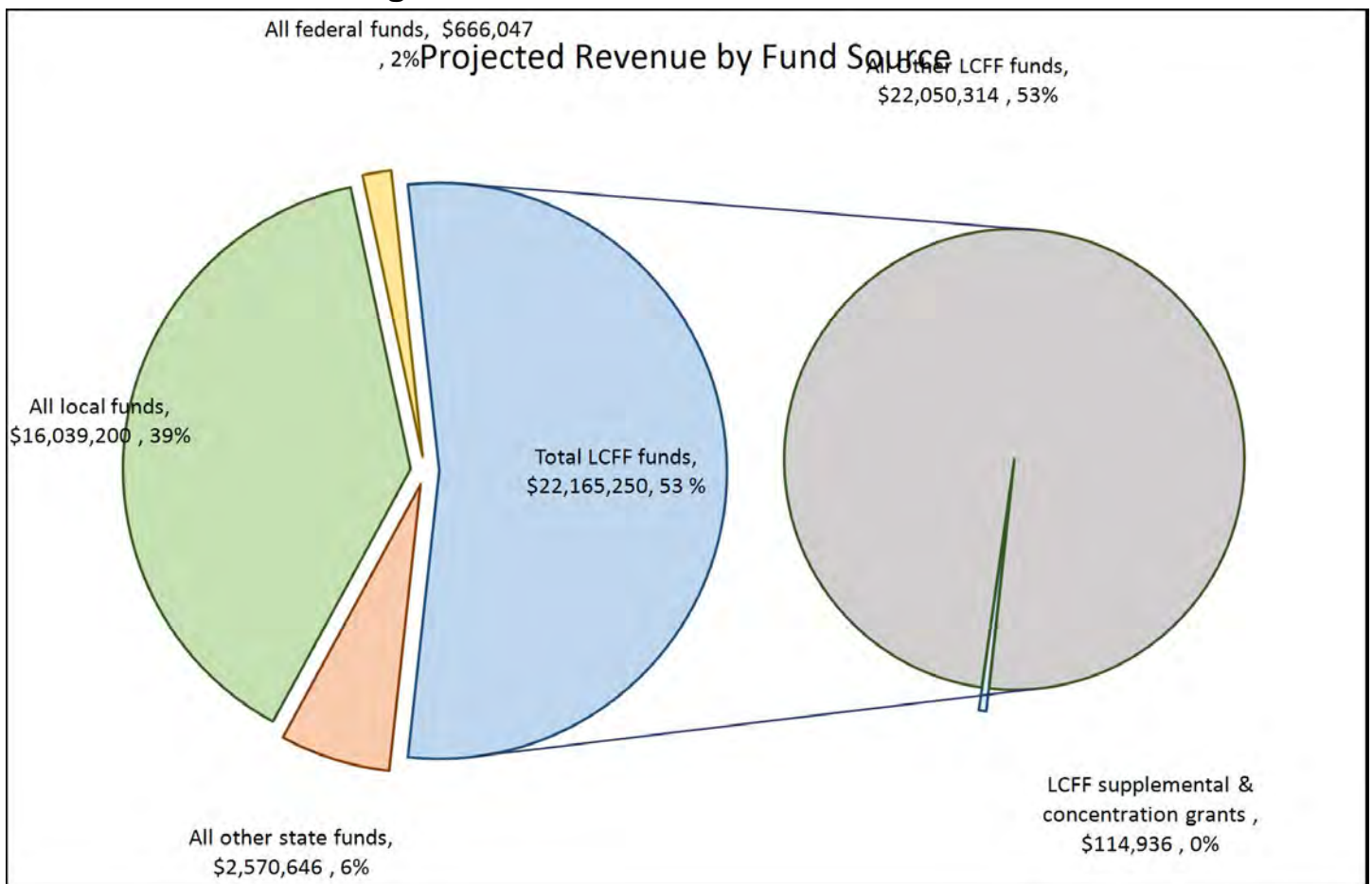


LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Piedmont Unified School District
 CDS Code: 01-61275-0000000
 Local Control and Accountability Plan (LCAP) Year: 2019-20
 LEA contact information: Cheryl Wozniak, Assistant Superintendent, Educational Services

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

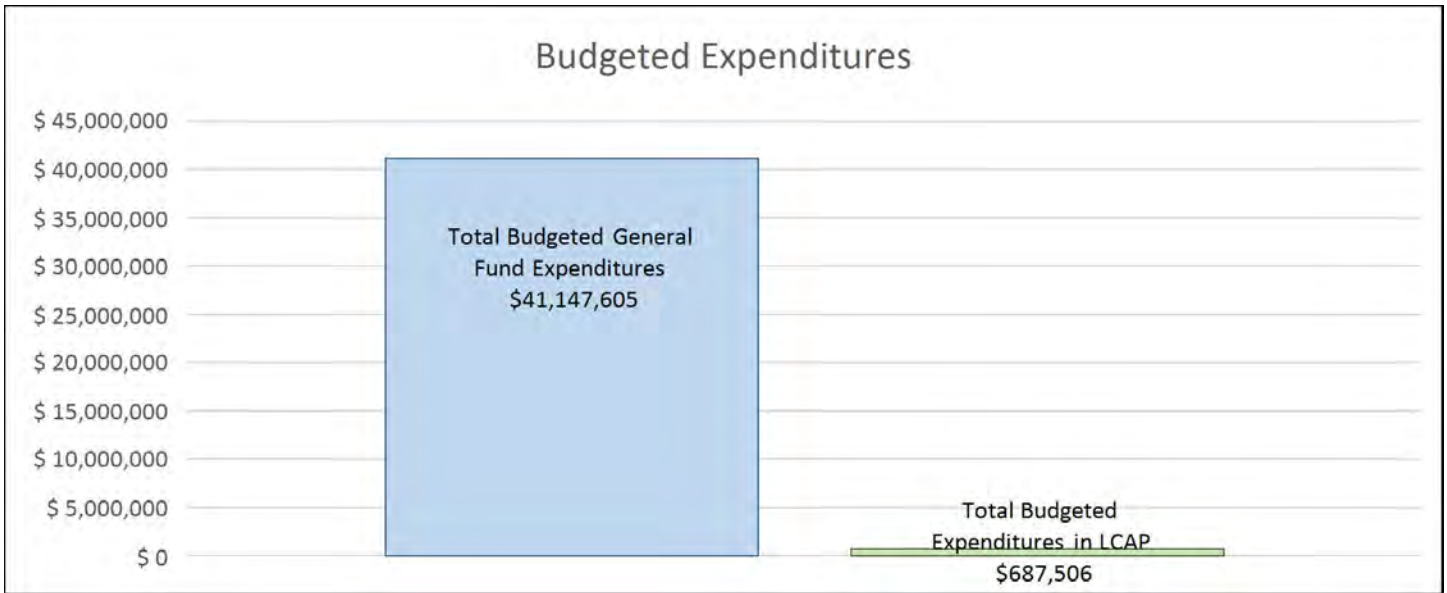


This chart shows the total general purpose revenue Piedmont Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Piedmont Unified School District is \$41,441,143, of which \$22,165,250 is Local Control Funding Formula (LCFF), \$2,570,646 is other state funds, \$16,039,200 is local funds, and \$666,047 is federal funds. Of the \$22,165,250 in LCFF Funds, \$114,936 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Piedmont Unified School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Piedmont Unified School District plans to spend \$41,147,605 for the 2019-20 school year. Of that amount, \$687,506 is tied to actions/services in the LCAP and \$40,460,099 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

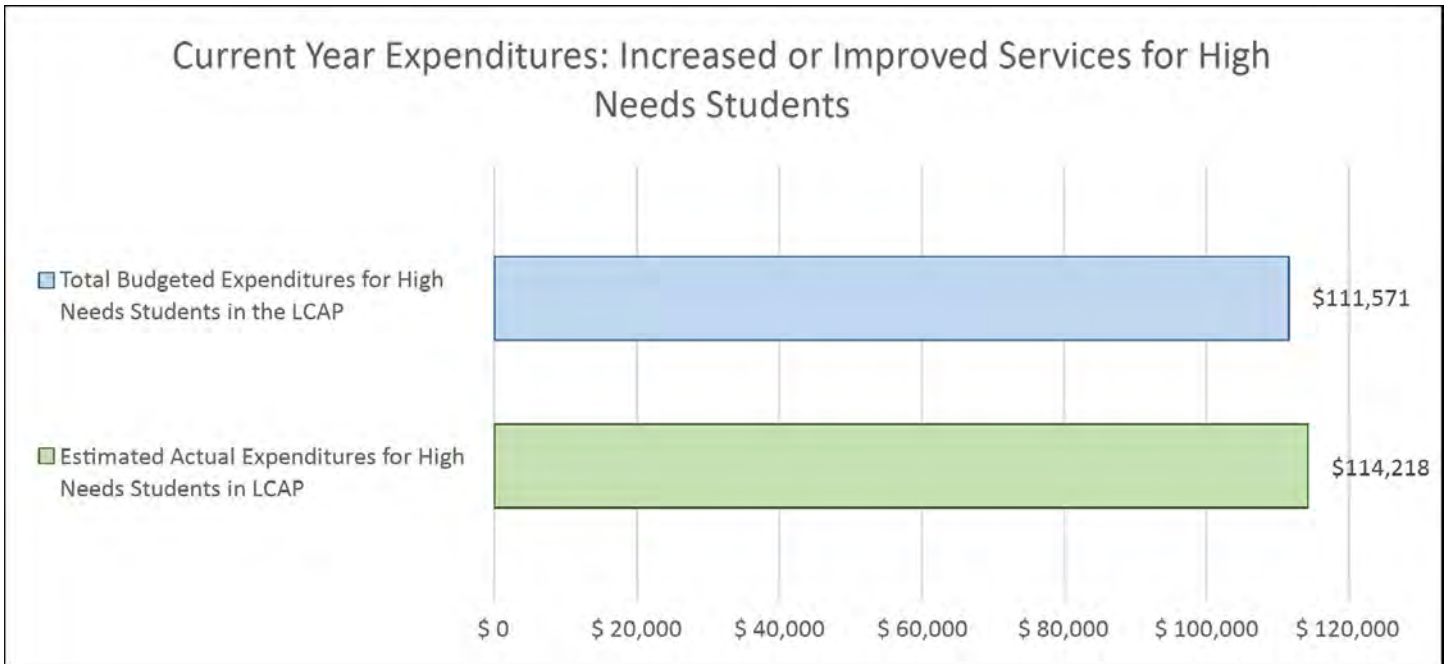
Classroom teacher salaries, administrator and administrative support staff salaries, employee pension and other benefits, insurance, custodial and facilities maintenance staff, utilities, classroom and school supplies.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Piedmont Unified School District is projecting it will receive \$114,936 based on the enrollment of foster youth, English learner, and low-income students. Piedmont Unified School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Piedmont Unified School District plans to spend \$114,936 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Piedmont Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Piedmont Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Piedmont Unified School District's LCAP budgeted \$111,571 for planned actions to increase or improve services for high needs students. Piedmont Unified School District estimates that it will actually spend \$114,218 for actions to increase or improve services for high needs students in 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)

[California School Dashboard](#): 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	Contact Name and Title	Email and Phone
Piedmont Unified School District	Cheryl Wozniak Assistant Superintendent, Educational Services	cwozniak@piedmont.k12.ca.us 510-594-2686

2017-20 Plan Summary

The Story

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. Piedmont Education Foundation provides approximately \$2.7 million in funding support which is raised through Parent Club fundraising events and through the annual Giving Campaign. Piedmont residents pay a parcel tax that contributes 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 2,600 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. Piedmont Adult School is WASC-accredited and offers both a diploma program and a fee-based program.

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.

Piedmont LCAP Vision: "All Means All: Raising Future Leaders Who Think Critically for the Benefit of All"

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 coincided with newly-adopted California State Standards (CA-SS) in English Language Arts (ELA) 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. The Local Control Accountability Plan (LCAP) is a living document outlining the goals, actions and services, measurable outcomes, and budgeted expenditures generated by a team of stakeholders committed to and invested in leading and supporting the work related to student success.

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, as well as happy and healthy citizens prepared for life. 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 the 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 life, regardless of the college and career path they choose to pursue.

Equally important is the social-emotional well-being of all students and staff. For students to be successful in school and in life, we believe they must feel physically safe, emotionally cared for, and academically and socially included while part of their school environment. For this reason, the LCAP Advisory Committee chose to continue Goal 1 focused on social-emotional wellbeing. There continue to be times when some students do not feel 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. We heard this from the personal testimonies of high school students this year, especially from students of color. We also have a disproportionate number of students with disabilities who have been suspended, when compared with the number of suspensions for general education students.

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 students in Piedmont Unified, compared to Alameda County, are as follows: Hispanics 7.7% compared to 33.9%, American Indians .04% compared to .27%, Asian-Americans 12.7% compared to 24.6%, Pacific Islanders .07% compared to 1%, Filipinos .8% compared to 4.9%, African-Americans 1.3% compared to 10.4%, Whites 59.2% compared to 18.9%. The percentage of Piedmont students who identify as two or more races is 18.3% compared to 5.4%, so the data listed for single ethnicities do not reflect some of the diversity of our population. Goal 1 of our LCAP outlines the actions and services related to diversity awareness and appreciation, physical safety, mental health, and overall social-emotional well-being of all students.

The percentage of students with diagnosed academic, physical, sensory, or mental disabilities is 12.6%. Approximately 20-25% of Piedmont students are identified as gifted and talented learners. Some students are twice exceptional (2e), meaning they are both gifted learners and they have a disability. Specialized instruction is required for these students to achieve at their highest potential. Goal 3 includes actions and services that focus on coaching, professional development, and specialized training for teachers. The goal of this teacher support is to increase the number of differentiated lessons for students of special populations, to provide more integrated learning experiences for students, and to establish a culture where teachers work in professional learning communities to provide an equitable learning experience for every student.

Parent involvement is a cornerstone of Piedmont Schools, and the input of community members has been integral to the process of creating our LCAP for the past 3 years. Members of parent support groups (PRAISE, ALPS, Piedmont Arts Fund, Piedmont Makers, PADDC, PAAC), 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.

PUSD: A Student-Centered Ecosystem

We are proud of the efforts that went into creating the 2019-20 Local Control Accountability Plan and achieving the vision of ALL MEANS ALL! A visual representation of the goals, actions, and services of Piedmont's LCAP was designed to help tell our story and to visually depict the many ways we strive to make students the focus of our work. The following narrative was written to support the graphic.

Students come first in Piedmont Unified School District. Our goal is to provide the supports needed for every child to develop into a happy, healthy person who is valued and respected for all aspects of their identity. We invite you to explore this graphic representation of the goals and actions we are taking to meet the needs of all students.

Great work is happening in our schools! Our tri-school certificated and classified staff at Beach, Havens, and Wildwood plant the seeds for children's learning. Students at Piedmont Middle School continue to be nurtured by caring staff who help students develop their unique sense of selves. At Millennium and Piedmont high schools, students blossom into young adults, prepared to be future leaders.

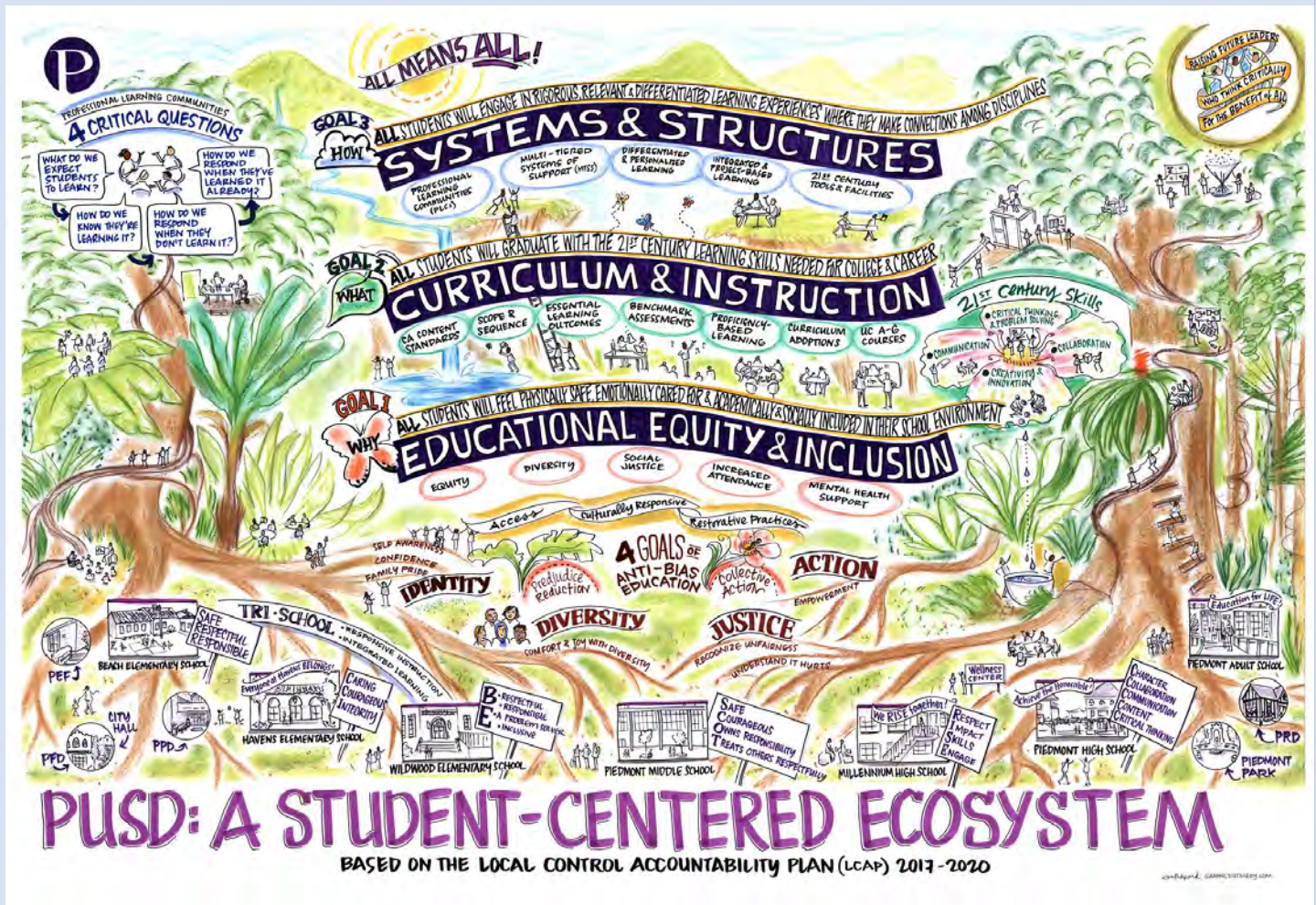
Why many of us chose to become educators is because we believe in educational equity and inclusion for all students. We are growing in our understanding of the four goals of anti-bias education-- identity, diversity, justice, and action--and how they can be used to guide our

instructional practices and decision-making. Ultimately, what we want is for every student to feel physically safe, emotionally cared for, and academically and socially included in their school environment.

What we aim to provide in Piedmont is excellent curriculum and instruction. Our goal is to prepare all students to graduate with the 21st-century skills needed for college and careers. Collaboration, communication, creativity, and critical thinking are taught at every level--pre-kindergarten through 12th grade.

How we ensure all students learn at high levels is by creating systems and structures that allow every child to succeed, because students think and learn differently from one another. Educators strive to provide rigorous and relevant learning experiences that help their students make connections within their school day and to real life situations.

We want every Piedmont graduate to be a leader of change who thinks critically, not just for themselves but for the benefit of others. We are committed to the goals and actions we have identified to further our charge: All Means All!



LCAP Highlights

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

The 2019-20 LCAP aligns Piedmont Unified's work to three goal areas: 1) educational equity and inclusion, 2) curriculum and instruction, and 3) systems and structures.

Key features of the 2019-20 LCAP:

1- The social-emotional wellbeing of students continues to be a primary area of focus in PUSD. As part of our equity, diversity, and social justice work, secondary schools will continue to work with the Anti-Defamation League to earn No Place of Hate Designation and continue with trainings led by the National Equity Project. In 2019-20 there will be an increased focus on mental health services as we launch a counseling-enriched learning center at high school, evaluate the counseling needs of students at each level, and evaluate the efficacy of Wellness Center services.

2- As reported on the California Dashboard, Piedmont students' scores are blue (highest performance level) for English language arts and math. On the college and career indicator, we scored in the yellow for "All Students" (middle performance level) and student groups scored as follows: Students with Disabilities scored orange (below average), Two or More Races yellow (average), and White students scored green (one level above average). Key actions and services related to academics include: English language arts curriculum implementation, adoption of science instructional materials, and seven new actions and services related to health education, including a comprehensive review of health curriculum aligned to the new California Health Framework.

3- Many of our students are high-performing, yet our commitment is to ensure that ALL students reach their fullest potential. Recognizing that teachers have the greatest impact on student success, we will continue to focus our professional training on the following areas: collaborative, interdependent teams (professional learning communities) whose focus is on high levels of learning for all students, implementing multi-tiered systems of support (MTSS), and integrating learning from multiple content areas, including the arts, to provide differentiated and personalized learning experiences for students.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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.

Greatest Progress

Areas of progress per the California Dashboard which reports students' performance on the Smarter Balanced Summative Assessment taken annually by students in grades 3–8 and grade 11:

English Language Arts

- "All students" - when combined, the category of all students tested (1,426) scored 86.8 points above standard (blue--the highest performance level), an increase of 4.6 points compared to results in 2017
- Students with disabilities (216) - 20.8 above standard (green), +6.2
- English learners - (52) scored 47.9 above standard (blue), +14.3
- Asian students (169) scored 103.7 points above standard (blue), +12.4
- Hispanic students (123) scored 53.8 points above standard (blue), +5
- Students of two or more races (266) scored 88.6 above standard (blue), +3.3

- White students (849) scored 88.4 above standard (blue), +3.2

Mathematics

- "All students" - when combined, the category of all students tested (1,423) scored 80.2 points above standard (blue--the highest performance level), an increase of 3.5 points compared to results in 2017
- Students with disabilities (215) - 2.8 above standard (green), maintained 1.5
- English learners - (52) scored 52.4 above standard (blue), +14.3
- Asian students (170) scored 105.7 points above standard (blue), maintained 2.5
- Hispanic students (123) scored 38.5 points above standard (green), -5.4
- Students of two or more races (263) scored 85 above standard (blue), maintained 0.2
- White students (848) scored 82 above standard (blue), +4.7

English learners took the new assessment--English Language Proficiency Assessments for California (ELPAC)--and scored at the following levels:

- Level 4 (well developed) - 50%
- Level 3 (moderately developed) - 21.4%
- Level 2 (somewhat developed) - 21.4%
- Level 1 (beginning stage) - 7.1%

Graduation rate was high at 97.6%

Suspensions for "all students" was low at 0.6%

Teachers and administrators participated in hundreds of hours of professional learning on various topics. These include, but are not limited to, the following: equity and social justice, dimensions of gender, adopted math curriculum, Next Generation Science Standards, identifying essential learning outcomes, classroom differentiation, arts integration, professional learning communities, and response to intervention.

Referring to the California School Dashboard, 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?

Greatest Needs

The following data collected on state and local performance indicators show three major areas of improvement:

1. College and career readiness

College and Career state Indicator on the California Dashboard provides the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator. Results for 2018 indicate this is an area in need of improvement.

Data points:

- "All students" - when combined, the category of all 11th graders tested (209), 79.4% of students are prepared for college and career, which is a decline of 9.9% from the previous year
- Students with disabilities (33) - 39.4% of students are prepared, a decline of 9%
- Students of two or more races (32) - 78% are prepared, a decline of 18.5%

Plans to address this area: 1) train secondary staff on the four critical questions of professional learning communities and the RtI Framework, 2) teachers identify essential learning outcomes in English language arts and mathematics, and 3) create multi-tiered systems of support to provide at-risk students with academic, behavioral, and social-emotional interventions

2. Substance use and mental health (school safety and connectedness)

California Healthy Kids Survey results from 11th graders' self-reported responses indicate there is a need to address the areas of substance use and mental health.

Data points:

- Alcohol and drug use - 46% (Alameda county average of 27%--second only to Berkeley (50%))
- E-cigarette use - 23% (county average 14%--second only to Berkeley (26%))
- Chronic sadness - 27% (county average 36%)
- Considered suicide - 13% (county average 18%)

Plans to address this area: 1) Partner with Alameda County Office of Education to provide staff, student, and parent education on vaping, juuling, alcohol, and drug use, 2) partner with a Youth Officer from Piedmont Police Department, 3) work with a health expert on reviewing the health education standards and new California health framework

3. Harassment and bullying (school safety and connectedness)

California Healthy Kids Survey results on the percentage of middle and high school students who reported being harassed or bullied at school indicate this as an area of need.

Data points:

7th grade - 38%

9th grade - 36%

11th grade - 27%

Plans to address this area: 1) continue to provide staff and student training on equity and inclusion, 2) secondary schools partner for a second year with Anti-Defamation League to earn No Place for Hate designation, and 3) high school identity assembly giving an opportunity for students to share personal experiences of not feeling included

Referring to the California School Dashboard, 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?

Performance Gaps

Per the California Dashboard, data show four performance gap areas:

1. Academic Performance: African-American students (13) scored 41.4 points below standard in English language arts (increase of 38.2 points) and 33.6 points below standard in mathematics (increase of 17.9 points) compared with White students (848) who scored 88.4 points above standard in English language arts and 82 points above standard in mathematics

To address this performance gap, administrators will identify the African-American students, review with staff members what types of academic interventions these students have been receiving, analyze the degree of effectiveness of the supports, and develop or revise the plan for providing literacy and math support for these students. Teams will review other local data points from the same instructional year for this cohort of students for a minimum of two years to determine the validity of the CAASPP data and identify any patterns that surfaced in the data that need to be addressed.

2. Suspension rate: 3% of 33 African-American students were suspended at least once (increase of 3%), 2.8% of 71 socio-economically disadvantaged students were suspended at least once (an increase of 2.8%), and 2% of 205 Hispanic students were suspended at least once (increase of 1%) compared with .3% Asian and .4% White students.

To address this gap, administrators will 1) assess the degree to which schoolwide and classroom behavioral expectations are in place, 2) assess what types of Tier I behavioral interventions are in place, 3) identify students who have been suspended at least once and ensure these students are aware of the behavioral expectations, 4) assess any type of academic interventions needed by these students, 5) review the types of academic and behavioral interventions these students have been receiving, analyze the degree of effectiveness of the supports, and develop or revise their support plans, if needed. For any students who were freshmen, explicit efforts will be made to continue connecting these students with a caring adult who will serve as their mentors.

3. Chronic absenteeism: 6.7% of 150 Hispanic students were chronically absent (increase of 1.6%) compared with 2.6% of 346 students of two or more races (decline of 2.1%) and 2.7% of 1,018 White students (maintain -0.3%).

To address this gap, administrators will 1) review their absenteeism policy to see if there are areas in need of improvement, 2) identify the Hispanic students who were chronically absent and provide the Spanish translation of the absenteeism policy to family members, and 3) increase communication and contact with families and provide translation services when needed.

4. Graduation rate: 84.8% of 33 Students with Disabilities graduated (decline of 11.9%) compared to All Students with a 97.6% graduation rate.

To address this gap, high school administrators and counselors will review the records of students who are at risk for not graduating (D and F list, suspension list, chronic absenteeism list, students who visit the Wellness Center regularly, and students with disabilities), review the types of academic and behavioral interventions these students have been receiving, analyze the degree of effectiveness of the supports, and develop or revise their support plans, if needed.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Piedmont Unified has no schools within the LEA that have been identified for Comprehensive Support and Improvement under the Every Student Succeeds Act.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Piedmont Unified has no schools within the LEA that have been identified for CSI under the Every Student Succeeds Act.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Piedmont Unified has no schools within the LEA that have been identified for CSI under the Every Student Succeeds Act.

Annual Update

LCAP Year Reviewed: **2018-19**

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 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 Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

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

Actual

5a MET Increased overall district attendance from 96.1% to baseline of 96.83%

5b MET: Continued to decrease the number of students at Piedmont Middle School who are chronically absent: 15-16=41 students, 16-17=49 students, 17-18=34 students, 18-19=27 students

5c MET: Maintained 0% middle school dropout rate

5d MET Maintained 0% high school dropout rate, with one CHSPE exit.

5e MET Maintained "very high" (98-100%) high school diploma graduation rate of 99.5%

Expected

18-19

5a Increase overall district attendance from 96.1% to baseline of 96.73%

5b Continue to decrease the number of students at Piedmont Middle School who are chronically absent

5c Maintain 0% middle school dropout rate

5d Maintain 0% high school dropout rate

5e Maintain "very high" (98-100%) high school graduation rate

Baseline

5a ADA School attendance: 96.73%

5b Chronic absenteeism: 4%

5c Middle school dropout rate: 0%

5d High school dropout rate: 0%

5e High school graduation rate: 100%

Metric/Indicator

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

18-19

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

Baseline

6a Pupil suspension rate: 1%

6b Pupil expulsion rate: 0% at PMS, MHS, PHS

Actual

6a. MET: Per the CA Dashboard, in 2017, 2% of 362 Students with Disabilities were suspended (increase of 1.7%--yellow), and in 2018, 1.9% of 364 Students with Disabilities were suspended (green)

6a.2 MET: Maintain "very low" middle school suspension rate

6b MET: Maintain 0% high school and middle school expulsion rate

Baseline

6a Pupil suspension rate: 1%

6b Pupil expulsion rate: 0% at PMS, MHS, PHS

Expected

Metric/Indicator

State Priority/Metric 6: School Climate, as measured by the CA Healthy Kids Survey

18-19

Increase by 5% the number of students who feel connected to their school and who feel there is an adult who cares for them

Baseline

Percentage of students who feel connected to their school

Actual

MET: Increase the number of students who feel connected to their school and who feel there is an adult who cares for them

	School Connectedness (avg % reporting "strongly agree")	Caring Adult Relationships at school (avg % reporting "strongly agree")	Meaningful Participation at school (avg % reporting "strongly agree")
7th	46%	47%	25%
9th	26%	30%	8%
10th	26%	37%	11%
11th	27%	35%	9%
12th	25%	44%	16%
MHS	19%	52%	6%
Alameda County Averages			
7th	21%	30%	13%
9th	17%	24%	10%
11th	15%	27%	10%

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 Equity, Diversity, and Social Justice Professional Development for Staff	1.1 a Elementary plan to increase equitable learning experiences for students by training all elementary teachers on Professional Learning Communities, ongoing June 2018-June 2019. By June 2019, two-thirds of elementary teachers will have been trained.	Hourly pay for certificated staff 1000-1999: Certificated Personnel Salaries LCFF Base \$4,320	Hourly pay for certificated staff 1000-1999: Certificated Personnel Salaries LCFF Base \$4,972
1.1a Develop a multi-year plan for training staff on best practices for equity and inclusion in schools		Hourly pay for classified staff 2000-2999: Classified Personnel Salaries LCFF Base \$750	Hourly pay for classified staff 2000-2999: Classified Personnel Salaries LCFF Base \$750
1.1b Work with organizations and consultant services to provide trainings on building school		Consulting fees 5800: Professional/Consulting Services	Consultant 5800: Professional/Consulting Services

cultures that value, respect, and serve all student groups

1.1c Begin implementing culturally responsive teaching practices

1.1b
ADL-No Place for Hate Program to bring Becoming an Ally training for MHS/PHS/PMS

Sara Wicht worked with previously trained teachers to provide the second level of training in August. Secondary admin worked with non-trained secondary teachers on base-level training in August.

Courageous Conversations Anti-Bias & Equity Training by Pacific Ed Group for PMS- August 2018

Site and District leaders attended Leading for Equity training in October

Gender Leadership Team presented the Dimensions of Gender Presentation to Staff at PMS

Gender Leadership Team presented a K-12 Parent Education event

1.1c
Inclusion of Homegoing novel in English curriculum and guest speaker to share first-person account related to themes of the book

Inclusion of Salvage the Bones in English curriculum

And Operating Expenditures
LCFF Base \$26,000

And Operating Expenditures
LCFF Base 10,665

Travel and Conference Costs
5000-5999: Services And Other
Operating Expenditures LCFF
Base 8,800

New books for English
Curriculum 4000-4999: Books
And Supplies LCFF Base 864

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.2 Equity, Diversity, and Social Justice Partnerships and Community Engagement	1.2 a PADC Jewish families of Piedmont Anti-defamation League	Consulting fees 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$1,500	Consulting fees 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$4,000
1.2a Partner with local organizations to advance the work of equity, diversity, and social justice in the parent community	Sara Wicht led the weekend Let's Talk Community Workshop		Other Costs Associated with Community Event - Food 4000-4999: Books And Supplies LCFF Base \$1,259
1.2b Engage parent support group leaders in discussions about membership, participation, and their organization's mission through the lens of equity and inclusion	1.2b Conversations with the community re possible SRO Coaching Boys into Men Positive Coaching Alliance Athletes as Leaders		Other Costs Associated with Community Event - Hsg/Travel for Consultant 5000-5999: Services And Other Operating Expenditures LCFF Base \$284

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.3 Equity, Diversity, and Social Justice Student Education and Intervention	1.3a Mosaic Project-led full-day retreat for all students to work on prejudice-reduction and positive conflict resolution	Consulting fees 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$5,000	Consultant fees 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$3,400
1.3a 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 learning and reaching their fullest potential	Afro-Peruvian teaching artists who worked with students on learning and appreciating the contributions of Africans and Latinos in the arts		Tickets for performance 5800: Professional/Consulting Services And Operating Expenditures Other Local Revenue \$922
1.3b Implement restorative practices to complement or serve as an alternative to traditional approaches to discipline	School-wide trip to see Cal Shakespeare's production of black odyssey including teaching artists visits to MHS classes and lessons and curriculum on the history of the African diaspora in the US		Speaker fees 5800: Professional/Consulting Services And Operating Expenditures Other Local Revenue \$400

Speak up form

Work of High School Diversity
Committee

Voco Student group invites
speakers

Restorative justice circles in use in
classrooms and all-school Falcon
Meetings

Student supported to apply for and
be granted acceptance to an
ACLU student leadership training

Middle School Admin expectation
talks

No Bully Solution Teams

PHS Student Forums

Collaborative student club
gatherings: JSU & GSA

PMS Diversity Day (continuation of
an existing program--no new
expenditures)

1.3b

Restorative Practices being
implemented at MHS/PHS

Changing codes in IC to include
RJ approaches to discipline

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.4 Chronic Absenteeism</p> <p>Implement new absenteeism interventions at PMS</p>	<p>1.4</p> <p>Notification and tracking system created in 2018. Admin/Counseling Team notified when students hit 5, 10, and 14 days absent. Letters sent home to parents when students hit 5, 10 & 14 days absent.</p>	\$0	0

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.5 Mental Health</p> <p>1.5a Explore the development of a counseling-enriched classroom structure at each level</p> <p>1.5b Evaluate the efficacy of student outcomes for services provided in-district</p>	<p>1.5a</p> <p>PHS and District admin visited CEC program in other districts.</p> <p>District Special Education staff have visited programs that offer a therapeutic model situated on a comprehensive high school campus. These models provide a program with a menu of educational options (online, classroom, or community college) to support students with therapeutic services. Therapeutic services include individual, group and family components. Related services include Occupational Therapy, Speech Therapy, and instructional aide support.)</p> <p>1.5b</p>		No additional cost 0

Wellness provides drop-in and scheduled counseling for students at PMS & PHS. Educationally related Mental Health Services are provided for all special education students identified as requiring these supports to access their education. Family supports are also offered and provided by ERMHS identified providers. School Counselors and School Psychologists provide additional therapeutic supports for students (K-12). Identified students and self-identified students have a wide range of supports available to them. Data indicates from the California Healthy Kids Survey (CHKS) that less than 35% of students are using these services.

The CHKS (grades 9-12) reported 31% of students "Strongly agree" there are total school supports in the school environment. 36.25% stated that it was "Very Much True" there were caring adults in the school. According to CHKS-students were not accessing Wellness to obtain information on sex or birth control.

Regular meetings were held with Wellness Center to discuss Wellness Center usage and case management

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.

Significant work was completed in service of LCAP Goal 1: All students will feel physically safe, emotionally cared for, and academically and socially included in their school environment.

1.1-1.3 Equity and social justice - All district and site administrators, along with several site teacher leaders, attended the Leading for Equity Training led by the National Equity Project. Following the training, Piedmont administrators identified organizational policies and practices in Piedmont through the lenses of race, gender, ability, socio-economic status, and other privileges, and discussed how these interact and accumulate as part of our institutions and over time that have resulted in providing more access to resources for some while excluding others. We reflected on how welcoming the District, site leaders, and staff members are to people of color, families that don't speak English fluently, people with varying abilities, and people from outside of the community. We also reflected on our individual mindsets/beliefs and whether those match our practices/actions. At subsequent meetings, these reflections helped to guide Admin Team decisions about how to allocate time and resources. Approximately two-thirds of elementary teachers and teacher specialists attended a Solution Tree training between 2017 and 2019. Groups of secondary teachers will be attending trainings in the summer of 2019, and the August 2019 professional learning days will be led by Jon Yost from Solution Tree.

To further this work as it relates to educational equity, all administrators agreed to attend one of the Solution Tree trainings before the start of the 2019-20 school year, either Professional Learning Communities (PLCs) at Work or Response to Intervention (RT) at Work, to build their individual capacity to lead their staff in alignment with the district-wide vision of:

- ~ ensuring that all students learn at high levels (grade level or higher),
- ~ supporting educators' ability to work collaboratively and take collective responsibility for the success of each of their students, and
- ~ adopting a results-orientation where evidence of student learning is used to inform and improve educational practices and responses to individual students' need for intervention or enrichment.

Elementary and middle school Gender Leadership Teams led a parent education night on the dimensions of gender; PMS, MHS, and PHS earned No Place for Hate Designation; Millennium and Piedmont High students participated in the student-led identity assembly: I Am Here.

1.4 Chronic absenteeism- Piedmont Middle School implemented new protocols for monitoring students who are chronically absent and reviewed the effectiveness at a spring LCAP meeting to get feedback from parents. Continued implementation and further review of its effectiveness will take place in 2019-20.

1.5 Mental health- The year was spent researching a counseling-enriched program for students with disabilities in need of more extensive counseling.

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

1.1-1.3 Equity, Diversity, and Social Justice

Overall the work related to equity and inclusion yielded positive outcomes for students and staff; however, this body of work is never complete. Administrators gave positive feedback on the value of the Leading for Equity training and the Solution Tree trainings, as was evidenced by the decision to continue to partner with National Equity Project and to bring a Solution Tree trainer to Piedmont to lead the August 2019 Professional Learning days.

Students' self-reported data on the California Healthy Kids Survey indicate that two-thirds or more of high school students agree or strongly agree that they feel connected to their school environment. However, there is more work to do because other data provided from provide evidence that there are students who have experienced harassment and bullying in school: 7th graders: 38%, 9th graders: 36%, 11th graders: 27%.

1.4 Chronic Absenteeism - We have continued to decrease the number of students at Piedmont Middle School who are chronically absent: 15-16=41 students, 16-17=49 students, 17-18=34 students, 18-19=27 students, which indicates that the focus on new protocols related to tracking absences have been effective.

1.5 Mental Health- The actions related to researching a CEC program were very effective. They resulted in the decision to pilot a counseling-enriched learning center (CELC) program to be housed at Piedmont High School in the 2019-20 school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The financial differences between the budgeted expenditures and the actual expenditures for Goal 1 were not significant.

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.

To take the next step in our work related to educational equity, there will be a focus district-wide on implementing the PLC at Work and RTI at Work Frameworks. The related actions/services can be found in Goal 3 Actions 3.3 and 3.4.

Annual Update

LCAP Year Reviewed: **2018-19**

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 will graduate with the 21st century learning skills needed for college and careers.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

State Priority 1: Basic Services

1a. Appropriately credentialed teachers, as measured by CALPADS

1b. Instructional Materials as measured by annual inventory checks and adoption cycles

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

18-19

Maintain 100% of teachers appropriately assigned and fully credentialed

Adopt English language arts materials K-8

Maintain 100% of school facilities are in good repair

1819 Actual

1a. NOT MET: In 1819 we had 3 vacancies in the fall and one misassignment and did not maintain 100% of teachers appropriately assigned and fully credentialed or working toward a credential in the subject area for they are teaching.

1b. MET: Board adopted ELA material K-8 on June 12, 2019

1c. MET: Facilities in good repair, as measured by the Facilities Inspection Tool (FIT) assessed in January 2019.

Expected

Baseline

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

School facilities: 100% of school facilities are maintained in good repair

Metric/Indicator

State Priority 2: Implementation of State Standards

2a: Academic performance in reading, as measured by K-2 reading level scores on the Fountas and Pinnell Benchmark Assessment

18-19

Enter all F&P beginning and end-of-year data into Illuminate

Decrease by 3% or more the number of K-2 students not reading on grade level

Baseline

Local reading level data, baseline for 2016-17

Fountas and Pinnell Benchmark Assessment

Kindergarten: No data in Illuminate

1st grade: One class of Beach end-of-year data entered in Illuminate (21 students):

15 exceeded standard

2 met standard

4 nearly met standard

2nd grade: Two classes of Beach end-of-year data entered in Illuminate (46 students)

32 exceeded standard

7 met standard

3 nearly met standard

4 not met standard

Actual

2a. PARTIALLY MET: Enter all F&P data for beginning and end-of-year. 29% of classrooms did not enter end-of-year data.

PARTIALLY MET: As indicated in green below, some grade levels did decrease by 3% or more the number of K-2 students not reading on grade level by end-of-year as measured by Fountas and Pinnell assessments.

Expected

Blank area for expected data.

Metric/Indicator
State Priority 2: Implementation of State Standards

Actual

Beach	16-17 Beg. of Yr	16-17 End of Yr	17-18 Begin of Yr	17-18 End of Yr	18-19 Begin of Yr	18-19 End of Yr
Kinder	No data in Illuminate	No data in Illuminate	No data in Illuminate	Half students reported 45% exceed, 32% meet, 14% approach 9% not meet	Half students reported 24% exceed 52% approach 24% not meet	Half students reported 76% exceed 19% meet 5% approach 0% not meet
1st	No data in Illuminate	% reported 70% exceed 10% met 20% approach 0% not meet	All students reported 44% exceed, 12% meet, 12% approach, 30% not meet	Half students reported 48% exceed, 4% meet, 26% approach 22% not meet	All students reported 50% exceed 10% meet, 19% approach 21% not meet	No data in Illuminate
2nd	No data in Illuminate	All students reported 32 exceed 7 met 3 nearly met 4 not met	All students reported 59% exceed, 18% meet, 9% approach, 14% not meet	Half students reported 41% exceed, 12% meet, 0% approach, 0% not meet	All students reported 44% exceed 27% meet 17% approach 12% not meet	All students reported on 28 administrators 82% exceed 8% meet, 2% approach 8% not meet

Havana	16-17 Beg. of Yr	16-17 End of Yr	17-18 Begin of Yr	17-18 End of Yr	18-19 Begin of Yr	18-19 End of Yr
Kinder	No data in Illuminate	No data in Illuminate	All students reported 51% exceed, 18% meet, 12% approach 0% not meet	All students reported 85% exceed, 4% meet, 10% approach 0% not meet	All students reported 20% exceed 27% meet 28% approach 0% not meet	% students reported 32% exceed 21% meet 11% approach 0% not meet
1st	No data in Illuminate	No data in Illuminate	All students reported 21% exceed, 30% meet, 15% approach 34% not meet	All students reported 54% exceed, 21% meet, 7% approach 15% not meet	All students reported 41% exceed, 27% meet, 12% approach, 18% not meet	All students reported on 2nd administrator 70% exceed 12% meet 6% approach 0% not meet
2nd	No data in Illuminate	No data in Illuminate	All students reported 21% exceed, 38% meet, 22% approach, 18% not meet	All students reported 25% exceed, 42% meet, 12% approach, 3% not meet	All students reported 7% exceed, 36% meet, 34% approach 22% not meet	All students reported 6% exceed 85% meet 4% approach 4% not meet

Willwood	16-17 Beg. of Yr	16-17 End of Yr	17-18 Beg. of Yr	17-18 End of Yr	18-19 Beg. of Yr	18-19 End of Yr
Kinder	No data in Illuminate	No data in Illuminate	No data in Illuminate	All students reported 52% exceed 32% meet 11% approach 5% not meet	All students reported 72% exceed 15% meet 13% approach 0% not meet	No data in Illuminate
1st	No data in Illuminate	No data in Illuminate	All students reported 33% exceed, 50% meet, 8% approach 8% not meet	All students reported 63% exceed, 19% meet, 10% approach 8% not meet	All students reported 30% exceed 34% meet 21% approach 15% not meet	All students reported 41% exceed 33% meet 13% approach 13% not meet
2nd	No data in Illuminate	No data in Illuminate	All students reported 57% exceed, 34% meet, 3% approach 3% not meet	All students reported 90% exceed, 14% meet, 2% approach 5% not meet	All students reported 46% exceed 32% meet 10% approach 12% not meet	All students reported 8% exceed 79% meet 8% approach 4% not meet

2a: Academic performance in mathematics, as measured by math scores on Number Corner Mid-Year Checkup for grades 3-5

Expected

Actual

2a: Academic performance in mathematics, as measured by math scores on Number Corner Mid-Year Checkup for grades 3-5

18-19

2018-19 Bridges Post-Assessment Data

3rd grade

Chapter 3: Increase percentage of students meeting standard by 4%

Chapter 5: Increase percentage of students meeting standard by 3%

4th grade

Chapter 3: Increase percentage of students meeting standard by 3%

Chapter 6: Increase percentage of students meeting standard by 3%

5th grade

Chapter 3: Increase percentage of students meeting standard by 3%

Chapter 5: Increase percentage of students meeting standard by 3%

Baseline

2016-17 Bridges Post-Assessment Data

3rd grade

Chapter 3: ____% meeting standard

Chapter 5: 90% meeting standard

4th grade

Chapter 3: 82% meeting standard

Chapter 6: ____% meeting standard

5th grade

Chapter 3: 81% meeting standard

Chapter 5: 72% meeting standard

Metric/Indicator

State Priority 2: Implementation of State Standards

2a: Academic performance in mathematics, as measured by scores on MARS tasks in grades 6-11

18-19

Expected

2018-19 MARS Tasks Grades 6-8

CC6: Increase percentage of students meeting or exceeding standard by 7%

CC7 : Increase percentage of students meeting or exceeding standard by 3%

CC8: Increase percentage of students meeting or exceeding standard by 7%

2018-19 MARS Tasks IM1, IM2, IM3

IM1 Fall assessment: Increase class average by 1.0 points
Increase by 5% the number of students who scored 13 or higher

IM2 Fall assessment: Increase class average by 1.5 points
Increase by 5% the number of students who scored 9 or higher

Baseline

2016-17 MARS Tasks Grades 6-8

CC6: 33% meeting or exceeding on 2 assessments

CC7: 71% meeting or exceeding on 2 assessments

CC8: 50% meeting or exceeding on 2 assessments

2016-17 MARS Tasks IM1, IM2, IM3

IM1 Fall assessment class average= 10.39
27 out of 88 students (31%) scored 13 (76%) or higher

IM2 Fall assessment class average= 5.62
10 out of 69 students (14%) scored 9 (69%) or higher

IM3 Establish baseline data in 2017-18

Metric/Indicator

State Priority 2: Implementation of State Standards

2b: English learners access to content standards, as measured by ELPAC results

18-19

Actual

2b: MET: 14 students tests: 50% scored "well developed," 21.4% scored "moderately developed," 21.4% scored "somewhat developed," and 7.1% scored "beginning stage"

Expected

Increase students' level of proficiency on ELPAC

Baseline

2017-18 ELPAC Summative scores not available

Metric/Indicator

State Priority 4: Pupil Achievement

4a Statewide assessments in English language arts, as measured by the CAASPP

18-19

Increase the average distance from level 3 for students in grades 6-8, overall and for student groups

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

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

Decrease by 5% or higher the number of 11th grade students who do not meet standard

Baseline

2016 CAASPP English Language Arts

Percentage scoring Above Standard on Reading Claim 1

3rd Grade: 55%

4th Grade: 59%

5th Grade: 53%

6th Grade: 48%

7th Grade: 53%

Actual

Average distance from standard:

1617 Overall +79

1617 Grade 6 +74

1617 Grade 7 +86

1617 Grade 8 +72

1617 Grade 11 +110

1617 Students with Disabilities +3

1718 Overall +87

1718 Grade 6 +87

1718 Grade 7 +86

1718 Grade 8 +86

1718 Grade 11 +97

1718 Students with Disabilities +12

Expected

8th Grade: 52%

11th Grade English Language Arts

Overall Achievement

- Standard Exceeded: 66%
- Standard Met: 27%
- Standard Nearly Met: 6%
- Standard Not Met: 1%

11th Grade Listening: Demonstrating effective communication skills

- Above Standard: 50%
- At or Near Standard: 48%
- Below Standard: 2%

Actual

GOAL: Increase by 3% the # of 3-8 graders who score "Above Standard" on the
Claim 1: Demonstrating understanding of literary and non-fictional texts

	15-16--->	16-17--->	
Grade 3	55% 220 students	57.2% 180 students → NOT MET +2.2%	160 stu → MET
Grade 4	59% 200 students	60.3% 224 students → NOT MET +1.3%	185 stu → NOT ME
Grade 5	53% 214 students	62.4% 205 students → MET +9.4%	223 stu → MET
Grade 6	48% 245 students	51% 201 students → MET +3%	208 stu → MET
Grade 7	53% 228 students	59% 244 students → MET +11%	210 stu → NOT ME
Grade 8	52% 193 students	51% 237 students → NOT MET -1%	244 stu → MET

1- Increase by 3% the # of 11th graders scoring "Standard Exceeded" on the

2- Increase by 5% of the # of 11th graders who score "Above Standard" in the

Grade 11	15-16--->	16-17--->	17-18
Overall ELA	PHS Exceeded: 66% N/A baseline Met: 27% Nearly Met: 6% Not Met: 1% MHS Exceeded: 36.4% N/A baseline Met: 27.3% Nearly Met: 27.3% Not Met: 9.1%	PHS Exceeded: 59% → NOT MET -7% Met: 33% Nearly Met: 6% Not Met: 3% MHS Exceeded: 12.5% → NOT MET Met: 62.5% Nearly Met: 18.8% Not Met: 6.2%	PHS Exceed → MET Met: 26 Nearly Not Me MHS Exceed → NOT Met: 40 Nearly Not Me
"Above	PHS	PHS	PHS

Expected

Metric/Indicator

State Priority 4: Pupil Achievement

4a Statewide assessments in mathematics, as measured by the CAASPP

18-19

Increase the average distance from level 3 for students in grades 6-8, overall and for student groups

Increase by 3-5% percent the number of students in grades 3-5 who score "Above Standard" on the Smarter Balanced Assessment Mathematics
Claim: Problem Solving and Modeling/Data Analysis

Increase by 3-5% in grades 5-8 and 11, who score "Above Standard" on the Smarter Balanced Assessment Mathematics Claims 3: Communicating Reasoning

Decrease by 5% or higher the number of 11th grade students who do not meet standard

Baseline

2016 CAASPP Mathematics

2016 CAASPP Data Grades 3-5

Percentage scoring Above Standard on Claims 2 & 4--Problem Solving and Modeling/Data Analysis

Grade 3: 85%

Grade 4: 74%

Grade 5: 71%

2016 CAASPP Data Grades 6-8, 11

Percentage scoring Above Standard on Claim 3: Communicating Reasoning

Grade 6: 62%

Grade 7: 65%

Grade 8: 50%

Grade 11: 56%

Actual

4a Statewide assessments in mathematics, as measured by the CAASPP. MET increased average distance from standard from 2017 to 2018 in grades 6-8.

Average distance from standard:

1617 Overall +76

1617 Grade 6 +64

1617 Grade 7 +97

1617 Grade 8 +83

1617 Grade 11 +47

1617 Students with Disabilities +1

1718 Overall +80

1718 Grade 6 +71

1718 Grade 7 +87

1718 Grade 8 +94

1718 Grade 11 +55

1718 Students with Disabilities -10

Expected

Actual

Percentage scoring Above Standard on Claims 2 & 4--Problem Solving and Modeling/Data Analysis.

Above Standard Claim 2/4 Problem Solving/ Modeling/Data Analysis	15-16	16-17	17-18
Grade 3	73% of 219 students	70% of 180 students	69% of 159 students
Grade 4	68% of 198 students	66% of 222 students	70% of 180 students
Grade 5	57% of 214 students	65% of 204 students	64% of 222 students

% Scoring Above Standard on Problem Solving & Modeling/Data Analysis

Grade	16-17	17-18	% Increase by Cohort
3rd	70% of 180 students	69%	x
4th	65.8% of 222 students	70%	0%
5th	65.2% of 204 students	64%	-2%

Percentage scoring Above Standard on Claim 3: Communicating Reasoning GOAL

Above Standard on Claim 3: Communicating Reasoning	15-16	16-17	17-18
Grade 6	62% of 245 students	57% of 202 students	67% of 202 students
Grade 7	65% of 228 students	65% of 245 students	62% of 212 students
Grade 8	50% of 193 students	59% of 237 students	67% of 242 students

Expected

Metric/Indicator

State Priority 4: Pupil Achievement

4c: Successful completion of UC/CSU entrance requirements

18-19

Increase by 7% the number of students with disabilities who complete a-g course requirements

Baseline

UC/CSU course completion

Class of 2017 Baseline data

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.

Metric/Indicator

State Priority 4: Pupil Achievement

4d English language learner progress, as measured by the CA English Language Proficiency Assessment for California (ELPAC) and reported in CALPADS

4e English learner reclassification rate, as measured by the number and percentage of students reported in CALPADS

18-19

Maintain or increase by 3% the percentage of EL students who are reclassified after one year of designated ELD

Baseline

4d Establish baseline data on the ELPAC in 2018

4e 19 out of 45 (44%) EL students were reclassified in May 2017. There were 29 students who took an Annual CELDT and 19 of those were

Actual

4c NOT MET - Successful completion of UC/CSU entrance requirements- Increase by 7% the number of students with disabilities who complete a-g requirements.

2019 - District wide 93% completed, 69% UC/CSU rate for student with disabilities
10 of the 16 students who did not met a-g requirements were students with disabilities
2017 - District-wide 95% completed, 73% rate for students with disabilities

4d. 2018 Baseline data for ELPAC: 14 students tested
50% scored "well developed" Level 4
21.4% scored "moderately developed" Level 3
21.4% scored "somewhat developed" Level 2
7.1% scored "beginning stage" Level 1

4e. 6 out of 37 English learners (16%) were reclassified in 2018

Expected

reclassified for a 66% reclassification rate with one or more year(s) of services.

Metric/Indicator

State Priority 4: Pupil Achievement

4f Advanced Placement, as measured by percentage of students scoring a 3 or higher

18-19

Increase by 3-5% the number of students who take the AP Foreign Language Exams (French, Mandarin, Spanish) and also earn a score of 3 or higher

Increase by 3-5% the number of students who take the AP Computer Science A or Principles Exam and also earn a score of 3 or higher

Baseline

Number of students who passed the AP World Language and AP Computer Science tests with a score of 3 or higher

AP French Results

2015: 15 of 16

2016: 11 of 11

2017: to be collected in fall

AP Mandarin

2015: 12 of 13

2016: 14 of 14

2017: to be collected in fall

AP Spanish

2015: 20 of 20

2016: 13 of 13

2017: to be collected in fall

AP Computer Science A Exam Results

2015: 39 of 45

2016: 15 of 39

2017: to be collected in fall

AP Computer Science Principles Exam Results

Actual

4f Increase by 3-5% the number of students who take the AP Foreign Language Exams (French, Mandarin, Spanish) and also earn a score of 3 or higher

Increase by 3-5% the number of students who take the AP Computer Science A or Principles Exam and also earn a score of 3 or higher

MET: French: 8% increase in students taking exam and maintain 100% passage rate.

NOT MET: Chinese: 19% decrease and small decrease in passage rate at 92%

MET: Spanish: increased number of students by 9% and kept passage rate at 100%.

MET: Computer Science A: increased the number of students taking exam by 29% and increase passage rate over 1516 and 1617 levels.

MET: Computer Science Principles: increased number of students taking exam 45% with the same passage rate of 93%

	14-15	15-16	16-17	17-18
French	15/16	11/11	11/12	13/13 100%
Mandarin/ Chinese	12/13	14/14	16/16	12/13 92%
Spanish	20/20	14/14	14/14	26/26 100%
Comp Science A	39/45 87%	15/39 38%	28/48 58%	48/62 77%
Comp Science Principles	N/A	N/A	54/58 93%	78/84 93%

Expected

2017- baseline data to be collected in fall

Metric/Indicator

State Priority 4: Pupil Achievement

4g: College preparedness, as measured by Early Assessment Program (EAP) or another measure of equivalency

18-19

Increase by 5% the number of 11th grade students who demonstrate college preparedness in ELA pursuant to the EAP exam

Increase by 3% the number of 11th grade students who demonstrate college preparedness in Mathematics pursuant to the EAP exam

Baseline

11th graders scoring a 4 in ELA on the CAASPP

2015: 67%
2016: 67%

11th graders scoring a 4 in Mathematics on the CAASPP

2015: 51%
2016: 50%

Metric/Indicator

State Priority 7: Course Access

7c: Access to core science courses for students with disabilities, as measured by data in Infinite Campus

18-19

Increase the percentage of 11th graders who complete 3 years of science by 3%

Increase the percentage of 11th students with disabilities who complete 3 years of science by 3%

Actual

4g NOT MET Increase by 5% the number of 11th grade students who demonstrate college preparedness in ELA pursuant to the EAP exam

NOT MET Increase by 5% the number of 11th grade students who demonstrate college preparedness in Math pursuant to the EAP exam

EAP criteria includes 2018 CAASPP, AP, SAT and ACT results. 2019 data will not be available until the fall when AP test results from May are returned to the schools.

	14-15	15-16	16-17	17-18
11th graders ELA	MHS - 15% 20 students PHS - 68% 176 students	MHS-36.4% 22 students PHS - 81% 214 students	MHS -12.5% 16 students 83%-PHS 189 students	MHS -6% 18 students PHS - 80% of 192 students
11th graders Math	MHS - 5% 20 students PHS - 52% 167 students	MHS-13.6% 22 students PHS - 71% 208 students	MHS - 13.3% 15 students PHS - 65% 180 students	MHS - 0% 18 students PHS - 67% of 192 Students

7c PARTIALLY MET - Increase percentage of 11th graders overall who completed 3 years of science was met by PHS, but not met at MHS.
2019 MHS - 56%, PHS - 97%
2018 MHS - 87%, PHS - 92%
2017 MHS - 87%, PHS - 92%
2016 MHS - 86%, PHS - 93%
2015 MHS - 88%, PHS - 94%

NOT MET - Increase the percentage of 11th graders with disabilities who completed 3 years of science
2019 MHS - 54%, PHS - 56%
2018 MHS - 86%, PHS - 73%
2017 MHS - 86%, PHS - 73%
2016 MHS - 75%, PHS - 67%

Expected

Actual

Baseline

Percentage of 11th graders overall who completed 3 years of science

2015 MHS - 88%, PHS - 94%
 2016 MHS - 86%, PHS - 93%
 2017 MHS - 87%, PHS - 92%

Percentage of 11th grade students with disabilities who completed 3 years of science

2015 MHS - 100%, PHS - 86%
 2016 MHS - 75%, PHS - 67%
 2017 MHS - 86%, PHS - 73%

2015 MHS - 100%, PHS - 86%

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.1 English Language Arts</p> <p>2.1a Continue the formal process for adopting new materials K-8</p> <p>2.1b Evaluate instructional materials using the Anti-Bias Framework from Teaching Tolerance and use Perspectives for a Diverse America curriculum to select rigorous texts with ant-bias themes aligned to Common Core literacy standards</p> <p>2.1c Review units that have been developed for the Expository Reading and Writing Course for high school</p>	<p>2.1a K-5 and 6-8 teachers piloted English language arts materials and recommended curriculum for adoption by the Board of Education; Board adopted recommended materials on June 12, 2019</p> <p>Staff developer led training on pilot curriculum for middle school teachers</p> <p>2.1b Anti-bias Framework was used for the proposed adoption of a new English text, Maus</p>	<p>Hourly pay for certificated staff 1000-1999: Certificated Personnel Salaries LCFF Base \$5,400</p> <p>Instructional materials for English language arts 4000-4999: Books And Supplies LCFF Base \$75,000</p>	<p>Hourly pay for certificated staff 1000-1999: Certificated Personnel Salaries LCFF Base \$5,400</p> <p>Instructional materials for ELA 4000-4999: Books And Supplies LCFF Base \$33,151</p> <p>Consultant 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$3,000</p> <p>Consultant 5800: Professional/Consulting Services</p>

	Protocol was used for the proposed Ethnic Studies course		And Operating Expenditures Other Local Revenue \$3,000
	2.1c No progress to date		Instructional Materials for ELA 4000-4999: Books And Supplies Lottery \$11,868

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.2 Mathematics	2.2a	Hourly pay for certificated staff 1000-1999: Certificated Personnel Salaries LCFF Base \$3,000	Stipend for Review Committee 1000-1999: Certificated Personnel Salaries LCFF Base \$3,097
2.2a Evaluate and revise the number of Bridges and Number Corner math assessments administered to students	Elementary Instructional Leadership Team reviewed and modified assessments to be administered to students		
2.2b Identify essential math standards for Common Core 6, 7, 8 courses	2.2b Not completed	PEF Tier II funding for .2 elementary math coach 1000-1999: Certificated Personnel Salaries Other Local Revenue \$25,000	PEF Tier II funding for .2 elementary math coach 1000-1999: Certificated Personnel Salaries Other Local Revenue \$24,505
2.2c Develop quarterly projects that provide differentiated learning experiences for students enrolled in CC6, IM1, IM2	2.2c Not completed	SVMI membership for math resources and PD 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$5,000	SVMI membership for math resources and PD 5000-5999: Services And Other Operating Expenditures LCFF Base 6,000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.3 English Language Development (ELD)	2.3	Training on English language development standards 5800: Professional/Consulting Services And Operating Expenditures Title III \$3,000	Textbooks for English Learners 4000-4999: Books And Supplies Title III \$4,657
Review the results of the English Language Proficiency Assessment for California (ELPAC) and monitor EL students' progress toward English proficiency	Training of secondary staff on the administration of ELPAC In-district training open to all teachers 6-12 on understanding the ELD standards and effective best practices for supporting ELLs.		



Training provided by secondary ELD teacher and district differentiation specialist

District differentiation specialist provided support to the ELD teacher to meet the various levels and language development needs in her class

Provide specific and targeted services for English learners
1000-1999: Certificated Personnel Salaries LCFF
Supplemental \$111,571

Provide specific and targeted services for English learners
1000-1999: Certificated Personnel Salaries LCFF
Supplemental 114,218

Action 4

Planned Actions/Services

2.4 Career Technical Education

2.4a Explore options for new career pathways

2.4b Continue to support teachers in getting CTE credentials

Actual Actions/Services

2.4a
New Information and Communication Technology (ICT) pathway was initiated in 2018-19

Additional pathways are being explored as the new STEAM building programs are being developed

2.4b
New and existing teachers who may qualify will be supported in earning for CTE credentials

Incentivize CTE Credential Acquisition: District will pay \$500 of fees for CTE certification & teachers with a CTE certification get a pay bump.

Budgeted Expenditures

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

Estimated Actual Expenditures

CTE Coursework 5800: Professional/Consulting Services And Operating Expenditures
LCFF Base \$2,400

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

2.5 Health Education Content Standards

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

2.5

PMS worked with consultants to support reproductive health education

CPR training in 9th grade PE

Guest speaker in social psychology re sex, gender, health

Revised Consent Assembly for high school gr 9 & 12 including Gr 11 Consent 2.0

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

Guest Speaker / Consultant 5800: Professional/Consulting Services And Operating Expenditures LCFF Base 4,455

Guest Speaker / Consultant 5800: Professional/Consulting Services And Operating Expenditures Other Local Revenue 500

Action 6

Planned Actions/Services

2.6 History-Social Science

Write a UC A-G approved ethnic studies course

Actual Actions/Services

2.6

Development of an Ethnic Studies course was presented to the PUSD School Board and adopted in Spring 2019 to be implemented in Fall 2019

Budgeted Expenditures

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

Estimated Actual Expenditures

Hourly pay for certificated teacher 1000-1999: Certificated Personnel Salaries LCFF Base 317

Action 7

Planned Actions/Services

2.7 Next Generation Science Standards

2.7a Develop new high school physics courses

2.7b Provide K-12 professional development to support NGSS

Actual Actions/Services

2.7a

College Preparatory Physics and Honors Physics courses were developed, presented to the PUSD School Board, and adopted in Spring 2019 for implementation in Fall 2019

Budgeted Expenditures

Consulting fees 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$1,500

Hourly pay for certificated staff 1000-1999: Certificated

Estimated Actual Expenditures

Consulting fees for NGSS consultant 1000-1999: Certificated Personnel Salaries LCFF Base \$1,050

Hourly pay for course development 1000-1999:

implementation and the integration of Science, Technology, Engineering, Arts, Mathematics (STEAM)

College Prep A-G Physics course was implemented at MHS for 18-19

2.7b

PHS staff have attended professional development in the areas of Integrated Learning Specialist Program, NGSS, STEAM, and Technology

K-5 teachers participated in Lesson Study facilitated by Sara Dozier to deepen their practices around student discourse in STEAM subjects

Personnel Salaries LCFF Base \$2,520

Consulting fees paid by PEF Tier II 5800: Professional/Consulting Services And Operating Expenditures Other Local Revenue \$15,000

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

Certificated Personnel Salaries LCFF Base \$2,520

Consulting fees paid by PEF Tier II for Elementary Prof. Dev. on STEAM and NGSS 5800: Professional/Consulting Services And Operating Expenditures Other Local Revenue \$15,000

Consulting fees paid by PEF Tier II for Secondary Prof. Dev. on STEAM and NGSS 5800: Professional/Consulting Services And Operating Expenditures Other Local Revenue \$4,000

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.8 Visual and Performing Arts (VAPA)</p> <p>Develop a K-5 scope and sequence for vocal and instrumental music</p>	<p>2.8</p> <p>Vocal and Instrumental teachers are in the process of developing a scope and sequence articulating the skills that need to be developed in vocal in order for students to be successful in instrumental. Teachers are currently focusing on the transition point and then backward planning.</p> <p>Three new high school art course were developed, presented to the Board, and adopted in Spring 2019: Digital Photography, Digital Design, and AP Art History.</p>	<p>Hourly pay for certificated staff 1000-1999: Certificated Personnel Salaries LCFF Base \$1,200</p>	<p>No costs for scope and sequence planning due to planning during CCT 0</p> <p>Hourly pay for course development 1000-1999: Certificated Personnel Salaries LCFF Base \$500</p> <p>Instructional materials for new art courses will be purchased in 19-20 4000-4999: Books And Supplies LCFF Base</p>

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.9 World Language Continue the transition to using a proficiency-based model of teaching and assessing students	2.9 No department-wide work completed due to lack of filled teacher positions in Spanish	Hourly pay for certificated staff 1000-1999: Certificated Personnel Salaries LCFF Base \$1,800	No costs 0

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.10 Computer Science/Technology Continue the work of integrating technology meaningfully with content instruction	2.10 A new Web Design and Coding class was initiated at PHS New web-based tools and applications were used for specific content, such as Code HS	Hourly pay for certificated staff 1000-1999: Certificated Personnel Salaries LCFF Base \$1,800	Code HS instructional materials 4000-4999: Books And Supplies LCFF Base \$9,800

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.11 21st Century Tools Continue to implement a learning management system in grades 6-12	2.11 Ongoing use of Schoology Significant professional learning provided for staff during faculty meetings at PMS	Schoology (LMS) 5000-5999: Services And Other Operating Expenditures LCFF Base 26,000	Schoology (LMS) 5000-5999: Services And Other Operating Expenditures LCFF Base 24,100

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.

Summary of the overall implementation of actions/services:

Of a combined total of 17 action items related to curriculum and instruction, 13 of the 17 (76%) were initiated or completed. Elementary and middle English language arts curriculum was adopted by the School Board. Six new high school courses were developed and approved by the Board: Ethnic studies, Digital Photography, Digital Design, AP Art History, Physics of the Universe, Honors Physics of the Universe. Essential learning outcomes were identified K-5 in mathematics. A scope and sequence was completed in K-5 computer science and visual arts. Elementary, middle, and high school science teachers participated in professional learning related to NGSS. Computer science curriculum was piloted in high school and the learning management system, Schoology, was implemented systematically at the secondary level.

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

Overall the implementation of the actions and services related to curriculum and instruction were highly successful, given teacher participation and feedback on consultants hired and work completed. The academic performance of students in grades 3-8 and 11 on the CAASPP in English language arts and mathematics also is evidence of a correlation of successful curriculum adoptions and best practices in instruction but cannot be deemed as causation given the number of factors that contribute to students' academic performance.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material difference between budgeted curriculum and instruction expenditures and estimated actual expenditures was not significant, except for the expenditures budgeted for the K-8 ELA pilot and adoption. Costs related to the pilot were more than anticipated but curriculum was not adopted until June so instructional materials will be purchased from the 2019-20 instructional materials budget.

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.

Three major areas in curriculum and instruction resulted from the analysis of student needs identified from 2018-19 data and the adoption of new curriculum and/or new State frameworks:

- 1- Health education: several new actions/services will be added and can be found in Goal 2 Action 2.5 a-g as a result of CHKS data and the adoption of the new Health Framework
- 2- Implementation of new curriculum in English language arts K-8 and new high school courses in physics, art, ethnic studies, and computer science can be found in Goal 2 under related content areas

3- Identification of essential learning outcomes in English language arts and mathematics, as a result of a district-wide training on PLCs and the first big idea of PLCs: a focus on student learning, can be found in Goal 2 Action 2.1 and 2.2 and in Goal 3 Action 3.3 and 3.4

Annual Update

LCAP Year Reviewed: 2018-19

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 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 Priorities: Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

State Priority 7: Course Access

7c: Programs and services for individuals with exceptional needs in reading, as measured by Fountas & Pinnell reading benchmark assessment data

18-19

Maintain or increase the percentage of students who reach grade-level reading benchmarks

Metric/Indicator

State Priority 7: Course Access

7c: Programs and services for individuals with exceptional needs in math, as measured by local math assessments

18-19

Maintain or increase the percentage of students who reach grade-level math benchmarks

Actual

Fountas and Pinnell reading data were not disaggregated by categories of students identified as having exceptional reading abilities

Bridges and Number Corner data were not disaggregated by categories of students identified as having exceptional reading abilities

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.1 Classroom Differentiation</p> <p>Provide coaching for teachers on ways to differentiate their instruction, especially for students with disabilities, gifted and talented, and twice exceptional (2e)</p>	<p>3.1</p> <p>District Differentiation Specialist works with individual teachers and small groups of teachers on differentiated instruction</p>	<p>Portion of FTE for a a Differentiation Specialist funded by PEF Grants Committee 0001-0999: Unrestricted: Locally Defined Other Local Revenue \$18,022</p> <p>Portion of FTE for a a Differentiation Specialist funded by parent support groups: ALPS (\$5,00) and PRAISE (\$3,562) 1000-1999: Certificated Personnel Salaries Other Local Revenue \$8,562</p> <p>Portion of FTE for a a Differentiation Specialist funded by Beach Parent Organization 1000-1999: Certificated Personnel Salaries Other Local Revenue \$12,000</p> <p>Portion of FTE for a a Differentiation Specialist funded by General Fund 1000-1999: Certificated Personnel Salaries LCFF Base \$17,978</p>	<p>Portion of FTE for a Differentiation Specialist (funded by PEF) 0001-0999: Unrestricted: Locally Defined Other Local Revenue \$19,470</p> <p>Portion of FTE for a Differentiation Specialist (funded by ALPS & PRAISE) 1000-1999: Certificated Personnel Salaries Other Local Revenue \$8,000</p> <p>Portion of FTE for a Differentiation Specialist (funded by Beach Parent Organization) 1000-1999: Certificated Personnel Salaries Other Local Revenue \$12,000</p> <p>Portion of FTE for a Differentiation Specialist (funded by Title II) 1000-1999: Certificated Personnel Salaries Title II \$11,033</p> <p>Portion of FTE for a Differentiation Specialist 1000-1999: Certificated Personnel Salaries LCFF Base \$15,743</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.2 Integrated Learning</p> <p>Offer multiple approaches to accessing course content offered in the Integrated Learning Specialist Program (ILSP)</p>	<p>3.2</p> <p>More teachers were trained through ACOE courses</p> <p>Arts integration parties were held at elementary</p> <p>Principals and district admin participated in the Principal Leadership Network</p> <p>Teachers participated in the Teacher Network</p> <p>One 2-hour hands-on arts integration experience was provided for site and district administrators so they could experience integrated learning through the arts firsthand</p>	<p>Hourly pay for certificated staff 1000-1999: Certificated Personnel Salaries Other Local Revenue \$9,600</p> <p>Contract with ACOE paid by PEF Tier II 5800: Professional/Consulting Services And Operating Expenditures Other Local Revenue \$10,000</p>	<p>Teacher hourly pay 1000-1999: Certificated Personnel Salaries Other Local Revenue \$9,600</p> <p>Contract with Alameda County Office of Education 5000-5999: Services And Other Operating Expenditures Other Local Revenue \$7,000</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.3 Professional Learning Communities (PLCs)</p> <p>Provide formal training on PLCs for teachers and administrators at the elementary level</p>	<p>3.3</p> <p>Professional Learning Community training for elementary, ongoing June 2018-June 2019. By June 2019, two-thirds of elementary teachers will have been trained.</p> <p>Selected PHS & MHS staff to be trained on PLCs in June 2019</p>	<p>Registration for staff members attending PLC training 5800: Professional/Consulting Services And Operating Expenditures Other Local Revenue \$17,375</p>	<p>Registration and related costs for staff members attending PLC training 5000-5999: Services And Other Operating Expenditures Other Local Revenue \$29,160</p> <p>Registration and related costs for staff members attending PLC training 5000-5999: Services And Other Operating Expenditures Other State Revenue \$15,952</p>

Registration and related costs for staff members attending PLC training 5000-5999: Services And Other Operating Expenditures LCFF Base \$669

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.4 Multi-Tiered System of Support (MTSS)</p> <p>Develop a systematic approach for providing academic and behavioral interventions and enrichment at the elementary level</p>	<p>3.4</p> <p>Each elementary site is piloting different systems of identifying, supporting, and monitoring students through an MTSS approach, including collaboration time around looking at student learning, developing SMART goals, discussing progress, etc.-- Some expenses included in Action 3.3</p>	<p>Consultant fees 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$5,000</p>	<p>Registration and related costs for staff members attending Rtl/MTSS training 5000-5999: Services And Other Operating Expenditures Other State Revenue \$3,345</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.5 Dyslexia Guidelines</p> <p>Develop a plan to provide dyslexia training to general education and special education staff</p>	<p>3.5 Dyslexia as a topic was addressed on 02/12/19 by the Special Education Director. A reader on the topic was shared with all of the Special Education Certificated staff. The presentation reviewed the details of the updated interpretation of Dyslexia and legal ramifications. A powerpoint presentation was shared with the audience that highlighted the articles in the reader and connected the topics to daily</p>	<p>Professional development fees 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$1,500</p>	<p>No costs--training provided at quarterly SPED meeting 0</p>

practice. Parent meeting was held the evening of 02/12/2019 where the concept of Dyslexia was reviewed and parents engaged in an open discussion. The reader was provided to parents to deepen their understanding of this topic.

Dyslexia screeners were piloted at the elementary schools.

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.

Below is a summary of the overall implementation of actions/services related to Goal 3: All students will engage in rigorous, relevant, and differentiated learning experiences where they make connections among disciplines. This goal focuses on the "Systems and Structures" of the PUSD Student-Centered Ecosystem--"how" the curriculum and instruction gets implemented (Goal 2) for the purpose of educational equity and inclusion (Goal 1). Actions were completed in all five areas.

- 1- Classroom differentiation- the increase in FTE from .4 to .6 provided more time for teacher coaching and allowed the differentiation specialist to participate more comprehensively in related actions, such as integrated learning (3.2), professional learning communities (3.3), multi-tiered systems of support (3.4), and several actions in Goal 2 on curriculum and instruction.
- 2- Integrated learning- the elementary principals and district administrator participated in the Principal Leadership Network, teacher leaders participated in the Teacher Coaching Network, art parties were held to provide ideas for how to integrate art with other content areas, more teachers participated in ILSP courses through ACOE.
- 3 & 4- Professional Learning Communities and Multi-tiered Systems of Support- about two-thirds of all elementary teachers and teacher specialists have attended one of two Solution Tree trainings: PLCs at Work or RTI at Work. Administrators received training from the SELPA Director on MTSS. All administrators have attended one or more Solution Tree trainings and have committed to PLCs and MTSS as the district-wide focus for professional learning in 2019-20 and beyond.
- 5- A reader on the topic of dyslexia was shared with all Special Education certificated staff. The presentation reviewed the details of the updated interpretation of Dyslexia and legal ramifications. A powerpoint presentation was shared with the audience that highlighted the articles in the reader and connected the topics to daily practice, and a parent meeting was held that evening where the

concept of Dyslexia was reviewed and parents engaged in an open discussion. The reader was provided to parents to deepen their understanding of this topic.

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

The actions/services were highly effective in providing direction for administrators on how to focus our initiatives moving forward. As a result of engaging in professional learning on integrated learning, PLCs, and MTSS, a clear direction focusing on district-wide implementation of PLCs and beginning to develop multi-tiered systems of support at each school site has emerged. The ultimate goal is high levels of learning for every child, and to achieve this goal we have committed to adopting the PLC at Work and RTI at Work Framework as a district focus.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The only material differences between budgeted expenditures and estimated actual expenditures are the following:

3.1 Increase of .2 FTE for the differentiation specialist

3.2 Increase of \$19,000 more for professional learning but these funds are covered by school sites

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.

Three expected outcomes have resulted from 2018-19 related to Action 3.3 and 3.4.

1- The focus of classroom differentiation will be extending beyond gifted and talented, special education, and twice exceptional students, given the focus on MTSS where all students achieve at high levels and students in need of interventions and enrichment are served in Tier I, Tier II, and Tier III interventions.

2- The success of arts integration parties in elementary, the arts integration session for Admin, participation in the STEAM Committee meetings at Piedmont High School level, and the sustained commitment of teacher leaders who have completed one or more courses in the Integrated Learning Specialist Program informed the decision to continue partnering with ACOE.

3- In service of the actions and services outlined in Educational Equity and Inclusion (Goal 1) and Curriculum and Instruction (Goal 2), PLC and MTSS work (the systems and structures for how the work will be completed) will be the major areas of focus district-wide in 2019-20.

Stakeholder Engagement

LCAP Year: 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?

Meaningful engagement with parents, teachers, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP goals, actions and service, and expenditures. Several steps were taken to involve multiple stakeholders in discussions about the progress of actions/services for the 2018-19 LCAP and the development of the goals and actions/services for the 2019-20 LCAP at the following meetings and events:

LCAP Advisory Committee Meetings: 10/2/18, 11/6/18, 12/4/18, 2/5/19, 3/5/19, 4/2/19, 5/7/19

LCAP Community Engagement: 2/28/19, 4/8/19

Let's Talk! Community Workshops: 8/25/18, 8/26/18

School Board Meetings

CAASPP: 10/10/18

California Dashboard: 10/10/18

California Healthy Kids Survey Results: 2/13/19

Digital Photography and Digital Design Course Adoptions: 3/13/19, 3/27/19

AP Art History Course Adoption: 3/27/19, 4/10/19

Ethnic Studies Course Adoption: 4/24/19, 5/9/19

Physics and Honors Physics Course Adoption: 5/8/19, 5/22/19

LCAP Annual Update: 5/9/19

School Site Council Meetings

Beach, Havens, Wildwood (Tri-School): 10/2/18, 10/15/18, 11/6/18, 12/4/18, 2/5/19, 3/5/19, 4/2/19, 4/30/19, 5/7/19

PMS: 9/25/18, 10/30/18, 11/6/18, 12/4/18, 2/5/19, 3/5/19, 4/2/19, 5/7/19, 5/28/19

MHS: 9/12/18, 10/10/18, 11/7/18, 12/5/18, 2/6/19, 3/6/19, 4/10/19, 5/1/19

PHS: 9/27/18, 10/25/18, 1/31/19, 2/28/19, 3/28/19, 4/25/19, 5/23/19

Parent and Community Meetings

Special Education Advisory Committee: 10/9/18, 12/11/18, 2/12/19, 4/9/19

Piedmont Appreciating Diversity Committee: 1/10/19, 3/14/19, 4/11/19
Piedmont Education Foundation: 11/7/18, 2/6/19, 4/9/19, 5/14/19
PRAISE: 4/25/19

High School Diversity Committee Meetings: 9/11/18, 10/9/18, 11/13/18, 12/11/18, 1/14/19, 2/12/19, 2/25/19, 3/25/19, 4/23/19, 5/13/19

We worked to improve our Stakeholder engagement by doing the following:

1. Created a graphic representation of our LCAP goals and actions/services and posted it in the District Office and at each school site
2. Provided a Parent Feedback Form at the time of each LCAP meeting so all parents could provide feedback if they couldn't attend the meeting
3. Invited middle and high school students to attend LCAP Advisory Committee meetings
4. Site council members at the elementary and middle school levels attended LCAP Advisory Committee meetings
5. Certificated union representation at LCAP Advisory Committee meetings
6. Regular review of the LCAP by administrators at Admin Team meetings held from August-June
7. School Site Plans integrated LCAP goals and actions/services and were discussed at all School Site Council meetings (see dates above)

Impact on LCAP and Annual Update

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

The amount of stakeholder participation in the development of the LCAP continues to be an improvement over the early years. Feedback on our goals and actions/services was collected in many forums. The biggest area of improvement has been in combining Elementary and Middle School Site Councils with the LCAP Advisory Committee.

Leaders of our various parent support groups were encouraged to attend at least one meeting this year, but they did not attend as often as we had hoped. Regular notifications were sent reminding all members of the parent community about each of the after-

school meetings but the number of parents in attendance continues to be relatively low. Two community engagement evening events were provided. No parents attended the first meeting and one parent and their student attended the second meeting.

A parent feedback form was used to solicit input from parents who could not attend the regularly-scheduled LCAP Advisory Committee meetings. A total of 63 responses were received.

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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

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 Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

California Healthy Kids Survey results:

Chronic sadness/hopeless: 9th graders 27%, 10th graders 25%, 11th graders 27%, 12th graders 19%

Considered suicide: 9th graders 12%, 10th graders 11%, 11th graders 13%, 12th graders 10%

School connectedness: 9th graders 26%, 10th graders 26%, 11th graders 27%, 12th graders 25%

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority/Metric 5a-e: Pupil Engagement as measured by	5a ADA School attendance: 96.73%	5a Increase overall district attendance rate by .25%	5a Increase overall district attendance from	5a Increase overall district attendance to 97% or higher

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>attendance rates, dropout rates, graduation rates, suspension and expulsion rates, and responses from the CA Healthy Kids Survey</p>	<p>5b Chronic absenteeism: 4%</p> <p>5c Middle school dropout rate: 0%</p> <p>5d High school dropout rate: 0%</p> <p>5e High school graduation rate: 100%</p>	<p>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)</p> <p>5c Maintain 0% middle school dropout rate</p> <p>5d Maintain 0% high school dropout rate</p> <p>5e Maintain "very high" (98-100%) high school graduation rate</p>	<p>96.1% to baseline of 96.73%</p> <p>5b Continue to decrease the number of students at Piedmont Middle School who are chronically absent</p> <p>5c Maintain 0% middle school dropout rate</p> <p>5d Maintain 0% high school dropout rate</p> <p>5e Maintain "very high" (98-100%) high school graduation rate</p>	<p>5b Decrease chronic absenteeism for relevant schools</p> <p>5c Maintain 0% middle school dropout rate</p> <p>5d Maintain 0% high school dropout rate</p> <p>5e Maintain "very high" (98-100%) high school graduation rate</p>
<p>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</p>	<p>6a Pupil suspension rate: 1%</p> <p>6b Pupil expulsion rate: 0% at PMS, MHS, PHS</p>	<p>6a.1 Decrease the high school suspension rate for special education students at PHS to "very low"</p> <p>6a.2 Maintain "very low" middle school suspension rate</p> <p>6b Maintain 0% high school and middle school expulsion rate</p>	<p>6a.1 Decrease the high school suspension rate for special education students at PHS to "very low"</p> <p>6a.2 Maintain "very low" middle school suspension rate</p> <p>6b Maintain 0% high school and middle school expulsion rate</p>	<p>6a.1 Maintain or decrease the high school suspension rate for special education students at PHS to "very low"</p> <p>6a.2 Maintain "very low" middle school suspension rate</p> <p>6b Maintain 0% high school and middle school expulsion rate</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority/Metric 6: School Climate, as measured by the CA Healthy Kids Survey	Percentage of students who feel connected to their school		Increase by 5% the number of students who feel connected to their school and who feel there is an adult who cares for them	Increase by 5% the number of students who feel connected to their school and who feel there is an adult who cares for them

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:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

1.1a Develop a multi-year plan for training staff on best practices for equity and inclusion in schools

1.1b Work with organizations and consultant services to provide trainings on building school cultures that value, respect, and serve all student groups

1.1c Begin implementing culturally responsive teaching practices

1.1a Provide training for staff on best practices for equity and inclusion in schools

1.1b Work with organizations and consultant services to provide training on building school cultures that value, respect, and serve all student groups

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,320	\$4,320	\$4,320
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries Hourly pay for certificated staff	1000-1999: Certificated Personnel Salaries Hourly pay for certificated staff	1000-1999: Certificated Personnel Salaries Hourly pay for certificated staff

Amount	\$750	\$750	\$750
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	2000-2999: Classified Personnel Salaries Hourly pay for classified staff	2000-2999: Classified Personnel Salaries Hourly pay for classified staff	2000-2999: Classified Personnel Salaries Hourly pay for classified staff
Amount	\$33,500	\$26,000	\$5,000
Source	LCFF Base	LCFF Base	Other State Revenue
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Consulting fees	5800: Professional/Consulting Services And Operating Expenditures Consulting fees	5800: Professional/Consulting Services And Operating Expenditures Consulting fees

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

1.2a Partner with local organizations to advance the work of equity, diversity, and social justice in the parent community

1.2b Engage parent support group leaders in discussions about membership, participation, and their organization's mission through the lens of equity and inclusion

1.2a Partner with local organizations to advance the work of equity, diversity, and social justice in the parent community

1.2b Engage parent support group leaders in discussions about equity and inclusion

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,500	\$1,500	\$1,000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Consulting fees	5800: Professional/Consulting Services And Operating Expenditures Consulting fees	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:

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p> <p>All</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>All Schools</p>
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OR

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

<p>Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)</p>	<p>Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p>
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[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

Modified Action

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

1.3a 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 learning and reaching their fullest potential

1.3a 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 learning and reaching their fullest potential

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

1.3b Implement restorative practices to complement or serve as an alternative to traditional approaches to discipline

1.3b Train administrators, counselors, teachers, classified staff, students, and police officers on the structure and best practices for Restorative Justice protocols to complement or serve as an alternative to traditional approaches to discipline

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,500	\$5,000	\$6,000
Source	LCFF Base	LCFF Base	Other Local Revenue
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Consulting fees	5800: Professional/Consulting Services And Operating Expenditures Consulting fees	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:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Piedmont Middle School

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

1.4 Chronic Absenteeism
 1.4a Review attendance data across the district to identify patterns
 1.4b Conduct further research on absenteeism at PMS

2018-19 Actions/Services

1.4 Chronic Absenteeism
 Implement new absenteeism interventions at PMS

2019-20 Actions/Services

1.4 Chronic Absenteeism
 1.4a Evaluate the implementation of the new absenteeism interventions 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Budget Reference			

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

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 Actions/Services

1.5 Mental Health

1.5a Explore the development of a counseling-enriched classroom structure at each level

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

2019-20 Actions/Services

1.5 Mental Health

1.5a Launch the pilot of a counseling-enriched learning center for high school students

1.5b Evaluate the counseling needs of students at each level

1.5c Evaluate the efficacy of Wellness Center services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$80,000		\$114,000
Source	LCFF Base		LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries Marriage and Family Therapist		1000-1999: Certificated Personnel Salaries Teacher for Counseling Enriched Learning Center
Amount			\$90,000
Source			Other State Revenue
Budget Reference			2000-2999: Classified Personnel Salaries 2 Para-educators for Learning Center

Amount			\$75,000
Source			LCFF Base
Budget Reference			1000-1999: Certificated Personnel Salaries Psychologist (part-time) for Learning Center
Budget Reference			

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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

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 Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Identified Need:

According to the College and Career Indicator on the California Dashboard:

79.4% of 209 "All Students" are prepared--a decline of 9.9%

39.4% of the 33 Student with Disabilities are prepared--a decline of 9%

New English language arts curriculum was adopted as well as several new high school courses. This will require professional learning for teachers and monitoring of students' progress in these courses.

Students learning English as a second language take a new test, the English Learner Proficiency Assessment for California (ELPAC), which is more rigorous. English learners will need to be monitored closely and local data will need to be reviewed to ensure EL students are making progress toward English proficiency.

California Healthy Kids Survey results indicate that high school students in Piedmont have a higher use of controlled substances than their peers in other schools in Alameda county.

Drunk/high at school: 9th graders 5%, 10th graders 9%, 11th graders 15%, 12th graders 24%

Current alcohol/drug use: 9th graders 18%, 10th graders 38%, 11th graders 46%, 12th graders 55%

Binge drinking: 9th graders 6%, 10th graders 15%, 11th graders 31%, 12th graders 38%

Very drunk or high (7 or more times): 9th graders 6%, 10th graders 16%, 11th graders 28%, 12th graders 34%
 Current e-cigarette use: 9th graders 9%, 10th graders 17%, 11th graders 23%, 12th graders 24%

A close review of the new Health Framework and work with a health education expert is needed to begin addressing the high numbers of students using controlled substances.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>State Priority 1: Basic Services</p> <p>1a. Appropriately credentialed teachers, as measured by CALPADS</p> <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>Credentialed teachers: 100%</p> <p>Standards-aligned instructional materials: 0 units per grade level K-5 and 1 unit per grade level 6-8 aligned to NGSS</p> <p>School facilities: 100% of school facilities are maintained in good repair</p>	<p>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> <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>Maintain 100% of teachers appropriately assigned and fully credentialed</p> <p>Adopt English language arts materials K-8</p> <p>Maintain 100% of school facilities are in good repair</p>	<p>100% of teachers appropriately assigned and fully credentialed</p> <p>Pilot new science curricula</p> <p>Maintain 100% of school facilities are in good repair</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<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</p> <p>Kindergarten: No data in Illuminate</p> <p>1st grade: One class of Beach end-of-year data entered in Illuminate (21 students): 15 exceeded standard 2 met standard 4 nearly met standard</p> <p>2nd grade: Two classes of Beach end-of-year data entered in Illuminate (46 students) 32 exceeded standard 7 met standard 3 nearly met standard 4 not met standard</p>	<p>Get all beginning and end-of-year data entered into Illuminate</p> <p>Increase by 3% or more the number of elementary students who are meeting or exceeding standard of reading on grade level at the end of kindergarten, first, and second grade</p>	<p>Enter all F&P beginning and end-of-year data into Illuminate</p> <p>Decrease by 3% or more the number of K-2 students not reading on grade level</p>	<p>Decrease by 3% or more the number of K-2 students not reading on grade level</p>
<p>State Priority 2: Implementation of State Standards</p> <p>2a: Academic performance in mathematics, as measured by math scores on Number Corner Mid-Year Checkup for grades 3-5</p>	<p>2016-17 Bridges Post-Assessment Data</p> <p>3rd grade Chapter 3: ___% meeting standard Chapter 5: 90% meeting standard</p> <p>4th grade</p>	<p>2017-18 Bridges Post-Assessment Data</p> <p>3rd grade Chapter 3: Increase percentage of students meeting standard by 8% Chapter 5: Increase percentage of students meeting standard by 4%</p>	<p>2018-19 Bridges Post-Assessment Data</p> <p>3rd grade Chapter 3: Increase percentage of students meeting standard by 4% Chapter 5: Increase percentage of students meeting standard by 3%</p>	<p>2019-20 Bridges Post-Assessment Data</p> <p>3rd grade Chapter 3: Increase percentage of students meeting standard by 4% Chapter 5: Increase percentage of students meeting standard by 3%</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Chapter 3: 82% meeting standard Chapter 6: ___% meeting standard</p> <p>5th grade Chapter 3: 81% meeting standard Chapter 5: 72% meeting standard</p>	<p>4th grade Chapter 3: Increase percentage of students meeting standard by 7% Chapter 6: Increase percentage of students meeting standard by 7%</p> <p>5th grade Chapter 3: Increase percentage of students meeting standard by 7% Chapter 5: Increase percentage of students meeting standard by 7%</p>	<p>4th grade Chapter 3: Increase percentage of students meeting standard by 3% Chapter 6: Increase percentage of students meeting standard by 3%</p> <p>5th grade Chapter 3: Increase percentage of students meeting standard by 3% Chapter 5: Increase percentage of students meeting standard by 3%</p>	<p>4th grade Chapter 3: Increase percentage of students meeting standard by 3% Chapter 6: Increase percentage of students meeting standard by 3%</p> <p>5th grade Chapter 3: Increase percentage of students meeting standard by 3% Chapter 5: Increase percentage of students meeting standard by 3%</p>
<p>State Priority 2: Implementation of State Standards</p> <p>2a: Academic performance in mathematics, as measured by scores on MARS tasks in grades 6-11</p>	<p>2016-17 MARS Tasks Grades 6-8</p> <p>CC6: 33% meeting or exceeding on 2 assessments CC7: 71% meeting or exceeding on 2 assessments CC8: 50% meeting or exceeding on 2 assessments</p> <p>2016-17 MARS Tasks IM1, IM2, IM3 IM1 Fall assessment class average= 10.39</p>	<p>2017-18 MARS Tasks Grades 6-8</p> <p>CC6: Increase percentage of students meeting or exceeding standard by 7% CC7 : Increase percentage of students meeting or exceeding standard by 7% CC8: Increase percentage of students meeting or exceeding standard by 7%</p> <p>2017-18 MARS Tasks IM1, IM2, IM3</p>	<p>2018-19 MARS Tasks Grades 6-8</p> <p>CC6: Increase percentage of students meeting or exceeding standard by 7% CC7 : Increase percentage of students meeting or exceeding standard by 3% CC8: Increase percentage of students meeting or exceeding standard by 7%</p> <p>2018-19 MARS Tasks IM1, IM2, IM3</p>	<p>2019-20 MARS Tasks Grades 6-8</p> <p>CC6: Increase percentage of students meeting or exceeding standard by 7% CC7 : Increase percentage of students meeting or exceeding standard by 3% CC8: Increase percentage of students meeting or exceeding standard by 7%</p> <p>2019-20 MARS Tasks IM1, IM2, IM3</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>27 out of 88 students (31%) scored 13 (76%) or higher</p> <p>IM2 Fall assessment class average= 5.62 10 out of 69 students (14%) scored 9 (69%) or higher</p> <p>IM3 Establish baseline data in 2017-18</p>	<p>IM1 Fall assessment: Increase class average by 1.0 points Increase by 5% the number of students who scored 13 or higher</p> <p>IM2 Fall assessment: Increase class average by 1.5 points Increase by 5% the number of students who scored 9 or higher</p> <p>IM3 No baseline data was established</p>	<p>IM1 Fall assessment: Increase class average by 1.0 points Increase by 5% the number of students who scored 13 or higher</p> <p>IM2 Fall assessment: Increase class average by 1.5 points Increase by 5% the number of students who scored 9 or higher</p>	<p>IM1 Fall assessment: Increase class average by 1.0 points Increase by 5% the number of students who scored 13 or higher</p> <p>IM2 Fall assessment: Increase class average by 1.5 points Increase by 5% the number of students who scored 9 or higher</p>
<p>State Priority 2: Implementation of State Standards</p> <p>2b: English learners access to content standards, as measured by ELPAC results</p>	<p>2017-18 ELPAC Summative scores not available</p>	<p>Increase students' level of proficiency on ELPAC</p>	<p>Increase students' level of proficiency on ELPAC</p>	<p>Increase students' level of proficiency on ELPAC ADD % here</p>
<p>State Priority 4: Pupil Achievement</p> <p>4a Statewide assessments in English language arts, as measured by the CAASPP</p>	<p>2016 CAASPP English Language Arts</p> <p>Percentage scoring Above Standard on Reading Claim 1</p> <p>3rd Grade: 55%</p> <p>4th Grade: 59%</p>	<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 the average distance from level 3 for students in grades 6-8, overall and for student groups</p> <p>Increase by 3% the number of students in</p>	<p>Increase the average distance from level 3 for students in grades 6-8, overall and for student groups</p> <p>Increase by 3% the number of students in</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>5th Grade: 53%</p> <p>6th Grade: 48%</p> <p>7th Grade: 53%</p> <p>8th Grade: 52%</p> <p>11th Grade English Language Arts</p> <p>Overall Achievement</p> <ul style="list-style-type: none"> • Standard Exceeded: 66% • Standard Met: 27% • Standard Nearly Met: 6% • Standard Not Met: 1% <p>11th Grade Listening: Demonstrating effective communication skills</p> <ul style="list-style-type: none"> • Above Standard: 50% • At or Near Standard: 48% • Below Standard: 2% 	<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>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>Decrease by 5% or higher the number of 11th grade students who do not meet standard</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>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>Decrease by 5% or higher the number of 11th grade students who do not meet standard</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>
State Priority 4: Pupil Achievement	2016 CAASPP Mathematics	Increase by 3-5% percent the number of students in grades 3-5 who score “Above	Increase the average distance from level 3 for students in grades 6-8,	Increase by 3-5% percent the number of students in grades 3-5 who score “Above

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>4a Statewide assessments in mathematics, as measured by the CAASPP</p>	<p>2016 CAASPP Data Grades 3-5 Percentage scoring Above Standard on Claims 2 & 4--Problem Solving and Modeling/Data Analysis</p> <p>Grade 3: 85% Grade 4: 74% Grade 5: 71%</p> <p>2016 CAASPP Data Grades 6-8, 11 Percentage scoring Above Standard on Claim 3: Communicating Reasoning</p> <p>Grade 6: 62% Grade 7: 65% Grade 8: 50% Grade 11: 56%</p>	<p>Standard” on the Smarter Balanced Assessment Mathematics Claims 2 & 4: Problem Solving and Modeling/Data Analysis</p> <p>Increase by 3-5% in grades 5-8 and 11, who score “Above Standard” on the Smarter Balanced Assessment Mathematics Claims 3: Communicating Reasoning</p>	<p>overall and for student groups</p> <p>Increase by 3-5% percent the number of students in grades 3-5 who score “Above Standard” on the Smarter Balanced Assessment Mathematics Claim: Problem Solving and Modeling/Data Analysis</p> <p>Increase by 3-5% in grades 5-8 and 11, who score “Above Standard” on the Smarter Balanced Assessment Mathematics Claims 3: Communicating Reasoning</p> <p>Decrease by 5% or higher the number of 11th grade students who do not meet standard</p>	<p>Standard” on the Smarter Balanced Assessment Mathematics Claim: Problem Solving and Modeling/Data Analysis</p> <p>Increase by 3-5% in grades 5-8 and 11, who score “Above Standard” on the Smarter Balanced Assessment Mathematics Claims 3: Communicating Reasoning</p> <p>Decrease by 5% or higher the number of 11th grade students who do not meet standard</p>
<p>State Priority 4: Pupil Achievement</p> <p>4c: Successful completion of UC/CSU entrance requirements</p>	<p>UC/CSU course completion</p> <p>Class of 2017 Baseline data</p> <p>212 of the 223 seniors, or 95%, completed UC/CSU requirements.</p>	<p>Increase by 8% the number of students with disabilities who complete a-g course requirements</p>	<p>Increase by 7% the number of students with disabilities who complete a-g course requirements</p>	<p>Increase by 3% the number of students with disabilities who complete a-g course requirements</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>8 of the 11 students who did not complete UC/CSU requirements were special education students.</p> <p>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.</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 measured by the number and percentage of students reported in CALPADS</p>	<p>4d Establish baseline data on the ELPAC in 2018</p> <p>4e 19 out of 45 (44%) EL students were reclassified in May 2017. There were 29 students who took an Annual CELDT and 19 of those were reclassified for a 66% reclassification rate with one or more year(s) of services.</p>	<p>No data available until Spring of 2018</p> <p>Increase by 5% the percentage of EL students who are reclassified after one year of designated ELD</p>	<p>Maintain or increase by 3% the percentage of EL students who are reclassified after one year of designated ELD</p>	<p>Maintain or increase by 3% the percentage of EL students who are reclassified after one year of designated ELD</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p data-bbox="107 155 411 224">State Priority 4: Pupil Achievement</p> <p data-bbox="107 266 457 407">4f Advanced Placement, as measured by percentage of students scoring a 3 or higher</p>	<p data-bbox="485 155 840 375">Number of students who passed the AP World Language and AP Computer Science tests with a score of 3 or higher</p> <p data-bbox="485 412 762 444">AP French Results</p> <p data-bbox="485 449 699 482">2015: 15 of 16</p> <p data-bbox="485 487 695 519">2016: 11 of 11</p> <p data-bbox="485 524 823 589">2017: to be collected in fall</p> <p data-bbox="485 631 678 664">AP Mandarin</p> <p data-bbox="485 669 699 701">2015: 12 of 13</p> <p data-bbox="485 706 699 738">2016: 14 of 14</p> <p data-bbox="485 743 823 808">2017: to be collected in fall</p> <p data-bbox="485 850 663 883">AP Spanish</p> <p data-bbox="485 888 699 920">2015: 20 of 20</p> <p data-bbox="485 925 699 958">2016: 13 of 13</p> <p data-bbox="485 963 823 1027">2017: to be collected in fall</p> <p data-bbox="485 1070 840 1138">AP Computer Science A Exam Results</p> <p data-bbox="485 1143 699 1175">2015: 39 of 45</p> <p data-bbox="485 1180 699 1213">2016: 15 of 39</p> <p data-bbox="485 1218 823 1282">2017: to be collected in fall</p> <p data-bbox="485 1325 840 1393">AP Computer Science Principles Exam Results</p> <p data-bbox="485 1398 810 1463">2017- baseline data to be collected in fall</p>	<p data-bbox="863 155 1218 407">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 data-bbox="863 449 1218 667">Increase by 3-5% the number of students who take the AP Computer Science A or Principles Exam and pass with a score of 3 or higher</p>	<p data-bbox="1241 155 1596 407">Increase by 3-5% the number of students who take the AP Foreign Language Exams (French, Mandarin, Spanish) and also earn a score of 3 or higher</p> <p data-bbox="1241 449 1596 667">Increase by 3-5% the number of students who take the AP Computer Science A or Principles Exam and also earn a score of 3 or higher</p>	<p data-bbox="1619 155 1974 407">Increase by 3-5% the number of students who take the AP Foreign Language Exams (French, Mandarin, Spanish) and also earn a score of 3 or higher</p> <p data-bbox="1619 449 1974 667">Increase by 3-5% the number of students who take the AP Computer Science A or Principles Exam and also earn a score of 3 or higher</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<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: 67% 2016: 67%</p> <p>11th graders scoring a 4 in Mathematics on the CAASPP</p> <p>2015: 51% 2016: 50%</p>	<p>Increase by 5% the number of 11th grade students who demonstrate college preparedness in ELA pursuant to the EAP exam</p> <p>Increase by 3% the number of 11th grade students who demonstrate college preparedness in Mathematics pursuant to the EAP exam</p>	<p>Increase by 5% the number of 11th grade students who demonstrate college preparedness in ELA pursuant to the EAP exam</p> <p>Increase by 3% the number of 11th grade students who demonstrate college preparedness in Mathematics pursuant to the EAP exam</p>	<p>Increase by 5% the number of 11th grade students who demonstrate college preparedness in ELA pursuant to the EAP exam</p> <p>Increase by 3% the number of 11th grade students who demonstrate college preparedness in Mathematics pursuant to the EAP exam</p>
<p>State Priority 7: Course Access</p> <p>7c: Access to core science courses for students with disabilities, as measured by data in Infinite Campus</p>	<p>Percentage of 11th graders overall who completed 3 years of science</p> <p>2015 MHS - 88%, PHS - 94% 2016 MHS - 86%, PHS - 93% 2017 MHS - 87%, PHS - 92%</p> <p>Percentage of 11th grade students with disabilities who completed 3 years of science</p> <p>2015 MHS - 100%, PHS - 86%</p>	<p>Increase the percentage of 11th graders who complete 3 years of science by 3%</p> <p>Increase the percentage of 11th students with disabilities 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 students with disabilities 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 students with disabilities who complete 3 years of science by 3%</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	2016 MHS - 75%, PHS - 67% 2017 MHS - 86%, PHS - 73%			

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:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

2.1 English Language Arts

2.1a Conduct a formal process for adopting instructional materials at each level

2018-19 Actions/Services

2.1 English Language Arts

2.1a Continue the formal process for adopting new materials K-8

2019-20 Actions/Services

2.1 English Language Arts

2.1a Implement the newly-adopted K-8 English Language Arts curriculum and

2.1b Evaluate current and future instructional materials using Teaching Tolerance's Social Justice Standards Framework

2.1c Explore the use of Perspectives for a Diverse America curriculum as one resource for identifying rigorous texts with anti-bias themes that align to Common Core literacy standards

2.1d Review units that have been developed for the Expository Reading and Writing Course for high school

2.1e Review technology platforms and library collections at each level

2.1f Purchase new core texts, supplemental texts, and other instructional materials for core ELA instruction, literacy intervention, and enrichment

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)

2.1b Evaluate instructional materials using the Anti-Bias Framework from Teaching Tolerance and use Perspectives for a Diverse America curriculum to select rigorous texts with anti-bias themes aligned to Common Core literacy standards

2.1c Review units that have been developed for the Expository Reading and Writing Course for high school

provide training and coaching support for teachers

2.1b Evaluate instructional materials using the Anti-Bias Framework from Teaching Tolerance and use Perspectives for a Diverse America curriculum to select rigorous texts with anti-bias themes aligned to Common Core literacy standards

2.1c Identify Essential Learning Outcomes (ELOs) in English language arts standards K-12

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,400	\$5,400	\$12,000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries Hourly pay for certificated staff	1000-1999: Certificated Personnel Salaries Hourly pay for certificated staff	5800: Professional/Consulting Services And Operating Expenditures Professional learning hourly and honorarium pay for teachers
Amount	\$65,000	\$75,000	
Source	LCFF Base	LCFF Base	
Budget Reference	4000-4999: Books And Supplies Instructional materials for English language arts	4000-4999: Books And Supplies Instructional materials for English language arts	
Budget Reference			
Amount			

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Piedmont Middle School, Piedmont High School

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

2.2 Mathematics

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

2018-19 Actions/Services

2.2 Mathematics

2.2a Evaluate and revise the number of Bridges and Number Corner math assessments administered to students

2.2b Identify essential math standards for Common Core 6, 7, 8 courses

2.2c Develop quarterly projects that provide differentiated learning experiences for students enrolled in CC6, IM1, IM2

2019-20 Actions/Services

2.2 Mathematics

2.2a Identify Essential Learning Outcomes for Common Core Math Standards taught in CC 6-8 and Integrated Math 1-3

2.2b Provide differentiated learning experiences for students in grades 6-12 who are enrolled in math courses in the grade-level pathway

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,000	\$3,000	6,000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries Hourly pay for certificated staff	1000-1999: Certificated Personnel Salaries Hourly pay for certificated staff	5800: Professional/Consulting Services And Operating Expenditures SVMI membership for math resources and PD
Amount	\$125,000	\$25,000	
Source	Other Local Revenue	Other Local Revenue	
Budget Reference	1000-1999: Certificated Personnel Salaries Parent Club donations for elementary math coach	1000-1999: Certificated Personnel Salaries PEF Tier II funding for .2 elementary math coach	
Amount	\$16,000		
Source	LCFF Base	LCFF Base	
Budget Reference	1000-1999: Certificated Personnel Salaries 8 co-curricular stipends for elementary grade-level leaders	5800: Professional/Consulting Services And Operating Expenditures SVMI membership for math resources and PD	
Amount	\$5,000	\$5,000	
Source	LCFF Base		
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:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2.3 English Language Development (ELD)

2.3a Review data on the progress of English learners

2018-19 Actions/Services

2.3 English Language Development (ELD)

Review the results of the English Language Proficiency Assessment for California (ELPAC) and monitor EL

2019-20 Actions/Services

2.3 English Language Development (ELD)

2.3a Continue to review the results of the English Language Proficiency Assessment for California (ELPAC) and monitor EL

<p>2.3b Partially implement the new state test for English learners (ELPAC)</p> <p>2.3c Develop a District-wide system for monitoring the progress of all English learners</p> <p>2.3d Track and monitor the progress of Reclassified English Proficient Students (RFEP)</p> <p>2.3e Train appropriate staff on the new ELD standards and developing lesson plans for designated ELD and integrated ELD instruction</p> <p>2.3f .2 FTE of four elementary teachers, one middle school teacher, and one high school teacher provide specific and targeted services for English learners</p>	<p>students' progress toward English proficiency</p>	<p>students' progress toward English proficiency</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$3,000	\$3,000
Source	Title III	Title III	Title III
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Training on English language development standards	5800: Professional/Consulting Services And Operating Expenditures Training on English language development standards	1000-1999: Certificated Personnel Salaries Hourly pay for teachers to receive training on best practices for meeting the needs of English learners

Amount	\$111,571	\$111,571	\$114,936
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Provide specific and targeted services for English learners	1000-1999: Certificated Personnel Salaries Provide specific and targeted services for English learners	1000-1999: Certificated Personnel Salaries Provide specific and targeted services for English learners

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

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 Actions/Services

2.4 Career Technical Education

2.4a Explore options for new career pathways

2.4b Continue to support teachers in getting CTE credentials

2019-20 Actions/Services

2.4 Career Technical Education

2.4a Explore options for new career pathways

2.4b Strengthen College and Career outcomes by pursuing Strong Workforce Grant

2.4c Explore and develop better reporting mechanisms for College and Career indicators, including industrial certifications and dual enrollment

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,600	\$2,400	0
Source	LCFF Base	LCFF Base	
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures CTE coursework	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:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

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 Actions/Services

2.5 Health Education Content Standards

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

2019-20 Actions/Services

2.5 Health Education

2.5a Convene a School Health Council to review the K-12 health curriculum and its alignment to the California Health Standards and Health Framework

2.5b With the support of a health education expert, develop a plan to address the health curricular areas in need of improvement

2.5c Develop a sexual reproductive health policy and administrative regulations

2.5d Work with a Mental Health Counselor/Therapist to explore the relationship between mental health and substance use

2.5e Partner with a health education expert to educate students on the negative effects of vaping/juuling

2.5f Investigate, develop, and implement a student Diversion Program for tobacco and other controlled substance violations

2.5g Provide training for staff and education for parents on topics related to substance use

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,760	\$5,760	\$40,000
Source	LCFF Base	LCFF Base	Other Local Revenue
Budget Reference	1000-1999: Certificated Personnel Salaries Hourly pay for certificated staff	1000-1999: Certificated Personnel Salaries Hourly pay for certificated staff	5800: Professional/Consulting Services And Operating Expenditures Consultants/contract fees paid by Department of Justice Grant
Amount			\$8,000
Source			Other Local Revenue
Budget Reference			1000-1999: Certificated Personnel Salaries Hourly pay for certificated staff
Amount			\$2,000
Source			Other Local Revenue
Budget Reference			2000-2999: Classified Personnel Salaries Hourly pay for classified staff

Action 6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action	Unchanged Action	Modified Action
<p>2017-18 Actions/Services</p> <p>2.6 History-Social Science</p> <p>2.6a Review the history-social science framework and provide training for middle and high school teachers on how to implement new instructional practices</p> <p>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)</p>	<p>2018-19 Actions/Services</p> <p>2.6 History-Social Science</p> <p>Write a UC A-G approved ethnic studies course</p>	<p>2019-20 Actions/Services</p> <p>2.6 History-Social Science</p> <p>2.6a Implement the newly adopted UC A-G approved high school ethnic studies electives course</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,200	\$1,600	
Source	LCFF Base	LCFF Base	
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional development on the HSS standards	5800: Professional/Consulting Services And Operating Expenditures Professional development on the HSS standards	
Budget Reference			

Action 7

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

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, Technology, Engineering, Arts,

2018-19 Actions/Services

2.7 Next Generation Science Standards

2.7a Develop new high school physics courses

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

2019-20 Actions/Services

2.7 Next Generation Science Standards

2.7a Implement new physics courses and explore new high school science electives

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

2.7c Pilot and adopt NGSS-aligned curriculum for elementary and middle school

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,000	\$1,500	\$3,000
Source	LCFF Base	LCFF Base	Other Local Revenue
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Consulting fees	5800: Professional/Consulting Services And Operating Expenditures Consulting fees	5800: Professional/Consulting Services And Operating Expenditures Consultant fees for standards-based assessment training and ideas for new course designs--PEF PD funding
Amount	\$5,040	\$2,520	\$1,500
Source	LCFF Base	LCFF Base	Other Local Revenue
Budget Reference	1000-1999: Certificated Personnel Salaries Hourly pay for certificated staff	1000-1999: Certificated Personnel Salaries Hourly pay for certificated staff	5800: Professional/Consulting Services And Operating Expenditures NGSS training paid with Piedmont Makers Grant funding
Amount	\$26,000	\$15,000	\$7,500
Source	Other Local Revenue	Other Local Revenue	Other Local Revenue
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Consulting fees paid by PEF Tier II	5800: Professional/Consulting Services And Operating Expenditures Consulting fees paid by PEF Tier II	1000-1999: Certificated Personnel Salaries Honorarium pay for certificated staff paid with Piedmont Makers Grant funding

Amount	\$4,000	\$4,000	\$1,000
Source	Other Local Revenue	Other Local Revenue	Other Local Revenue
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional development for NGSS paid by PEF Tier II	5800: Professional/Consulting Services And Operating Expenditures Professional development for NGSS paid by PEF Tier II	4000-4999: Books And Supplies Food and supplies paid with Piedmont Makers Grant
Amount			\$3,000
Source			Other Local Revenue
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures Consultant fees paid with Spring Fling funding

Action 8

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

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 Actions/Services

2.8 Visual and Performing Arts (VAPA)
 Develop a K-5 scope and sequence for vocal and instrumental music

2019-20 Actions/Services

2.8 Visual and Performing Arts (VAPA)
 2.8a Develop a K-8 scope and sequence for visual arts
 2.8b Implement Digital Design, Digital Photography, and AP Art History electives
 2.8c Explore Broadcast Media options for middle school elective

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,800	\$1,200	
Source	LCFF Base	LCFF Base	
Budget Reference	1000-1999: Certificated Personnel Salaries Hourly pay for certificated staff	1000-1999: Certificated Personnel Salaries 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:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

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 Actions/Services

2.9 World Language

Continue the transition to using a proficiency-based model of teaching and assessing students

2019-20 Actions/Services

2.9 World Languages

Review drafts of the new World Languages Standards and new California World Languages (WL) Framework to be adopted by the State in Spring, 2020

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,800	\$1,800	
Source	LCFF Base	LCFF Base	
Budget Reference	1000-1999: Certificated Personnel Salaries Hourly pay for certificated staff	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:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services**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

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

2018-19 Actions/Services**2.10 Computer Science/Technology**

Continue the work of integrating technology meaningfully with content instruction

2019-20 Actions/Services**2.10 Computer Science/Technology**

2.10a Evaluate the degree of use and effectiveness of supplemental online curriculum

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,800	\$1,800	0
Source	LCFF Base	LCFF Base	
Budget Reference	1000-1999: Certificated Personnel Salaries Hourly pay for certificated staff	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:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

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

2018-19 Actions/Services

2.11 21st Century Tools

Continue to implement a learning management system in grades 6-12

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	26,000	26,000	
Source	LCFF Base	LCFF Base	
Budget Reference	5000-5999: Services And Other Operating Expenditures Schoology (LMS)	5000-5999: Services And Other Operating Expenditures Schoology (LMS)	

Action 12

OR

Actions/Services

New Action	Unchanged Action	Unchanged Action
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Budgeted 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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

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 Priorities: Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Approximately 20-25% of Piedmont students have been identified as gifted and talented and over 13% of students have individualized education plans. Teachers need support 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. Teachers also need coaching support and more training in the work of professional learning communities to assess what targeted interventions are needed for each of their students.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>State Priority 7: Course Access</p> <p>7c: Programs and services for individuals with exceptional needs in reading, as measured by Fountas & Pinnell reading benchmark assessment data</p>		Maintain or increase the percentage of students who make progress in or exit from general education reading intervention services	Maintain or increase the percentage of students who reach grade-level reading benchmarks	Maintain or increase the percentage of students who reach grade-level reading benchmarks

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority 7: Course Access 7c: Programs and services for individuals with exceptional needs in math, as measured by local math assessments		Maintain or increase the percentage of students who make progress in or exit from general education math intervention services	Maintain or increase the percentage of students who reach grade-level math benchmarks	Maintain or increase the percentage of students who reach grade-level math benchmarks

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:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

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 Actions/Services

3.1 Classroom Differentiation

Provide coaching for teachers on ways to differentiate their instruction, especially for students with disabilities, gifted and talented, and twice exceptional (2e)

2019-20 Actions/Services

3.1 Classroom Differentiation

3.1a Provide coaching for teachers on ways to differentiate their instruction for ALL students

3.1b Explore tools that support instructional practices available for differentiation

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$14,438	\$18,022	\$18,022
Source	Other Local Revenue	Other Local Revenue	Other Local Revenue
Budget Reference	1000-1999: Certificated Personnel Salaries 43% of a .4 Differentiation Specialist funded by PEF Grants Committee	1000-1999: Certificated Personnel Salaries Portion of FTE for a a Differentiation Specialist funded by PEF Grants Committee	1000-1999: Certificated Personnel Salaries Portion of FTE for a a Differentiation Specialist funded by PEF Grants Committee

Amount	\$11,562	\$8,562	\$8,500
Source	Other Local Revenue	Other Local Revenue	Other Local Revenue
Budget Reference	1000-1999: Certificated Personnel Salaries 34% of .4 Differentiation Specialist funded by parent support groups: ALPS (\$8,00) and PRAISE (\$3,562)	1000-1999: Certificated Personnel Salaries Portion of FTE for a a Differentiation Specialist funded by parent support groups: ALPS (\$5,00) and PRAISE (\$3,562)	1000-1999: Certificated Personnel Salaries Portion of FTE for a a Differentiation Specialist funded by parent support groups: ALPS (\$5,000) and PRAISE (\$3,500)
Amount	\$7,594	\$12,000	
Source	Title II	Other Local Revenue	
Budget Reference	1000-1999: Certificated Personnel Salaries 23% of a .4 Differentiation Specialist	1000-1999: Certificated Personnel Salaries Portion of FTE for a a Differentiation Specialist funded by Beach Parent Organization	
Amount	\$1,700	\$17,978	\$29,978
Source	Lottery	LCFF Base	LCFF Base
Budget Reference	4000-4999: Books And Supplies Supplemental materials for enrichment	1000-1999: Certificated Personnel Salaries Portion of FTE for a a Differentiation Specialist funded by General Fund	1000-1999: Certificated Personnel Salaries Portion of FTE for a a Differentiation Specialist funded by General Fund
Amount	\$5,000		
Source	LCFF Base		
Budget Reference	4000-4999: Books And Supplies Math instructional materials for special education		
Source	Other		
Budget Reference	0000: Unrestricted		

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

Specific Schools: Beach, Havens, Wildwood

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

Modified Action

Unchanged Action

2017-18 Actions/Services

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 Actions/Services

3.2 Integrated Learning

Offer multiple approaches to accessing course content offered in the Integrated Learning Specialist Program (ILSP)

2019-20 Actions/Services

3.2 Integrated Learning

3.2a Provide training for teachers on multiple approaches to integrate course content across disciplines

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,800	\$9,600	\$6,000
Source	LCFF Base	Other Local Revenue	Other Local Revenue
Budget Reference	1000-1999: Certificated Personnel Salaries Hourly pay for certificated staff	1000-1999: Certificated Personnel Salaries Hourly pay for certificated staff	5800: Professional/Consulting Services And Operating Expenditures ILSP courses paid with Spring Fling and Parent Club PD funding
Amount	\$9,000	\$10,000	
Source	Other Local Revenue	Other Local Revenue	
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Contract with ACOE paid by PEF Tier II	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		

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

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 Actions/Services

3.3 Professional Learning Communities (PLCs)

Provide formal training on PLCs for teachers and administrators at the elementary level

2019-20 Actions/Services

3.3 Professional Learning Communities (PLCs)

3.3a Provide formal training on PLCs for teachers and administrators at the elementary and secondary levels

3.3b Provide support for teachers to work collaboratively in recurring cycles of collective inquiry in identifying essential learning skills to ensure high levels of learning for all students

3.3c Employ PLC/MTSS Teacher Specialists to support teachers in the implementation of PLCs

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8,000	\$17,375	\$13,000
Source	Common Core Standards Implementation Funds	Other Local Revenue	Other State Revenue
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 12 staff members attending PLC training	5800: Professional/Consulting Services And Operating Expenditures Registration for staff members attending PLC training	5800: Professional/Consulting Services And Operating Expenditures Solution Tree training for August Professional Learning days paid with Low-Performing Student Block Grant--one-time funds
Amount			\$57,000
Source			Other State Revenue
Budget Reference			1000-1999: Certificated Personnel Salaries PLC/MTSS Teacher Specialist

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
 Students with Disabilities
 Specific Student Groups: Students in need of academic intervention in literacy or math

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

Modified Action

Modified Action

2017-18 Actions/Services

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

2018-19 Actions/Services

3.4 Multi-Tiered System of Support (MTSS)

Develop a systematic approach for providing academic and behavioral interventions and enrichment at the elementary level

2019-20 Actions/Services

3.4 Multi-Tiered System of Support (MTSS)

3.4a Provide training for staff and administrators on the Response to Intervention (RTI) at Work Framework

3.4b Develop a systematic approach for providing academic and behavioral interventions and enrichment at all levels

3.4c Employ MTSS/PLC Teacher Specialists to support teachers in the implementation of MTSS

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,800	\$5,000	\$57,000
Source	LCFF Base	LCFF Base	Other State Revenue
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Consultant fees	5800: Professional/Consulting Services And Operating Expenditures Consultant fees	1000-1999: Certificated Personnel Salaries MTSS/PLC Teacher Specialist

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All
[Add Students to be Served selection here]

Specific Schools: Beach, Havens, Wildwood, Piedmont
Middle School
[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

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 Actions/Services

3.5 Dyslexia Guidelines

Develop a plan to provide dyslexia training to general education and special education staff

2019-20 Actions/Services

3.5 Dyslexia Legislature

3.5a Train general education and special education staff on dyslexia

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$1,500	0
Source	Other Local Revenue	LCFF Base	
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional development funded by PRAISE	5800: Professional/Consulting Services And Operating Expenditures Professional development fees	
Amount	\$1,000		
Source	LCFF Base		
Budget Reference	1000-1999: Certificated Personnel Salaries Hourly pay for certificated staff		

Action 6

[Add Description selection here] Specific Schools: Secondary schools: PMS, MHS, PHS

OR

[Add Students to be Served selection here] [Add Scope of Services selection here] [Add Location(s) selection here]

Actions/Services

		New Action
		<p>3.6 21st Century Tools & Facilities</p> <p>3.6a Develop deeper use of Schoology at the secondary level by leveraging formative and differentiation tools that will support MTSS/PLC practices</p> <p>3.6b Implement classroom A/V refresh by installing wireless AV, focusing on low vision students and high use meeting locations</p>

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Budgeted Expenditures

Budget
Reference

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4000-4999: Books And Supplies

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$111,440

Percentage to Increase or Improve Services

0.51%

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. Four elementary and one secondary credentialed staff members will provide targeted services for English learners for approximately 20% of their total FTE. 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. The total amount of estimated supplemental grant funds provided to Piedmont Unified of \$111,440 is allocated to a portion of the salaries of the employees who provide targeted ELD services.

Actions/services to support English Learners beyond designated ELD instruction:

- 1- Review data on the progress of English learners as a team--ELD teacher, classroom teacher, principal, English Learners District Coordinator
- 2- Monitor the progress of all English learners
- 3- Support classroom teachers in developing lesson plans for integrated ELD instruction

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$108,562

.52%

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. Four elementary and one secondary credentialed staff members will provide targeted services for English learners for approximately 20% of their total FTE. 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. The total amount of estimated supplemental grant funds provided to Piedmont Unified of \$108,562 is allocated to a portion of the salaries of the employees who provide targeted ELD services.

Actions/services to support English Learners beyond designated ELD instruction:

- 1- Review data on the progress of English learners as a team--ELD teacher, classroom teacher, principal, English Learners District Coordinator
- 2- Monitor the progress of all English learners
- 3- Support classroom teachers in developing lesson plans for integrated ELD instruction

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$111,571

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. Four elementary teachers, one middle school teacher, and one high school teacher provide specific and targeted services for English learners for approximately 20% of their total FTE. 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. The total amount of estimated supplemental grant funds provided to Piedmont Unified of \$111,571 is allocated to the salaries of the six employees who provide targeted ELD services but this amount does not cover the 20% of their FTE for salaries and benefits.

Additional actions/services to support English Learners beyond designated ELD instruction (Goal 2: Action 2.3f):

- 1- Review data on the progress of English learners as a team--ELD teacher, classroom teacher, principal, English Learners District Coordinator (Goal 2: Action 2.3a)
- 2- Develop a District-wide system for monitoring the progress of all English learners (Goal 2: Action 2.3c)
- 3- Train appropriate staff on the new ELD standards and developing lesson plans for designated ELD and integrated ELD instruction (Goal 2: Action 2.3e)

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. The LCAP is a three-year plan, which is reviewed and updated annually, as required. 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 EC. 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, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter 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 California School Dashboard 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 California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. 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 California School Dashboard, 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 California School Dashboard, 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. EC 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. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC 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, enter 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, enter 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

List the state and/or local priorities addressed by the goal. 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 California School Dashboard, 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 included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as 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 entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, 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 identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "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 entering "Specific Schools" and identifying 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 the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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 enter "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 entering “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:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” 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.
- Enter “Unchanged Action” 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 enter “Unchanged Action” 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 EC 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 enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections 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 California Code of Regulations, Title 5 (5 CCR) Section 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 Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 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 (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - 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 University of California (UC) or California State University (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 California English Language Development Test (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. S broad course of study including courses described under *EC* 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 *EC* 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 *EC* 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 K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

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

(b) “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).

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) “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).

(e) “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 EC 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 *EC* 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 *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 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 *EC* Section 42238.01 and groups as defined in *EC* 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 *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* 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?

Prepared by the California Department of Education, January 2019