p>	<p>Not applicable</p>
<p>State Priority 4: Pupil Achievement</p> <p>4c: Successful completion of UC/CSU entrance requirements, as measured by _____</p>	<p>UC/CSU course completion</p> <p>2016 Local data from</p>	<p>Increase the percentage of unduplicated students and students with disabilities who complete a-g course requirements</p>	<p>Increase the percentage of unduplicated students and students with disabilities who complete a-g course requirements</p>	<p>Increase or maintain the percentage of unduplicated students and students with disabilities who complete a-g course requirements</p>
<p>State Priority 4: Pupil Achievement</p> <p>4d English language learner progress, as measured by the CA English Language Proficiency Assessment for California (ELPAC) and reported in CALPADS</p> <p>4e English learner reclassification rate, as</p>	<p>Establish baseline data on the ELPAC in 2018</p>	<p>No data available until Spring of 2018</p>		

<p>measured by the percentage reported in CALPADS</p>				
<p>State Priority 4: Pupil Achievement</p> <p>4f Advanced Placement, as measured by percentage of students scoring a 3 or higher</p>	<p>AP Exam Data</p> <p>2015 AP Foreign Language Exam Results AP French AP Mandarin AP Spanish</p> <p>2016 AP Exam Results AP French AP Mandarin AP Spanish</p> <p>AP Computer Science Principles Exam Results</p> <p>2015 2016</p>	<p>Increase the number of students who take the AP Foreign Language Exams (French, Mandarin, Spanish) and pass with a score of 3 or higher</p> <p>Increase the number of students who take the AP Computer Science Principles Exam and pass with a score of 3 or higher</p>	<p>Continue to increase the number of students who take the AP Foreign Language Exams (French, Mandarin, Spanish) and pass with a score of 3 or higher</p> <p>Increase the number of students who take the AP Computer Science Principles Exam and pass with a score of 3 or higher</p>	<p>Increase or maintain the number of students who take the AP Foreign Language Exams (French, Mandarin, Spanish) and pass with a score of 3 or higher</p> <p>Increase or maintain the number of students who take the AP Computer Science Principles Exam and pass with a score of 3 or higher</p>
<p>State Priority 4: Pupil Achievement</p> <p>4g: College preparedness, as measured by Early Assessment Program (EAP) or another measure of equivalency</p>	<p>11th graders scoring a 4 in ELA on the CAASPP</p> <p>2015 2016</p> <p>11th graders scoring a 4 in Mathematics on the CAASPP</p> <p>2015 2016</p>	<p>Increase the percentage of 11th grade students who demonstrate college preparedness in ELA pursuant to the EAP exam by 3%</p> <p>Increase the percentage of 11th grade students who demonstrate college preparedness in ELA pursuant to the EAP exam by 3%</p>	<p>Increase the percentage of 11th grade students who demonstrate college preparedness in ELA pursuant to the EAP exam by 3%</p> <p>Increase the percentage of 11th grade students who demonstrate college preparedness in ELA pursuant to the EAP exam by 3%</p>	<p>Increase the percentage of 11th grade students who demonstrate college preparedness in ELA pursuant to the EAP exam by 3%</p> <p>Increase the percentage of 11th grade students who demonstrate college preparedness in ELA pursuant to the EAP exam by 3%</p>
<p>State Priority 7: Course Access</p> <p>7b: Access to a 7-period day for middle school students who are English language learners, as measured by reviewing student schedules in Infinite Campus</p>		<p>For English learners who score Early Advanced or Advanced on the CELDT, increase the number of students who have access to a 7-period day in middle school</p>	<p>Continue to increase or maintain the number of English learners who score Early Advanced or Advanced on the CELDT have access to a 7-period day in middle school</p>	<p>Continue to increase or maintain the number of English learners who score Early Advanced or Advanced on the CELDT have access to a 7-period day in middle school</p>
<p>State Priority 7: Course Access</p>	<p>Percentage of 11th graders overall who completed 3 years of science</p>	<p>Increase the percentage of 11th graders who complete 3 years of science by 3%</p>	<p>Increase the percentage of 11th graders who complete 3 years of science by 3%</p>	<p>Increase the percentage of 11th graders who complete 3 years of science by 3%</p>

<p>7c: Access to core science courses for students with disabilities, as measured by data in Infinite Campus</p>	<p>2015 2016 2017</p> <p>Percentage of 11th graders with IEPs who completed 3 years of science</p> <p>2015 2016 2017</p>	<p>Increase the percentage of 11th graders with IEPs who complete 3 years of science by 3%</p>	<p>Increase the percentage of 11th graders with IEPs who complete 3 years of science by 3%</p>	<p>Increase the percentage of 11th graders with IEPs who complete 3 years of science by 3%</p>
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PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

<p>2.1 English Language Arts</p> <p>2.1a Conduct a formal process for adopting instructional materials at each level</p> <p>2.1b Evaluate current and future instructional materials using Teaching Tolerance’s Social Justice Standards Framework</p> <p>2.1c Explore the use of Perspectives for a Diverse America curriculum as one resource for identifying rigorous texts with ant-bias themes that align to Common Core literacy standards</p> <p>2.1d Review units that have been developed for the Expository Reading and Writing Course for high school</p> <p>2.1e Review technology platforms and library collections at each level</p> <p>2.1f Purchase new core texts, supplemental texts, and other instructional materials for core ELA instruction, literacy intervention, and enrichment</p> <p>2.1g Research UC A-G approved ethnic studies courses in preparation for creating a minimum of one high school ethnic studies electives course to be implemented in or before the 2020-2021 school year (required by AB 2016)</p>

<p>2.1 English Language Arts</p> <p>2.1a Complete the formal process of adopting instructional materials at each level</p> <p>2.1b Evaluate current and future instructional materials using Teaching Tolerance’s Social Justice Standards Framework</p> <p>2.1c Implement and monitor the use of Perspectives for a Diverse America curriculum as one resource for identifying rigorous texts with ant-bias themes that align to Common Core literacy standards</p> <p>2.1d Incorporate units that have been developed for the Expository Reading and Writing Course for high school</p> <p>2.1e Continue to review technology platforms and library collections at each level</p> <p>2.1f Purchase new core texts, supplemental texts, and other instructional materials for core ELA instruction, literacy intervention, and enrichment</p> <p>2.1g Continue to research UC A-G approved ethnic studies courses in preparation for creating a minimum of one high school ethnic studies electives course to be implemented in or before the 2020-2021 school year (required by AB 2016)</p>
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<p>2.1 English Language Arts</p> <p>2.1a Monitor and evaluate changes in ELA instruction and the use of new instructional materials at each level</p> <p>2.1b Monitor and evaluate the technology platforms and library collections at each level</p> <p>2.1c Purchase any final new core texts, supplemental texts, and other instructional materials needed for core ELA instruction, literacy intervention, and enrichment</p> <p>2.1d Create one high school ethnic studies electives course to be implemented in or before the 2020-2021 school year (required by AB 2016)</p>

BUDGETED EXPENDITURES

2017-18

Amount	\$5,400
Source	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries Hourly pay for certificated staff
Amount	\$65,000
Source	LCFF Base
Budget Reference	4000-4999: Books And Supplies

2018-19

Amount	\$5,400
Source	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries Hourly pay for certificated staff
Amount	\$75,000
Source	LCFF Base
Budget Reference	4000-4999: Books And Supplies

2019-20

Amount	\$2,700
Source	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries Hourly pay for certificated staff
Amount	\$60,000
Source	LCFF Base
Budget Reference	4000-4999: Books And Supplies

	Instructional materials for English language arts		Instructional materials for English language arts		Instructional materials for English language arts43
Amount		Amount		Amount	\$360
Source		Source		Source	LCFF Base
Budget Reference		Budget Reference		Budget Reference	1000-1999: Certificated Personnel Salaries Hourly pay for certificated staff
Amount		Amount		Amount	

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All Students with Disabilities [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

2.2 Mathematics

2.2a Review multiple sources of student data to evaluate 1) successes and challenges related to Common Core

2.2 Mathematics

2.2a Continue to review multiple sources of student data to evaluate 1) successes and challenges related to

2.2 Mathematics

2.2a Continue to review multiple sources of student data to evaluate 1) successes and challenges related to

math instruction, 2) the benefits and challenges of the secondary math pathways, and 3) the degree to which students' academic needs are met without compromising their social emotional wellbeing

2.2b Provide elementary math coaching to support teachers in deepening their understanding of the math content standards and mathematical practice standards, analyzing student data, and differentiating their math instruction for diverse learners

2.2c Identify essential math standards at each grade level (K-5) and for each course (6-12)

2.2d Implement common math assessments aligned to the essential standards and analyze student results for the purpose of informing classroom instruction and evaluating the effectiveness of math courses

Common Core math instruction, 2) the benefits and challenges of the secondary math pathways, and 3) the degree to which students' academic needs are met without compromising their social emotional wellbeing

2.2b Continue to work on identifying essential math standards at each grade level (K-5) and for each course (6-12) to assist the development of a system of intervention and enrichment for exceptional students

2.2c Continue to administer common math assessments aligned to the essential standards and analyze student results for the purpose of informing classroom instruction and evaluating the effectiveness of math courses

Common Core math instruction, 2) the benefits and challenges of the secondary math pathways, and 3) the degree to which students' academic needs are met without compromising their social emotional wellbeing

2.2b Continue to work on identifying essential math standards at each grade level (K-5) and for each course (6-12) to assist the development of a system of intervention and enrichment for exceptional students

2.2c Continue to administer common math assessments aligned to the essential standards and analyze student results for the purpose of informing classroom instruction and evaluating the effectiveness of math courses

BUDGETED EXPENDITURES

2017-18

Amount	\$6,000
Source	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries Hourly pay for certificated staff
Amount	\$125,000
Source	Other Local Revenue
Budget Reference	1000-1999: Certificated Personnel Salaries Parent Club donations for elementary math coach
Amount	\$16,000
Source	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries 8 co-curricular stipends for elementary grade-level leaders
Amount	\$5,000

2018-19

Amount	\$3,000
Source	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries Hourly pay for certificated staff
Amount	\$25,000
Source	Other Local Revenue
Budget Reference	1000-1999: Certificated Personnel Salaries PEF Tier II funding for .2 elementary math coach
Amount	\$5,000
Source	LCFF Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures SVMI membership for math resources and PD
Amount	

2019-20

Amount	\$3,000
Source	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries Hourly pay for certificated staff
Amount	\$25,000
Source	Other Local Revenue
Budget Reference	1000-1999: Certificated Personnel Salaries PEF Tier II funding for .2 elementary math coach
Amount	\$5,000
Source	LCFF Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures SVMI membership for math resources and PD
Amount	

Source	LCFF Base	Source		Source	
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures SVMI membership for math resources and PD	Budget Reference		Budget Reference	

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.3 English Language Development (ELD)
 2.3a Review data on the progress of English learners
 2.3b Partially implement the new state test for English learners (ELPAC)
 2.3c Develop a District-wide system for monitoring the progress of all English learners

2018-19

New Modified Unchanged

2.3 English Language Development (ELD)
 2.3a Continue to review data on the progress of English learners
 2.3b Fully implement the new state test for English learners (ELPAC)
 2.3c Monitor and evaluate the new District-wide system for monitoring the progress of all English learners

2019-20

New Modified Unchanged

2.3 English Language Development (ELD)
 2.3a Continue to monitor and evaluate the new District-wide system for monitoring the progress of all English learners
 2.3b Track and monitor the progress of Reclassified English Proficient Students (RFEP)

2.3d Track and monitor the progress of Reclassified English Proficient Students (RFEP)

2.3e Train appropriate staff on the new ELD standards and developing lesson plans for designated ELD and integrated ELD instruction

2.3d Track and monitor the progress of Reclassified English Proficient Students (RFEP)

2.3e Continue to train appropriate staff on the new ELD standards and developing lesson plans for designated ELD and integrated ELD instruction

2.3c Continue to train appropriate staff on the new ELD standards and developing lesson plans for designated ELD and integrated ELD instruction

BUDGETED EXPENDITURES

2017-18

Amount \$3,000

Source Title III

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures Training on English language development standards

2018-19

Amount \$3,000

Source Title III

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures Training on English language development standards

2019-20

Amount \$3,000

Source Title III

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures Training on English language development standards

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.4 Career Technical Education
 2.4a Develop one or more career pathways
 2.4b Support teachers in becoming credentialed to teach CTE courses

2018-19

New Modified Unchanged

2.4 Career Technical Education
 2.4a Continue to develop one or more career pathways
 2.4b Continue to support teachers in becoming credentialed to teach CTE courses

2019-20

New Modified Unchanged

2.4 Career Technical Education
 2.4a Continue to develop one or more career pathways
 2.4b Continue to support teachers in becoming credentialed to teach CTE courses

BUDGETED EXPENDITURES

2017-18

Amount \$3,600
 Source LCFF Base
 Budget Reference 5800: Professional/Consulting Services And Operating Expenditures CTE coursework

2018-19

Amount \$2,400
 Source LCFF Base
 Budget Reference 5800: Professional/Consulting Services And Operating Expenditures CTE coursework

2019-20

Amount \$1,200
 Source LCFF Base
 Budget Reference 5800: Professional/Consulting Services And Operating Expenditures CTE coursework

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.5 Health Education Content Standards

2.5a Implement, monitor, reflect, and refine the instruction of required curriculum for AB 329, California Healthy Youth Act, in middle school and high school

2.5b Identify the essential health standards at each level

2.5c Review the current Health and Social Emotional Learning curriculum TK-12 and make recommended changes

2018-19

New Modified Unchanged

2.5 Health Education Content Standards

2.5a Implement, monitor, reflect, and refine the instruction of required curriculum for AB 329, California Healthy Youth Act, in middle school and high school

2.5b Identify the essential health standards at each level

2.5c Review the current Health and Social Emotional Learning curriculum TK-12 and make recommended changes

2019-20

New Modified Unchanged

2.5 Health Education Content Standards

2.5a Implement, monitor, reflect, and refine the instruction of required curriculum for AB 329, California Healthy Youth Act, in middle school and high school

2.5b Identify the essential health standards at each level

2.5c Review the current Health and Social Emotional Learning curriculum TK-12 and make recommended changes

BUDGETED EXPENDITURES

2017-18

Amount	\$5,760
Source	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries Hourly pay for certificated staff

2018-19

Amount	\$5,760
Source	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries Hourly pay for certificated staff

2019-20

Amount	\$5,760
Source	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries Hourly pay for certificated staff

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.6 History-Social Science

2.6a Review the history-social science framework and provide training for middle and high school teachers on how to implement new instructional practices

2.6b Research UC A-G approved ethnic studies courses in preparation for creating a minimum of one high school ethnic studies electives course to be implemented in or before the 2020-2021 school year (required by AB 2016)

2018-19

New Modified Unchanged

2.6 History-Social Science

2.6a Continue to study the history-social science framework and provide training for middle and high school teachers on how to implement new instructional practices

2.6b Continue to research UC A-G approved ethnic studies courses in preparation for creating a minimum of one high school ethnic studies electives course to be implemented in or before the 2020-2021 school year (required by AB 2016)

2019-20

New Modified Unchanged

2.6 History-Social Science

2.6a Continue to study the history-social science framework and provide training for middle and high school teachers on how to implement new instructional practices

2.6b Develop one UC A-G approved high school ethnic studies electives course to be implemented in or before the 2020-2021 school year (required by AB 2016)

BUDGETED EXPENDITURES

2017-18

Amount	\$3,200
Source	LCFF Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional development on the HSS standards
Amount	
Source	

2018-19

Amount	\$1,600
Source	LCFF Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional development on the HSS standards
Amount	
Source	

2019-20

Amount	\$2,400
Source	LCFF Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional development on the HSS standards
Amount	\$360
Source	LCFF Base

Budget Reference		Budget Reference		Budget Reference	1000-1999: Certificated Personnel Salaries Hourly pay for certificated staff
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Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.7 Next Generation Science Standards

2.7a Develop and monitor the instruction of new high school core courses and elective courses

2.7b Continue to develop and monitor the implementation of NGSS across levels

2.7c Identify essential science standards in elementary and middle school

2.7d Provide K-12 professional development to support NGSS implementation and the integration of Science,

2018-19

New Modified Unchanged

2.7 Next Generation Science Standards

2.7a Develop new high school elective courses

2.7b Continue to develop and monitor the implementation of NGSS across levels

2.7c Continue to identify essential science standards in elementary and middle school

2.7d Provide K-12 professional development to support NGSS implementation and the integration of Science, Technology, Engineering, Arts, Mathematics (STEAM)

2019-20

New Modified Unchanged

2.7 Next Generation Science Standards

2.7a Monitor and evaluate new high school core courses and elective courses

2.7b Continue to develop and monitor the implementation of NGSS across levels

2.7c Continue to identify essential science standards in elementary

2.7d Provide K-12 professional development to support NGSS implementation and the integration of Science,

Technology, Engineering, Arts, Mathematics (STEAM) using a variety of approaches: local conferences and workshops, consultant services that provide training, coaching, and lesson study

using a variety of approaches: local conferences and workshops, consultant services that provide training, coaching, and lesson study

Technology, Engineering, Arts, Mathematics (STEAM) using a variety of approaches: local conferences and workshops, consultant services that provide training, coaching, and lesson study

BUDGETED EXPENDITURES

2017-18

Amount	\$4,000
Source	LCFF Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Consulting fees
Amount	\$5,040
Source	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries Hourly pay for certificated staff
Amount	\$26,000
Source	Other Local Revenue
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Consulting fees paid by PEF Tier II
Amount	\$4,000
Source	Other Local Revenue
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional development for NGSS paid by PEF Tier II

2018-19

Amount	\$1,500
Source	LCFF Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Consulting fees
Amount	\$2,520
Source	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries Hourly pay for certificated staff
Amount	\$15,000
Source	Other Local Revenue
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Consulting fees paid by PEF Tier II
Amount	\$4,000
Source	Other Local Revenue
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional development for NGSS paid by PEF Tier II

2019-20

Amount	\$10,000
Source	Other Local Revenue
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Consulting fees paid by PEF Tier II
Amount	\$4,000
Source	Other Local Revenue
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional development for NGSS paid by PEF Tier II
Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

Action **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.8 Visual and Performing Arts (VAPA)
 2.8a Develop an elementary scope and sequence for visual arts and performing arts (vocal and instrumental music)
 2.8b Support the role of visual and performing arts as part of STEAM by providing training on integrating the arts with content area instruction

2018-19

New Modified Unchanged

2.8 Visual and Performing Arts (VAPA)
 2.8a Develop a TK-8 scope and sequence
 2.8b Support the role of visual and performing arts as part of STEAM by providing training on integrating the arts with content area instruction

2019-20

New Modified Unchanged

2.8 Visual and Performing Arts (VAPA)
 2.8a Develop a TK-12 scope and sequence
 2.8b Support the role of visual and performing arts as part of STEAM by providing training on integrating the arts with content area instruction

BUDGETED EXPENDITURES

2017-18

Amount	\$1,800
Source	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries

2018-19

Amount	\$1,200
Source	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries

2019-20

Amount	\$1,800
Source	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries

Hourly pay for certificated staff

Hourly pay for certificated staff

Hourly pay for certificated staff

Action **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All Students with Disabilities [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

2.9 World Language

2.9a Develop a 7-12 scope and sequence for all foreign languages

2.9b Transition to using a more proficiency-based model of teaching and assessing students

2018-19

New Modified Unchanged

2.9 World Language

2.9a Continue to develop a 7-12 scope and sequence for all foreign languages

2.9b Continue transitioning to using a more proficiency-based model of teaching and assessing students

2019-20

New Modified Unchanged

2.9 World Language

2.9a Continue to develop a 7-12 scope and sequence for all foreign languages

2.9b Complete the transition to using a more proficiency-based model of teaching and assessing students

[BUDGETED EXPENDITURES](#)

2017-18

Amount \$1,800

2018-19

Amount \$1,800

2019-20

Amount \$1,800

Source LCFF Base

Budget Reference 1000-1999: Certificated Personnel Salaries
Hourly pay for certificated staff

Source LCFF Base

Budget Reference 1000-1999: Certificated Personnel Salaries
Hourly pay for certificated staff

Source LCFF Base

Budget Reference 1000-1999: Certificated Personnel Salaries
Hourly pay for certificated staff

Action **10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All Students with Disabilities [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

2.10 Computer Science/Technology

2.10a Review middle school and high school computer science courses to develop a scope and sequence aligned to new Computer Science standards and CTE pathways

2.10b Identify essential technology standards for grades 1, 3 and 5

2018-19

New Modified Unchanged

2.10 Computer Science/Technology

2.10a Develop a scope and sequence aligned to new Computer Science standards and CTE pathways

2.10b Continue the work of integrating technology meaningfully with content instruction; implement related action items from the District Instructional Technology Plan

2019-20

New Modified Unchanged

2.10 Computer Science/Technology

2.10a Monitor and evaluate the middle and high school scope and sequence implemented to align with new Computer Science standards and CTE pathways

2.10b Continue the work of integrating technology meaningfully with content instruction; implement related action items from the District Instructional Technology Plan

2.10c Continue the work of integrating technology meaningfully with content instruction; implement related action items from the District Instructional Technology Plan

BUDGETED EXPENDITURES

2017-18

Amount	\$1,800
Source	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries Hourly pay for certificated staff

2018-19

Amount	\$1,800
Source	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries Hourly pay for certificated staff

2019-20

Amount	\$1,800
Source	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries Hourly pay for certificated staff

Action **11**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

2.11 21st Century Tools
 2.11a Implement a learning management system (LMS) either K-12 or 6-12 to support blended learning needs
 2.11b Implement related action items from the District Instructional Technology Plan

2.11 21st Century Tools
 2.11a Monitor and evaluate a learning management system (LMS) either K-12 or 6-12 to support blended learning needs
 2.11b Implement related action items from the District Instructional Technology Plan

2.11 21st Century Tools
 2.11a Continue to monitor and evaluate a learning management system (LMS) either K-12 or 6-12 to support blended learning needs
 2.11b Implement related action items from the District Instructional Technology Plan

BUDGETED EXPENDITURES

2017-18

Amount	26,000
Source	LCFF Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Schoology (LMS)

2018-19

Amount	26,000
Source	LCFF Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Schoology (LMS)

2019-20

Amount	26,000
Source	LCFF Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Schoology (LMS)

Action **12**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.12 Facilities: Implement each phase of the PUSD facilities master plan in support of 21st century teaching and learning environments

2018-19

New Modified Unchanged

2.12 Facilities: Implement each phase of the PUSD facilities master plan in support of 21st century teaching and learning environments

2019-20

New Modified Unchanged

2.12 Facilities: Implement each phase of the PUSD facilities master plan in support of 21st century teaching and learning environments

BUDGETED EXPENDITURES

2017-18

Amount	\$5,100,000
Source	Other Local Revenue
Budget Reference	0001-0999: Unrestricted: Locally Defined H1 Bond expenditures

2018-19

Amount	\$7,200,000
Source	Other Local Revenue
Budget Reference	0001-0999: Unrestricted: Locally Defined H1 Bond expenditures

2019-20

Amount	\$25,000,000
Source	Other Local Revenue
Budget Reference	0001-0999: Unrestricted: Locally Defined H1 Bond expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 3

GOAL 3: All students will engage in rigorous, relevant, and differentiated learning experiences where they make connections among disciplines.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

All PUSD students need learning experiences that are academically stimulating, connected to their learning interests and cultures, and appropriately challenging. Data sources: Student and parent survey data, parent input

Special education students need teachers who are trained in providing alternate curriculum and instruction in the general education classroom when the adopted core curriculum has been shown not to be advancing students' learning. Data sources: IEP data, classroom assessments, parent input during IEP meetings

English learners need classroom teachers to provide direct and scaffolded content instruction and embed integrated ELD methodology into their daily practice. Data sources: CELDT

Gifted/talented students need teachers who differentiate their instruction and provide alternate learning experiences when the adopted core curriculum does not provide appropriate challenge. Data sources: Student and parent survey data; teacher, parent, administrator input

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority 6: School Climate 6c: Other local measure: coaching teachers on ways to differentiate instruction, as measured by the number of teachers coached each year by the Differentiated Instruction Specialist	Number of teachers who participating in one or more coaching sessions with the Differentiation Specialist in 2016-17 Elementary: 18 Middle: 4 High School: 15	Increase the number of certificated teachers who are new to seeking coaching support from the Differentiation Specialist by 10%	Increase the number of certificated teachers who are new to seeking coaching support from the Differentiation Specialist by 10%	Increase the number of certificated teachers who are new to seeking coaching support from the Differentiation Specialist by 10%

<p>State Priority 7: Course Access</p> <p>7c: Programs and services for individuals with exceptional needs in reading, as measured by reading assessment data and data collected from progress monitoring by reading intervention teachers</p>		<p>Maintain or increase the percentage of students who make progress in or exit from general education reading intervention services</p>	<p>Maintain or increase the percentage of students who make progress in or exit from general education reading intervention services</p>	<p>Maintain or increase the percentage of students who make progress in or exit from general education reading intervention services</p>
<p>State Priority 7: Course Access</p> <p>7c: Programs and services for individuals with exceptional needs in math, as measured by math assessment data collected from progress monitoring by math intervention teachers</p>		<p>Maintain or increase the percentage of students who make progress in or exit from general education math intervention services</p>	<p>Maintain or increase the percentage of students who make progress in or exit from general education math intervention services</p>	<p>Maintain or increase the percentage of students who make progress in or exit from general education math intervention services</p>
<p>State Priority 7: Course Access</p> <p>7c: Programs and services for individuals with exceptional needs in math, as measured by middle school class rosters in Infinite Campus</p>	<p>100% of 6th grade GATE/highly advanced math learners were scheduled as part of a cluster grouping in 2016-17</p>	<p>Maintain 90%-100% of incoming 6th graders who have been identified as GATE/highly advanced math learners will be cluster grouped</p>	<p>Maintain 90%-100% of incoming 6th graders who have been identified as GATE/highly advanced math learners will be cluster grouped</p>	<p>Maintain 90%-100% of incoming 6th graders who have been identified as GATE/highly advanced math learners will be cluster grouped</p>

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

3.1 Classroom Differentiation

3.1a Provide individualized coaching support to teachers on ways to differentiate their instruction, especially for student groups with the greatest needs: students with disabilities, students who are gifted and talented, and twice exceptional (2e) students

3.1b Purchase supplemental materials in various subject areas to support teachers in providing students with diverse, enriching, and scaffolded learning experiences

2018-19

New Modified Unchanged

3.1 Classroom Differentiation

3.1a Continue to provide individualized coaching support to teachers on ways to differentiate their instruction and provide small group professional development and/or trainings via staff meetings and common planning times

3.1b Purchase additional supplemental materials in various subject areas to support teachers in providing students with diverse, enriching, and scaffolded learning experiences

2019-20

New Modified Unchanged

3.1 Classroom Differentiation

3.1a Continue to provide individualized coaching support to teachers on ways to differentiate their instruction and provide small group professional development and/or trainings via staff meetings and common planning times

3.1c Complete the purchase of additional materials in various subject areas to support teachers in providing students with diverse, enriching, and scaffolded learning experiences

BUDGETED EXPENDITURES

2017-18

Amount	\$14,438
Source	Other Local Revenue
Budget Reference	1000-1999: Certificated Personnel Salaries 43% of a .4 Differentiation Specialist funded by PEF Grants Committee
Amount	\$11,562
Source	Other Local Revenue
Budget Reference	1000-1999: Certificated Personnel Salaries

2018-19

Amount	\$14,438
Source	Other Local Revenue
Budget Reference	0001-0999: Unrestricted: Locally Defined 43% of a .4 Differentiation Specialist funded by PEF Grants Committee
Amount	\$11,562
Source	Other Local Revenue
Budget Reference	1000-1999: Certificated Personnel Salaries

2019-20

Amount	\$14,438
Source	Other Local Revenue
Budget Reference	0001-0999: Unrestricted: Locally Defined 43% of a .4 Differentiation Specialist funded by PEF Grants Committee
Amount	\$11,562
Source	Other Local Revenue
Budget Reference	0001-0999: Unrestricted: Locally Defined

	34% of .4 Differentiation Specialist funded by parent support groups: ALPS (\$8,00) and PRAISE (\$3,562)		34% of .4 Differentiation Specialist funded by parent support groups: ALPS (\$8,00) and PRAISE (\$3,562)		34% of .4 Differentiation Specialist funded by parent support groups: ALPS (\$8,00) and PRAISE (\$3,562)
Amount	\$7,594	Amount	\$7,594	Amount	\$7,594
Source	Title II	Source	Title II	Source	Title II
Budget Reference	1000-1999: Certificated Personnel Salaries 23% of a .4 Differentiation Specialist	Budget Reference	1000-1999: Certificated Personnel Salaries 23% of a .4 Differentiation Specialist	Budget Reference	1000-1999: Certificated Personnel Salaries 23% of a .4 Differentiation Specialist
Amount	\$1,700	Amount	\$1,700	Amount	\$1,700
Source	Lottery	Source	Lottery	Source	Lottery
Budget Reference	4000-4999: Books And Supplies Supplemental materials for enrichment	Budget Reference	4000-4999: Books And Supplies Supplemental materials for enrichment	Budget Reference	4000-4999: Books And Supplies Supplemental materials for enrichment
Amount	\$5,000	Amount	\$5,000	Amount	\$5,000
Source	LCFF Base	Source	LCFF Base	Source	LCFF Base
Budget Reference	4000-4999: Books And Supplies Math instructional materials for special education	Budget Reference	4000-4999: Books And Supplies Math instructional materials for special education	Budget Reference	4000-4999: Books And Supplies Math instructional materials for special education
Source	Other	Source		Source	
Budget Reference	0000: Unrestricted	Budget Reference		Budget Reference	

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
Location(s)	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
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[Scope of Services](#)

LEA-wide
 Schoolwide
 OR
 Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools
 Specific Schools:
 Specific Grade spans:

ACTIONS/SERVICES

2017-18

New
 Modified
 Unchanged

3.2 Integrated Learning

3.2a Provide time for teachers to collaborate with colleagues to develop thematic and integrated units

3.2b Partner with Alameda County Office of Education (ACOE) to offer multiple approaches to learning the course content offered in the Integrated Learning Specialist Program (ILSP)

2018-19

New
 Modified
 Unchanged

3.2 Integrated Learning

3.2a Continue to provide time for teachers to collaborate with colleagues to develop thematic and integrated units

3.2b Continue to partner with Alameda County Office of Education (ACOE) to offer multiple approaches to accessing course content offered in the Integrated Learning Specialist Program (ILSP)

2019-20

New
 Modified
 Unchanged

3.2 Integrated Learning

3.2a Continue to provide time for teachers to collaborate with colleagues to develop thematic and integrated units

3.2b Continue to partner with Alameda County Office of Education (ACOE) to offer multiple approaches to accessing course content offered in the Integrated Learning Specialist Program (ILSP)

BUDGETED EXPENDITURES

2017-18

Amount	\$1,800
Source	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries Hourly pay for certificated staff
Amount	\$9,000
Source	Other Local Revenue
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Contract with ACOE paid by PEF Tier II
Amount	\$4,000
Source	Common Core Standards Implementation Funds

2018-19

Amount	\$1,800
Source	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries Hourly pay for certificated staff
Amount	\$9,000
Source	Other Local Revenue
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Contract with ACOE paid by PEF Tier II
Amount	\$4,000
Source	Common Core Standards Implementation Funds

2019-20

Amount	\$1,800
Source	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries Hourly pay for certificated staff
Amount	\$9,000
Source	Other Local Revenue
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Contract with ACOE paid by PEF Tier II
Amount	\$4,000
Source	Common Core Standards Implementation Funds

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures Contract with ACOE

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures Contract with ACOE

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures Contract with ACOE

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

3.3 Professional Learning Communities (PLCs)
 3.3a Train teachers on how to engage effectively in professional learning community activities, which include but are not limited to: identifying essential standards across grade levels and content areas, developing common formative and summative assessments, and offering systematic intervention and enrichment
 3.3b Provide time for PLCs to meet within the professional day

2018-19

New Modified Unchanged

3.3 Professional Learning Communities (PLCs)
 3.3a Train teachers on how to engage effectively in professional learning community activities, which include but are not limited to: identifying essential standards across grade levels and content areas, developing common formative and summative assessments, and offering systematic intervention and enrichment
 3.3b Provide time for PLCs to meet within the professional day

2019-20

New Modified Unchanged

3.3 Professional Learning Communities (PLCs)
 3.3a Train teachers on how to engage effectively in professional learning community activities, which include but are not limited to: identifying essential standards across grade levels and content areas, developing common formative and summative assessments, and offering systematic intervention and enrichment
 3.3b Provide time for PLCs to meet within the professional day

BUDGETED EXPENDITURES

2017-18

Amount	\$8,000
Source	Common Core Standards Implementation Funds
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 12 staff members attending PLC training

2018-19

Amount	\$4,000
Source	Other Local Revenue
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 6 staff members attending PLC training

2019-20

Amount	\$4,000
Source	Other Local Revenue
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 6 staff members attending PLC training

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> <u>[Specific Student Group(s)] Students in need of academic intervention in literacy or math</u>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

3.4 Multi-Tiered System of Support (MTSS)
3.4a Research and develop a district-wide systematic approach for providing academic and behavioral interventions and enrichment across grade levels

3.4 Multi-Tiered System of Support (MTSS)
3.4a Continue to develop a district-wide systematic approach for providing academic and behavioral interventions and enrichment across grade levels

3.4 Multi-Tiered System of Support (MTSS)
3.4a Research and develop a district-wide systematic approach for providing academic and behavioral interventions and enrichment across grade levels

3.4b Explore the use of the Universal Design for Learning (UDL) Guidelines

3.4c Evaluate the effectiveness of interventions by monitoring the academic and behavioral progress of at-risk students

3.4b Train some staff on the Universal Design for Learning (UDL) Guidelines

3.4c Continue to evaluate the effectiveness of current interventions by monitoring the academic and behavioral progress of at-risk students and implement any needed changes

3.4b Train more staff on the use of the Universal Design for Learning (UDL) Guidelines

3.4c Continue to evaluate the effectiveness of current interventions by monitoring the academic and behavioral progress of at-risk students and implement any needed changes

BUDGETED EXPENDITURES

2017-18

Amount	\$1,800
Source	LCFF Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Consultant fees

2018-19

Amount	\$1,800
Source	LCFF Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Consultant fees

2019-20

Amount	\$1,800
Source	LCFF Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Consultant fees

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Beach, Havens, Wildwood, Piedmont Middle School Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

3.5 Dyslexia Guidelines

3.5a Provide training on dyslexia and appropriate instructional practices to general education and special education staff

3.5b Coordinate and align general education reading intervention practices and assessments with special education practices

2018-19

New Modified Unchanged

3.5 Dyslexia Guidelines

3.5a Evaluate additional training needs for general education and special education staff related to struggling readers

3.5b Monitor and evaluate the coordination and alignment of general education assessments and intervention practices with special education practices

2019-20

New Modified Unchanged

3.5 Dyslexia Legislature

3.5a Continue to provide dyslexia awareness training to general education and special education staff

3.5b Make adjustments to the alignment of general education assessments and intervention practices with special education services

BUDGETED EXPENDITURES

2017-18

Amount \$5,000

Source Other Local Revenue

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures Professional development funded by PRAISE

Amount \$1,000

Source LCFF Base

Budget Reference 1000-1999: Certificated Personnel Salaries Hourly pay for certificated staff

2018-19

Amount \$3,000

Source Other Local Revenue

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures Professional development funded by PRAISE

Amount \$1,000

Source LCFF Base

Budget Reference 1000-1999: Certificated Personnel Salaries Hourly pay for certificated staff

2019-20

Amount \$1,500

Source Other Local Revenue

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures Professional development funded by PRAISE

Amount \$1,000

Source LCFF Base

Budget Reference 1000-1999: Certificated Personnel Salaries Hourly pay for certificated staff

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds: \$111571

Percentage to Increase or Improve Services: 0.58%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Piedmont's unduplicated students are English language learners, which are less than 1% of our district's population. These students receive specialized instruction by certificated EL teachers. In elementary, students meet with the EL teacher either one-on-one each day or as part of a small group. In middle and high school, EL students are scheduled for one period to be in a designated ELD class.

Services for English Learners grows qualitatively in the following ways:

- 1- Ongoing professional development for ELD teachers
- 2- Training for general education teachers on the ELA/ELD Framework and ELD standards
- 3- Creating a district-wide system for monitoring students receiving ELD instruction

Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

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 applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

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.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the Demonstration of Increased or Improved Services for Unduplicated Students table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

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 students as determined pursuant to 5 CCR 15496(a)(5).

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 CCR 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards for English Language Arts
 - b. Mathematics – Common Core State Standards for Mathematics
 - c. English Language Development
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *Education Code* sections 52060 and 52066, as applicable to type of LEA, 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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 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 school sites 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?

Guiding Questions: Stakeholder Engagement

- 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, or 47606.5, as applicable, 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?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 bgroups 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 school sites?
- 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 school sites, 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?

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	1,914,909.00	1,421,573.00	5,601,864.00	7,561,444.00	25,325,446.70	38,488,754.70
	348,057.00	206,536.00	0.00	0.00	20,000.00	20,000.00
Base	703,182.00	765,981.00	0.00	0.00	0.00	0.00
California Career Pathways Trust	2,490.00	1,375.00	0.00	0.00	0.00	0.00
Common Core Standards Implementation Funds	8,600.00	10,000.00	12,000.00	4,000.00	4,000.00	20,000.00
LCFF Base	444,088.00	129,114.00	282,570.00	259,150.00	209,652.70	751,372.70
Locally Defined	118,852.00	122,238.00	0.00	0.00	0.00	0.00
Lottery	0.00	0.00	1,700.00	1,700.00	1,700.00	5,100.00
Other	1,200.00	0.00	0.00	0.00	0.00	0.00
Other Local Revenue	288,440.00	175,479.00	5,295,000.00	7,286,000.00	25,079,500.00	37,660,500.00
Title II	0.00	10,850.00	7,594.00	7,594.00	7,594.00	22,782.00
Title III	0.00	0.00	3,000.00	3,000.00	3,000.00	9,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	1,914,909.00	1,421,573.00	5,601,864.00	7,561,444.00	25,325,446.70	38,488,754.70
	510,807.00	14,235.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	35,000.00	35,261.00	5,100,000.00	7,214,438.00	25,026,000.00	37,340,438.00
1000-1999: Certificated Personnel Salaries	965,536.00	1,120,678.00	289,314.00	152,756.00	134,596.70	576,666.70
2000-2999: Classified Personnel Salaries	13,746.00	0.00	750.00	750.00	750.00	2,250.00
3000-3999: Employee Benefits	5,000.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	331,220.00	161,030.00	71,700.00	81,700.00	66,700.00	220,100.00
5000-5999: Services And Other Operating Expenditures	18,500.00	16,061.00	26,000.00	26,000.00	26,000.00	78,000.00
5800: Professional/Consulting Services And Operating Expenditures	35,100.00	74,308.00	114,100.00	85,800.00	71,400.00	271,300.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	1,914,909.00	1,421,573.00	5,601,864.00	7,561,444.00	25,325,446.70	38,488,754.70
		348,057.00	12,860.00	0.00	0.00	0.00	0.00
	Base	162,750.00	0.00	0.00	0.00	0.00	0.00
	California Career Pathways Trust	0.00	1,375.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Base	0.00	1,200.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Other Local Revenue	35,000.00	34,061.00	5,100,000.00	7,214,438.00	25,026,000.00	37,340,438.00
1000-1999: Certificated Personnel Salaries		0.00	188,554.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	540,432.00	664,334.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	California Career Pathways Trust	2,490.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	76,822.00	30,017.00	130,720.00	108,600.00	102,002.70	341,322.70
1000-1999: Certificated Personnel Salaries	Locally Defined	118,852.00	122,238.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Other Local Revenue	226,940.00	115,535.00	151,000.00	36,562.00	25,000.00	212,562.00
1000-1999: Certificated Personnel Salaries	Title II	0.00	0.00	7,594.00	7,594.00	7,594.00	22,782.00
2000-2999: Classified Personnel Salaries	LCFF Base	13,746.00	0.00	750.00	750.00	750.00	2,250.00
3000-3999: Employee Benefits	LCFF Base	5,000.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	0.00	68,745.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	LCFF Base	330,020.00	92,285.00	70,000.00	80,000.00	65,000.00	215,000.00
4000-4999: Books And Supplies	Lottery	0.00	0.00	1,700.00	1,700.00	1,700.00	5,100.00
4000-4999: Books And Supplies	Other	1,200.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5000-5999: Services And Other Operating Expenditures	Base	0.00	2,250.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	18,500.00	2,961.00	26,000.00	26,000.00	26,000.00	78,000.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	10,850.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures		0.00	5,122.00	0.00	0.00	20,000.00	20,000.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	29,452.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Common Core Standards Implementation Funds	8,600.00	10,000.00	12,000.00	4,000.00	4,000.00	20,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	0.00	3,851.00	55,100.00	43,800.00	15,900.00	114,800.00
5800: Professional/Consulting Services And Operating Expenditures	Other Local Revenue	26,500.00	25,883.00	44,000.00	35,000.00	28,500.00	107,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	0.00	0.00	3,000.00	3,000.00	3,000.00	9,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal				
Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	122,570.00	116,570.00	110,570.00	349,710.00
Goal 2	5,408,400.00	7,379,980.00	25,151,482.70	37,939,862.70
Goal 3	70,894.00	64,894.00	63,394.00	199,182.00
Goal 4	0.00	0.00	0.00	0.00
Goal 5	0.00	0.00	0.00	0.00
Goal 6	0.00	0.00	0.00	0.00
Goal 7	0.00	0.00	0.00	0.00
Goal 8	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.