

2018-19

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
Piedmont Unified School District	Cheryl Wozniak Director of Curriculum and Instruction	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, but, most importantly, through a parcel tax contributing approximately \$9.0 million, or nearly one third of the district budget, yearly.

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

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

Background and History of Piedmont, California

Piedmont is a small, residential community surrounded on all sides by the city of Oakland and is almost entirely zoned for single-family dwelling residential use. Located in the East Bay hills,

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

Local Control Funding Formula (LCFF)

The local control funding formula (LCFF) was enacted in 2013-14 and replaced the previous kindergarten through grade 12 (K-12) finance system which had been in existence for roughly 40 years. The LCFF establishes base, supplemental, and concentration grants in place of previously existing K-12 funding streams. The change in the funding formula coincided with newly-adopted California Common Core State Standards in English Language Arts and Mathematics, as well as the more recently adopted Next Generation Science Standards (NGSS). The new standards are more rigorous and emphasize depth over breadth. 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 7.6% compared to 33.9%, American Indians .04% compared to .27%, Asian-Americans 12.5% compared to 24.6%, Pacific Islanders .07% compared to 1%, Filipinos .85% compared to 4.9%, African-Americans 1.4% compared to 10.4%, Whites 59.8%

compared to 18.9%. The percentage of Piedmont students who identify as two or more races is 17.6% compared to 5.4%, so the other data listed for single ethnicities do not reflect some of the diversity of our population. Goal 1 of our LCAP outlines the actions and services related to diversity awareness and appreciation, physical safety, mental health, and overall social-emotional well-being of all students.

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

We are proud of the efforts that went into creating the 2018-19 Local Control Accountability Plan and look forward to completing the work related to our three goals for student success!

LCAP Highlights

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

The 2018-19 LCAP aligns Piedmont Unified's work to the same three goal areas: 1) social emotional well being of students, 2) college and career readiness, and 3) differentiated instruction and integrated learning. We continued to strategically limit the number of actions and services when creating the 2018-19 LCAP to allow us to be more focused in our work.

Key features of the 2018-19 LCAP:

1- Equity, diversity, and social justice work will continue in 2018-19. All members of the PUSD Administrative Team will attend the Leading for Equity (LFE) Institutes offered by the National Equity Project (NEP) throughout the year, to build their capacity for leading equity and inclusion work. Being part of a network of leaders for equity will expand the team's capacity to lead and support the staff in evaluating their teaching practices and the community in advocating for equitable learning for all. Closely connected is ongoing work related to reducing student stress and supporting students with mental health challenges.

2- As reported on the California Dashboard, Piedmont students' scores on the state and local indicators fall in the blue and green categories, which means our students are performing very well. Building on this level of success, our goal is to transform the learning that happens in all classrooms to better prepare students to enter the workforce where jobs are evolving and some are yet to be created. Our content areas of focus for 2018-19 are English language arts, mathematics, science, and computer science/technology.

3- Overall, we have high-performing students, 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 focus our professional training for teachers on the following areas: working as highly effective professional learning teams, 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 LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

After reported incidents of bias and discrimination toward students, based on their religion, race, gender, sexual orientation, and ability, numerous initiatives were taken to examine issues related to hate and bias, to give voice to students whose identities have been negated or ignored, and to provide opportunities for open and honest dialogue. We are proud of the work of our staff, students, and community outlined in the PUSD Equity and Social Justice graphic below, and we are committed to this work ongoing.

CAASPP scores for students in grades 3-8 were "very high" in English Language Arts and Mathematics. On the California Dashboard, the Status for "all students" was an average of 77.8 points above Level 3 which was an increase of 1.5 points in ELA. In Mathematics, the Status for "all students" was an average of 81.1 points above level 3 with a 1.7 point increase from the previous year.

The academic indicator for English language arts and mathematics for grades 3-8 showed overall scores of "very high" or "high" for most student groups (English learners, Students with Disabilities, Asian, Hispanic, Two or More Races, White).

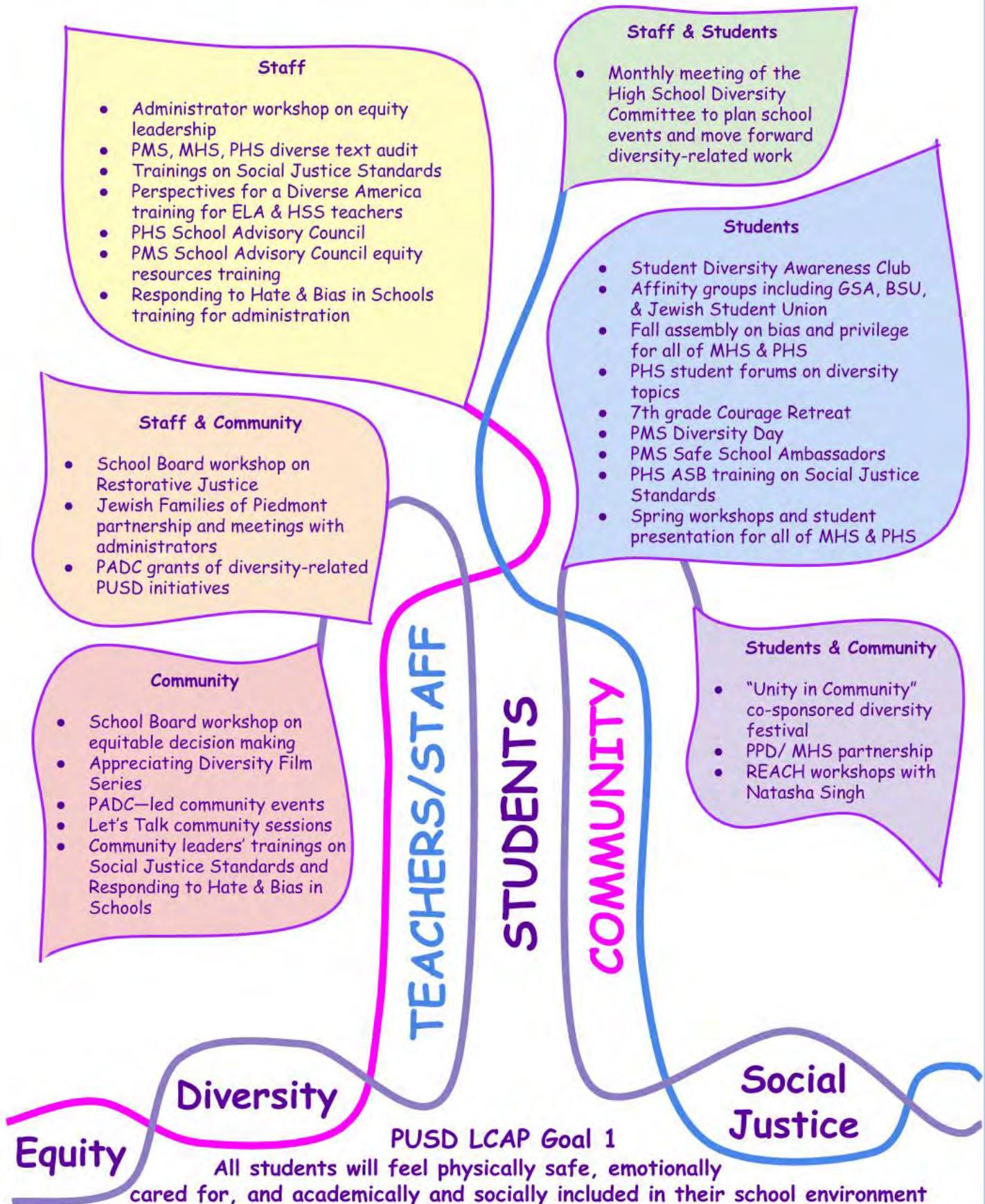
63% of our English learner population moved up at least one proficiency level on the California English Language Development Test (CELDT), in the 2016-17 school year.

Graduation rate continued to be very high--99.5%--and the suspension rate for "all students" continued to be very low--0.4%.

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, essential learning outcomes, Next Generation Science Standards, history-social science framework, classroom differentiation, arts integration, and professional learning communities.



PUSD Equity & Social Justice: 2017-2018 PMS, MHS, PHS



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

Greatest Needs

There are no student scores in the "red" and "orange" categories of the California Dashboard.

After reviewing the school climate surveys for Piedmont High School students, the California Healthy Kids Survey, administrators learned that there is a need for students to feel greater connectedness to school and to caring adults. Students also need to experience greater degrees of meaningful participation in their learning.

Some steps that PHS will take to address this need: explicitly connect with 9th graders to build more caring relationships at school, engage staff in discussions about providing more voice and choice for students as it relates to their own personal learning, teach students to speak up and advocate for their academic and social-emotional learning needs.

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

Performance Gaps

1- African-American Students' Academic Performance in English Language Arts and Mathematics: The African-American students (11) tested in grades 3-8 averaged 20.7 points below level 3 in English language arts compared with white students (783) who averaged 81.1 points above level 3, and the same students averaged 26.6 points below Level 3 in mathematics compared with white students who averaged 82.1 points above level 3.

To address this need, elementary and middle school 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. Furthermore, 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- Piedmont High School Students with Disabilities Suspension Rate: Piedmont High has 111 students with disabilities, or 13% of the student population. The Status and Change Report on the California Dashboard reported a .9% increase in suspensions and a status of "low" compared with students in every other subcategory and students overall who all were reported as "very low."

To address this need, Piedmont High School administrators and staff will review the records of students who were suspended, as well as the comprehensive list of students with disabilities for whom there are concerns, 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 the plan for providing support for these students. For those students who were freshmen, explicit efforts will be made to connect these students with a caring adult who will serve as their mentors.

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

Increased or Improved services

English learners represent less than 1% of our student population. The following actions/services are intended to improve the learning experiences for English learners:

- 1- Review ELPAC state assessment results to ensure students continue to be reclassified when appropriate
- 2- Monitor students' performance on local assessments and provide designated ELD instruction by a qualified ELD teacher and integrated ELD instruction in the general education classroom

The total student enrollment in Piedmont is approximately 2,700 students and students with disabilities represent approximately 12-14% of the total population. The following actions/services in the LCAP are intended to improve the learning experiences for students with disabilities:

- 1- Evaluating the efficacy of our special education services
- 2- Identifying essential learning outcomes in English language arts and mathematics
- 3- Training for both general education and special education teachers and staff on best practices related to differentiated instruction, integrated learning, professional learning communities, and multi-tiered systems of support (MTSS)

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$40,431,710
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$429,158.00

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

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

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$21,449,645

Annual Update

LCAP Year Reviewed: **2017-18**

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

17-18

5a Increase overall district attendance rate by .25%

5b Decrease the number of students at Piedmont Middle School (41 students in 2015-16) who are chronically absent (over 18 days or 10% of the school year)

5c Maintain 0% middle school dropout rate

5d Maintain 0% high school dropout rate

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

Actual

5a Not met: decreased by .63%

5b Met: 34 students were chronically absent at Piedmont Middle School in 2017-18

5c Met: maintained 0% middle school dropout rate

5d Met: maintained 0% high school dropout rate

5e Met: maintained "very high" (98-100%) high school graduation rate

Expected

17-18

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

17-18

Actual

6a.1 Not met: 4.5% or "medium" rating

6a.2 Met: maintained

6b Met: maintained 0% high school and middle school expulsion rate

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	1.1a A multi-year plan was not developed.	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 \$13,053
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 The District worked with several organizations:	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 \$990
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,	1. Sara Wicht, independent consultant, formerly from Teaching Tolerance- Social Justice Standards training	Consulting fees 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$33,500	Consulting fees 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$25,512
	2. Gender Spectrum- Dimensions of Gender training	Base	
	3. Creative Education- Restorative Justice trainings		

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

4. Natasha Singh, independent contractor- Consent Assembly, High School Diversity Assembly, and parent night

5: Anti-defamation League (ADL)

6. Alameda County Office of Education- Integrated Learning Course A, B, C

7. National Equity Project- Leading for Equity trainings

1.1c Teachers were introduced to culturally responsive teaching practices through the Social Justice Standards training.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.2 Equity, Diversity, and Social Justice Partnerships and Community Engagement</p> <p>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</p> <p>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</p>	<p>1.2a MHS/PHS admin met with Mosaic Project to discuss multiple levels and types of partnership.</p> <p>Ten sessions of Restorative Justice circle keeper training for MHS student leadership group with consultant from Creative Education.</p> <p>National Equity Project- Leading for Equity training</p> <p>A Unity in Community weekend event was held.</p>	<p>Consulting fees 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$1,500</p>	<p>Consulting fees 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$5,760</p>

	<p>1.2b Meetings with Jewish Families of Piedmont (JFP)</p> <p>Community partnerships with the Anti-Defamation League, Gender Spectrum, Teaching Tolerance; Mosaic Project, Facing History and Ourselves, Natasha Singh</p> <p>Five Let's Talk! Building an Inclusive Piedmont Through Deliberative Dialogue Community Workshops</p> <p>Three meetings with community leaders to discuss equity</p> <p>PUSD district and school site staff attended Piedmont Appreciating Diversity Committee meetings regularly</p> <p>Discussions at School Site Council Meetings</p> <p>Two Board Workshops- 1) restorative justice circles, 2) decision-making through an equity lens</p>
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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.3 Equity, Diversity, and Social Justice Student Education and Intervention</p> <p>1.3a Educate and model for students the importance of being</p>	<p>1.3a PMS 7th grade Courage Retreat</p> <p>MHS Falcon Awards for students who embody the four school values of Community,</p>	<p>Consulting fees 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$2,500</p>	<p>Consulting fees 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$4,125</p>

an inclusive, welcoming, and respectful community of people who value others for their varying human characteristics, ideas, cultural practices, belief systems, worldviews, identities, experiences, and demographic differences

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

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

Commitment, Respect, Empowerment.

Let's Talk! Community Workshops-middle and high school students attended

Let's Talk, Too! Assembly

Mosaic Project and White Youth Challenging Racism breakout discussions

MHS and PHS students and staff attended meetings and assemblies that educated our community about equity, diversity, and social justice challenges.

1.3b
Wildwood staff reviewed the Speak Up Strategies booklet during monthly staff meetings

Being an Ally Lessons taught in elementary classrooms

Middle School Silent March and High School Lie-In Day of Action activities

Teaching Tolerance lessons piloted in elementary classrooms in conjunction with Second Step Curriculum

Online Speak Up! form

Epoch Cards utilized at various student, staff, and community meetings

1.3c
Restorative Justice Circles held in Admin meetings

Restorative Justice practices and values work implemented at Havens and Millennium High School

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.4 Chronic Absenteeism</p> <p>1.4a Review attendance data across the district to identify patterns</p> <p>1.4b Conduct further research on absenteeism at PMS</p> <p>1.4c Develop absenteeism interventions that may include policy and procedure for letters, counselor outreach to students and families, wellness center referrals, etc.</p>	<p>1.4a Historical attendance patterns were researched and new procedures for collection procedures were developed.</p> <p>1.4b Drafts of attendance letters were created at PMS Researching electronic mechanisms to send letter via IC to families.</p> <p>1.4c Letters to parents were developed at PMS and a protocol to address scheduled student absences using Independent Study documentation and system was developed at MHS.</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 Employ a licensed Marriage and Family Therapist to support coordinated services between the Wellness Center and Special</p>	<p>1.5a Hired a .8 FTE Marriage and Family Therapist</p> <p>1.5b No action taken in 2017-18; will research for 2018-19</p>	<p>Marriage and Family Therapist 1000-1999: Certificated Personnel Salaries LCFF Base \$80,000</p>	<p>Marriage and Family Therapist 1000-1999: Certificated Personnel Salaries LCFF Base \$48,845</p>

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

1.5c No action taken in 2017-18; will develop a plan in 2018-19 and begin evaluation in 2019-20

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 time and resources were spent on the actions/services related to equity, diversity, and social justice in response to incidents of anti-semitism and racism reported at Piedmont High School. Students voiced the need for community members to be part of the ongoing work in building a more inclusive Piedmont community. The District and school sites will continue to partner with community organizations and consultants to work on equity and inclusion for all students. In the area of chronic absenteeism, work began to improve internal systems for attendance accountability and follow-up with families and some new protocols are ready to implement in 2018-19. In the area of mental health, the actions/services started strong but were put on hold due to personnel changes. What follows is more specific information as reported by the site and district administrators who led these efforts.

District-wide professional development on equity, diversity, and social justice began with a weeklong series of training in August for members of PUSD administration, teachers, and classified staff. This week of training led to a series of next steps throughout the year that involved staff from all school sites, middle and high school student leaders, parents, and city staff. Although a formal plan has not been developed yet, many action steps were taken in 2017-18 and the PUSD Admin Team, with input from staff, will be mapping out next steps as part of their summer planning. Six members of the Admin Team will be attending the Leading for Equity Conference in June to assist them in their planning.

The District hired Sara Wicht, independent consultant, formerly from Teaching Tolerance, to train all staff on the Social Justice Standards. In August 2017, administrators and counseling staff were trained on the Anti-Bias Framework and Social Justice Standards. The secondary English and history-social science teachers were trained on the Perspectives for a Diverse America

curriculum. All classified staff and many certificated staff from content areas other than English and History, along with Piedmont city staff, received training on the Social Justice Standards. As a follow-up, Sara Wicht returned to Piedmont in February and led a total of 35 training sessions over a period of 7 days. Tri-school paraeducators received training on Social Justice Standards and practice sessions on culturally responsive strategies. Teachers attended Perspectives for a Diverse America training at the Museum of Tolerance in Los Angeles.

MHS began work revising Student Learning Objectives to more directly address goals around community and inclusion. PHS Administration will attend Leading For Equity training sponsored by the National Equity Project in June 2018. This professional development will serve as the foundation for developing the multi-year plans at PHS, to include staff, school-wide committees and clubs, and student voice. Trischool offered ACOE Integrated Learning Course B in January/February 2018. Seven teachers completed this session. An additional cohort independently completed Course C during the school year and ten staff are completing Course C this summer. Five teachers are participating in an Integrated Learning Leadership Team. Principals and district office admin are participating in a Principals Leadership Network. MHS staff has engaged in a series of Restorative Justice trainings with two independent consultants. Elementary and middle school staff worked with Gender Spectrum, formed Gender Leadership Teams, and let presentations for parents and other stakeholder groups on the Dimensions of Gender. Elementary teachers held conversations in classrooms providing information about gender identity. PHS and MHS worked with independent consultant, Natasha Singh, and to lead a High School Diversity Assembly and parent night. High school administrators hired Mosaic Project and White Youth Challenging Racism to lead sessions in March at the second high school assembly--Let's Talk, Too!

Elementary sites decided to update Trischool websites for consistency that describes the services provided by school counselors and how to reach out when more information is needed. All PHS certificated staff and most classified staff participated in professional development for Social Justice Standards. PHS teachers are reviewing and adding culturally responsive books to reading book lists.

MHS/PHS admin met with Mosaic Project to discuss multiple levels and types of partnership. The High School-level Diversity Committee including students, teachers and administrators, met monthly to discuss, learn about, practice, and plan for diversity-related work with students including a schools-wide assembly in the fall with Natasha Singh and facilitated discussions with students led by trained staff and Mosaic Project leaders. Ten sessions of Restorative Justice circle keeper training for MHS student leadership group with consultant, Ina Bendich.

Two meetings were held with the Jewish Families of Piedmont (JFP) to discuss Holocaust curriculum; creating safe, confidential, and accessible reporting & response to harm; calendar conflicts with Jewish holidays; addressing incidents of intolerance, indifference, and discrimination; restorative justice practices; community partnerships with the Anti-Defamation League, Gender Spectrum, Teaching Tolerance; Mosaic Project, Facing History and Ourselves, Natasha Singh. Six administrators attended the Leading for Equity Institute led by the National Equity Project.

Let's Talk! Building an Inclusive Piedmont Through Deliberative Dialogue - five sessions were held for community members to connect to the equity and diversity work of the schools and district and build a common vocabulary. Approximately 250 participants, including residents without children in Piedmont schools, high school students, parents, and PUSD staff were in attendance.

PUSD district and school site staff attended Piedmont Appreciating Diversity Committee meetings regularly to continue the dialogue and support one another's efforts in building a more inclusive community. Discussions at School Site Council Meetings were held to develop the Single Plans for Student Achievement at all levels.

A Courage Retreat was held for all 7th Grade Students. PMS Diversity Day was held--a full day event where students attend an assembly and attend classroom-based presentations. Guest speakers represent a diversity of cultures, background, gender and sexual orientation, and neurodiversity.

Publicly-given monthly MHS Falcon Awards for students who embody the four school values of Community, Commitment, Respect, Empowerment.

High school students attended Let's Talk! Community Workshops and in Let's Talk, Too!--which included an assembly where students shared testimonies about students' experiences related to their identity and attended a breakout session led by Mosaic Project, White Youth Challenging Racism, or MHS/PHS staff members and students. MHS and PHS students and staff attended meetings and assemblies that educated our community about equity, diversity, and social justice challenges.

Wildwood staff reviewed the Speak Up Strategies booklet during monthly staff meetings. Being an Ally Lessons were taught trischool the week in March as part of the Day of Action. Teaching Tolerance lessons were piloted in many classrooms in conjunction with Second Step Curriculum.

The District instituted an online Speak Up! form that was utilized by students, staff, and parents to report incidents of bias and discrimination and other unwelcome acts. Epoch Cards were introduced and utilized at various student, staff, and community meetings, including LCAP stakeholder meetings, to continue dialogue about acts of discrimination and bias.

Restorative Justice Circles were held in Admin meetings to provide experiences for site and district admin. Restorative Justice practices and values work was implemented at Havens and Millennium High School.

Attendance patterns, especially on special schedule days at the high school level, were researched historically and new procedures have been developed for collection procedures.

A review of attendance data will be completed as part of the WASC Self-Study Report. Drafts of attendance letters were created at PMS. Plan is to be used at the start of 18/19 school year. Currently researching electronic mechanisms to send letter via IC to families. Letters to parents were developed at PMS. Researching electronic mechanisms using IC to communicate effectively and timely with parents. Development of monthly chronic absenteeism intervention filters and procedures were delayed due to staff medical leaves. A protocol was developed at MHS to address scheduled student absences using Independent Study documentation and system.

The District hired a .8 FTE Marriage and Family Therapist to help coordinate services for students and families.

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

The body of work completed in the area of equity, diversity, and social justice surpassed our expectations for the first year. The effectiveness of this work was measured through attendance at several events, including but not limited to: August professional development trainings, community meetings and workshops, and student diversity committee meetings. Other evidence includes: the frequency of references to the trainings and use of common vocabulary in public meetings and discussions, classroom lessons from Teaching Tolerance, Anti-Defamation League, and Facing History and Ourselves, use of the Speak Up form to report incidents, community support for funding events and trainings, shifts in curriculum taught in English classrooms, expansion of curriculum on anti-bias, openness of community members to talk about hard topics, such as hate and bias, partnerships with local organizations and the city of Piedmont, and more.

A focus on middle school chronic absenteeism continued and there was a decrease in the number of PMS students who were chronically absent in 2017-18, although a causal relationship cannot be determined by one year of data.

More analysis needs to be done to determine the effectiveness of hiring the marriage and family therapist.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The estimated budget expenditures for actions 1-3 related to equity, diversity, and social justice were \$42,570. Estimated actual expenditures were \$49,845--a difference of \$6,870. Less money was spent on consultant fees than originally had been planned but more was spent on certificated and classified time sheets to compensate staff for their time participating in trainings.

\$31,155 less was spent on the marriage and family therapist than had been estimated.

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.

There will be no changes in the actions and services for goal 1; however, different actions/services will become more of a focus and some additional work may be needed.

In support of 1.1a, all members of the Admin Team will be attending a Leading for Equity Institute in 2018-19.

Work toward decreasing the number of students chronically absent will continue and additional actions may evolve after implementing plans for 2018-19.

Changes to the actions/services related to mental health may shift under the leadership of a new director of special education.

Annual Update

LCAP Year Reviewed: **2017-18**

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

17-18

Maintain 100% of teachers appropriately assigned and fully credentialed or working toward a credential in the subject area for the pupils they are teaching (CALPADS)

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

Maintain 100% of school facilities are in good repair and increase the number of classroom facilities that are equipped for 21st century learning (Facilities Inspection Tool)

17-18

Increase the total number of ELA/ELD adoption committee meetings in elementary and middle school from 3 to at least 6 meetings per level

Actual

Met: 100% teachers assigned/fully credentialed

K-5 New science instructional materials piloted in three classrooms
6-8 NGSS-aligned science units taught at each grade level
9-12 Biology and the Living Earth curriculum taught in 9th grade

Met: 100% of school facilities in good repair

Met: Grades K-2 adoption: 3 days and Grades 6-8: 6 days and 3 after-school meetings

Expected

17-18

Get all beginning and end-of-year data entered into Illuminate

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, as measured by K-2 reading level scores on the Fountas and Pinnell Benchmark Assessment

Actual

Not met: Did not have all beginning and end-of-year data entered in Illuminate

Beach: Data can't be compared due to inconsistent reporting of data in Illuminate from beginning to end of year

Havens: Met at all grade levels

Wildwood: Can't be compared in Kindergarten, Not met at 1st, Met at 2nd

2017-18 Academic performance in reading, K-2 Fountas and Pinnell Benchmark Assessment

Beach	17-18 Beginning of Yr	17-18 End of Yr
Kinder	No data in Illuminate	One class data (22 students) 45% exceeds, 32% meets, 14% approaches, 9% does not meet
1st	Two classes data (42 students) 44% exceeds, 12% meets, 12% approaches, 30% does not meet	One class data (23 students) 48% exceeds, 4% meets, 26% approaches, 22% does not meet
2nd	Two classes data (57 students) 59% exceeds, 18% meets, 9% approaches, 14% does not meet	One class data (23 students)* 41% exceeds, 11% meets, 0% approaches, 0% does not meet *50% not reported
Havens	17-18 Beginning of Yr	17-18 End of Yr
Kinder	Three classes data (69 students) 51% exceeds, 18% meets, 12% approaches, 0% does not meet	Three classes data (68 students) 85% exceeds, 4% meets, 10% approaches, 0% does not meet
1st	Three classes data (65 students) 31% exceeds, 20% meets, 15% approaches, 34% does not meet	Three classes data (66 students) 54% exceeds, 21% meets, 7% approaches, 15% does not meet
2nd	Three classes data (67 students) 21% exceeds, 38% meets, 22% approaches, 18% does not meet	Three classes data (67 students) 35% exceeds, 43% meets, 13% approaches, 3% does not meet
Wildwood	17-18 Beginning of Yr	17-18 End of Yr
Kinder	No data in Illuminate	Two classes data (44 students) 52% exceeds, 32% meets, 11% approaches, 5% does not meet
1st	Two classes data (48 students) 33% exceeds, 50% meets, 8% approaches, 8% does not meet	Two classes data (44 students) 65% exceeds, 19% meets, 10% approaches, 6% does not meet
2nd	Two classes data (44 students) 57% exceeds, 34% meets, 5% approaches, 4% does not meet	Two classes data (44 students)* 80% exceeds, 14% meets, 2% approaches, 5% does not meet *50% not reported

Expected

17-18

Math Data Grades 3-8, IM1, IM2, IM3

2017-18 Bridges Post-Assessment Data

3rd grade

Chapter 3: Increase percentage of students meeting standard by 8%

Chapter 5: Increase percentage of students meeting standard by 4%

4th grade

Chapter 3: Increase percentage of students meeting standard by 7%

Chapter 6: Increase percentage of students meeting standard by 7%

5th grade

Chapter 3: Increase percentage of students meeting standard by 7%

Chapter 5: Increase percentage of students meeting standard by 7%

2016-17 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 7%

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

2016-17 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

IM3 Establish baseline data in 2017-18

17-18

Increase the number of teachers and administrators who receive training on the new ELA/ELD framework from 11 to 25

Actual

Partially met in elementary--met for the second Bridges unit at all grades; did not meet for the first unit in grades 3 & 4

Partial data available for middle school

Data not able to compared for high school due to change in scoring

ELEMENTARY

Bridges Unit Post assessments percentage meeting or exceeding

	16-17	17-18
Grade 3	80% Unit 3 90% Unit 5	80% Unit 3 95 % Unit 5
Grade 4	83% Unit 3 49% Unit 6	83% Unit 3 67% Unit 6
Grade 5	81% Unit 3 73% Unit 5	92% Unit 3 86% Unit 5

MIDDLE SCHOOL

6th-8th Grade MARS tasks percentage meeting or exceeding

	16-17	17-18
CC6	33% meeting or exceeding on 2 assessments	59% meeting or exceeding on 1 assessment
CC7	71% meeting or exceeding on 2 assessments	
CC8	50% meeting or exceeding on 2 assessments	51% meeting or exceeding on 1 assessment

Not met

Expected

Actual

Baseline

17-18

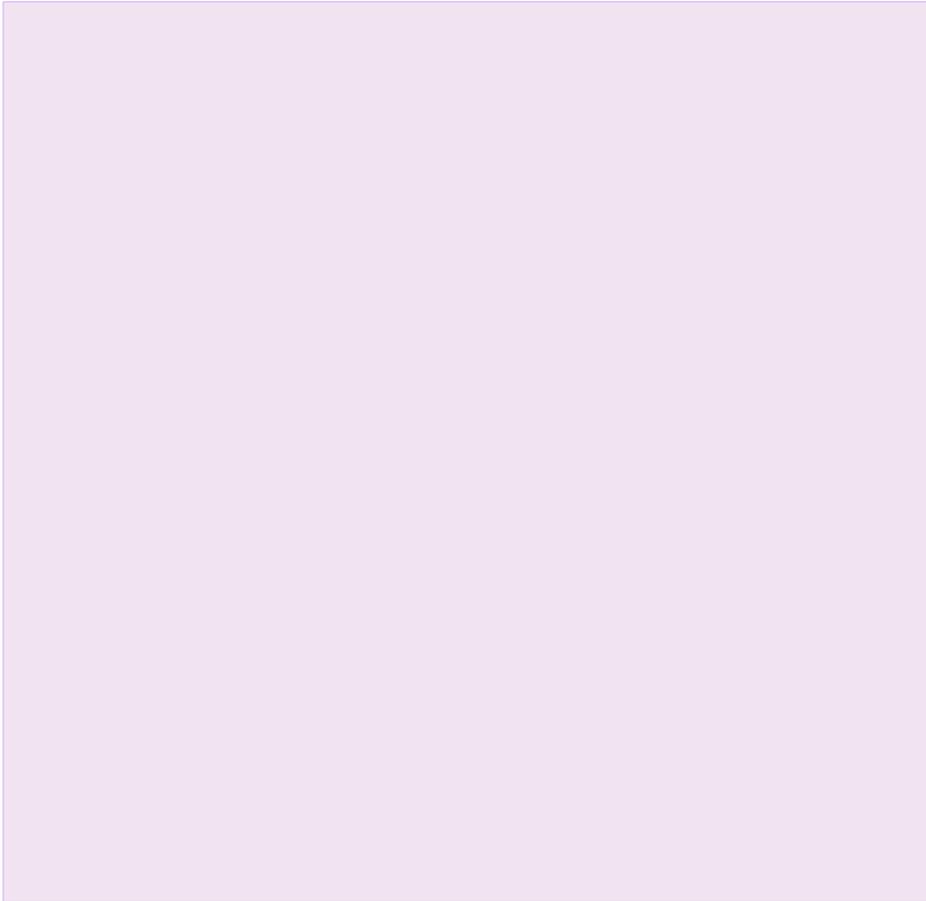
Increase by 3% the number of students in grades 3-8 who score "Above Standard" on the Smarter Balanced Assessment Reading Claim 1: Demonstrating understanding of literary and non-fictional texts

Increase by 3% the number of 11th grade students who score "Standard Exceeded" on the Overall Achievement in English Language Arts

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

Grade: Not met
Grade 4: Not met
Grade 5: Met
Grade 6: Met
Grade 7: Met
Grade 8: Not met
Grade 11, Overall PHS: Not met
Grade 11, Overall MHS: Not met
Grade 11, Listening PHS: Not met
Grade 11, Listening MHS: Met

Expected



17-18

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 Claim 3: Communicating Reasoning

Actual

<i>% of students scoring Above Standard on Demonstrating understanding of literary & non-fiction</i>			
Grade	15-16	16-17	% Increase by Cohort
Grade 3	55% of 220 students	57.2% of 180 students	N/A- first year tested
Grade 4	59% of 200 students	60.3% of 224 students	Increased 5.3%
Grade 5	53% of 214 students	62.4% of 205 students	Increased 3.4%
Grade 6	48% of 245 students	51% of 201 students	Decreased 2%
Grade 7	53% of 228 students	59% of 244 students	Increased 11%
Grade 8	52% of 193 students	51% of 237 students	Decreased 2%

<i>ELA Overall and "Above Standard" in Listening: Demonstrating effective communication skills</i>		
Grade 11	15-16	16-17
Overall ELA PHS	Exceeded: 66% Met: 27% Nearly Met: 6% Not Met: 1%	Exceeded: 59% Met: 33% Nearly Met: 6% Not Met: 3%
Overall ELA MHS	Exceeded: 36.4% Met: 27.3% Nearly Met: 27.3 % Not Met: 9.1%	Exceeded:12.5 % Met: 62.5% Met: 18.8 % Not Met: 6.2%
PHS: Listening claim	65% of 228 students	56% of 196 students
MHS: Listening claim	27.3% of 22 students	37.5% of 16 students

Grade 3: Not met
 Grade 4: Not met
 Grade 5: Met
 Grade 6: Not met
 Grade 7: Not met
 Grade 8: Met
 Grade 11: Met

Expected



17-18

Increase by 8% the number of students with disabilities who complete a-g course requirements

Actual

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

Grade	15-16	16-17	% Increase by Cohort
3rd	73% of 219 students	70% of 180 students	N/A First year tested
4th	68% of 198 students	65.8% of 222 students	Decreased by 7.2%
5th	57% of 214 students	65.2% of 204 students	Decreased by 2/8%

% Scoring Above Standard: Communicating Reasoning

Grade	15-16	16-17	% Increase by Cohort
6th	62% of 245 students	57% of 202 students	N/A
7th	65% of 228 students	65% of 245 students	Increased by 3%
8th	50% of 193 students	59% of 237 students	Decreased by 6%
11th	53% of 212 students	53% of 195 students	Increased by 3%

2015-16 to 2016-17 Met
2016-17 to 2017-18 Not met

Successful Completion of UC/CSU Entrance Requirements

Students	15-16	16-17	17-18
ALL students who completed a-g	93% 166/179	95% 212/223	96% 181/189
Students with disabilities who completed a-g	41% 9/22	73% 22/30	68% 15/22

Expected

17-18

No data available until Spring of 2018

Increase by 5% the percentage of English learner students who are reclassified after one year of designated ELD

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

17-18

Increase the number of students who take the AP Foreign Language Exams (French, Mandarin, Spanish) and pass with 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 pass with a score of 3 or higher

Actual

ELPAC Summative data not available

World Language: Met
Computer Science: Met

% of Students Scoring 3 or Higher on Advanced Placement Tests

AP Course	2014-15	2015-16	2016-17
French	15/16 94%	11/11 100%	11/12 92%
Mandarin/Chinese	12/13 92%	14/14 100%	16/16 100%
Spanish	20/20 100%	14/14 100%	14/14 100%
Computer Science A	39/45 87%	15/39 38%	28/48 58%
Computer Science Principles	N/A	N/A	54/58 93%

Expected

17-18

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

17-18

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

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

Actual

MHS ELA: Not met
 PHS ELA: Not met
 MHS Math: Not met
 PHS Math: Not met

College Preparedness, as measured by Early Assessment Program (EAP) by earning a 4 on CAASPP in ELA & Math

11th Graders	14-15	15-16	16-17
ELA MHS	15% 20 students tested	36.4% 22 students tested	12.5% 16 students
ELA PHS	68% 176 students tested	67% 211 students tested	63% 196 students tested
Math MHS	5% 20 students tested	13.6% 22 students tested	13.3% 15 students tested
Math PHS	52% 167 students tested	51% 208 students tested	42% 180 students tested

11th graders in general education: Not met
 11th graders with disabilities: Met

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
2.1 English Language Arts 2.1a Conduct a formal process for adopting instructional materials at each level	2.1a Held ELA adoption committee meetings--3 meetings K-2, 8 meetings 6-8	Hourly pay for certificated staff 1000-1999: Certificated Personnel Salaries LCFF Base \$5,400	Hourly pay for certificated staff 1000-1999: Certificated Personnel Salaries LCFF Base \$3,240

<p>2.1b Evaluate current and future instructional materials using Teaching Tolerance’s Social Justice Standards Framework</p> <p>2.1c Explore the use of Perspectives for a Diverse America curriculum as one resource for identifying rigorous texts with anti-bias themes that align to Common Core literacy standards</p> <p>2.1d Review units that have been developed for the Expository Reading and Writing Course for high school</p> <p>2.1e Review technology platforms and library collections at each level</p> <p>2.1f Purchase new core texts, supplemental texts, and other instructional materials for core ELA instruction, literacy intervention, and enrichment</p> <p>2.1g Research UC A-G approved ethnic studies courses in preparation for creating a minimum of one high school ethnic studies electives course to be implemented in or before the 2020-2021 school year (required by AB 2016)</p>	<p>2.1b and 2.1c 6-8 evaluation of new curriculum materials; Millennium High School ELA teaching Speak, Handmaid’s Tale, Homegoing</p> <p>2.1d No action taken in 2017-18</p> <p>2.1e No action taken in 2017-18</p> <p>2.1f New high school level core text: Homegoing</p> <p>2.1g Researched ethnic studies courses and determined the course would be taught in the History-Social Science department</p>	<p>Instructional materials for English language arts 4000-4999: Books And Supplies LCFF Base \$65,000</p>	<p>Instructional materials for English language arts 4000-4999: Books And Supplies LCFF Base \$5,339</p>
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Action 2

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

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

2.2a Evaluated secondary math pathways

2.2b Provided elementary math coaching

2.2c Identified essential math learning outcomes (ELOs)

2.2d Administered and scored common MARS tasks at each grade level/for each course grades K-11

Hourly pay for certificated staff 1000-1999: Certificated Personnel Salaries LCFF Base \$6,000

Parent Club donations for elementary math coach 1000-1999: Certificated Personnel Salaries Other Local Revenue \$125,000

8 co-curricular stipends for elementary grade-level leaders 1000-1999: Certificated Personnel Salaries LCFF Base \$16,000

SVMI membership for math resources and PD 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$5,000

Hourly pay for certificated staff 1000-1999: Certificated Personnel Salaries LCFF Base \$2,262

Parent Club donations for elementary math coach 1000-1999: Certificated Personnel Salaries Other Local Revenue \$109,574

8 co-curricular stipends for elementary grade-level leaders 1000-1999: Certificated Personnel Salaries LCFF Base \$16,000

SVMI membership for math resources and PD 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$6,000

Action 3

Planned Actions/Services

2.3 English Language Development (ELD)

Actual Actions/Services

2.3a Reviewed data on English learners

Budgeted Expenditures

Training on English language development standards 5800:

Estimated Actual Expenditures

Training on English language development standards 5800:

<p>2.3a Review data on the progress of English learners</p> <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>2.3b Administered the ELPAC Initial</p> <p>2.3c No action taken in 2017-18</p> <p>2.3d No action taken in 2017-18</p> <p>2.3e No action taken in 2017-18</p> <p>2.3f No action taken in 2017-18</p>	<p>Professional/Consulting Services And Operating Expenditures Title III \$3,000</p>	<p>Professional/Consulting Services And Operating Expenditures Title III \$0</p>
		<p>Provide specific and targeted services for English learners 1000-1999: Certificated Personnel Salaries LCFF Supplemental \$111,571</p>	<p>Provide specific and targeted services for English learners 1000-1999: Certificated Personnel Salaries LCFF Supplemental \$111,571</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.4 Career Technical Education</p> <p>2.4a Develop one or more career pathways</p> <p>2.4b Support teachers in becoming credentialed to teach CTE courses</p>	<p>2.4a Developed a Software and Systems Development Pathway in the Information and Communications Technologies sector</p>	<p>CTE coursework 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$3,600</p>	<p>CTE coursework 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$1,500</p>

2.4b Partnered with the Contra Costa County Office of Education Career Technical Education (CTE)/Regional Occupational Program (ROP) and University of California, Berkeley to provide support to high school teachers interested in obtaining their CTE credential and teaching CTE courses and offered a stipend for teachers who have earned the CTE credential

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.5 Health Education Content Standards</p> <p>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</p> <p>2.5b Identify the essential health standards at each level</p> <p>2.5c Review the current Health and Social Emotional Learning curriculum TK-12 and make recommended changes</p>	<p>2.5a Reviewed social psychology curriculum at Millennium High School as part of a yearlong pilot</p> <p>2.5b No action taken in 2017-18</p> <p>2.5c No action taken in 2017-18</p>	<p>Hourly pay for certificated staff 1000-1999: Certificated Personnel Salaries LCFF Base \$5,760</p>	<p>Hourly pay for certificated staff 1000-1999: Certificated Personnel Salaries LCFF Base \$0</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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2.6 History-Social Science

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

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

2.6a Eleven middle school teachers and assistant principal attended the California State East Bay History-Social Science Frameworks Conference and Piedmont High School teachers attended training

2.6b Researched Ethnic Studies course, completed course proposal, presented proposal to PHS SAC/ILT in March, and plan to develop the course in 2018-19

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

Professional development on the HSS standards 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$1,125

Action 7

Planned 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,

Actual Actions/Services

2.7a Biology and the Living Earth courses were monitored for course alignment; Chemistry and the Earth Systems and Honors Chemistry and the Earth Systems were approved by the School Board to be taught in 18-19

2.7b Middle school teachers piloted NGSS materials and worked with a consultant to develop and refine NGSS lessons

2.7c No action taken in 2017-18

2.7d 100% of elementary teachers were trained in questioning techniques

Budgeted Expenditures

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

Hourly pay for certificated staff 1000-1999: Certificated Personnel Salaries LCFF Base \$5,040

Consulting fees paid by PEF Tier II 5800: Professional/Consulting Services And Operating Expenditures Other Local Revenue \$26,000

Professional development for NGSS paid by PEF Tier II 5800: Professional/Consulting Services

Estimated Actual Expenditures

Consulting fees 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$2,375

Hourly pay for certificated staff 1000-1999: Certificated Personnel Salaries LCFF Base \$1,417

Consulting fees paid by PEF Tier II 5800: Professional/Consulting Services And Operating Expenditures Other Local Revenue \$9,375

Professional development for NGSS paid by PEF Tier II 5800: Professional/Consulting Services

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

Representative elementary, middle, and high school science teachers attended the STEAM Conference

One high school teacher attended a Chemistry for Social Justice workshop

And Operating Expenditures
Other Local Revenue \$4,000

And Operating Expenditures
Other Local Revenue \$1,500

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.8 Visual and Performing Arts (VAPA)</p> <p>2.8a Develop an elementary scope and sequence for visual arts and performing arts (vocal and instrumental music)</p> <p>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</p>	<p>2.8a Elementary Science/ Art Common Planning Time- Art specialists met bimonthly to design a scope and sequence in two-year bands</p> <p>2.8b Arts integration at the elementary level</p>	<p>Hourly pay for certificated staff 1000-1999: Certificated Personnel Salaries LCFF Base \$1,800</p>	<p>Hourly pay for certificated staff 1000-1999: Certificated Personnel Salaries Other Local Revenue \$0</p>

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.9 World Language</p> <p>2.9a Develop a 7-12 scope and sequence for all foreign languages</p> <p>2.9b Transition to using a more proficiency-based model of teaching and assessing students</p>	<p>2.9a No action taken in 2017-18</p> <p>2.9b Piedmont Middle School increased the opportunities for proficiency-based models of teaching and assessing students. Millennium High School grading practices are proficiency-based.</p>	<p>Hourly pay for certificated staff 1000-1999: Certificated Personnel Salaries LCFF Base \$1,800</p>	<p>Hourly pay for certificated staff 1000-1999: Certificated Personnel Salaries LCFF Base \$0</p>

Students are provided multiple opportunities to submit work to reach 70%.

Piedmont High School Spanish 3 curriculum aligned with the proficiency-based model. Spanish 2 is in process.

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.10 Computer Science/Technology</p> <p>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</p> <p>2.10b Identify essential technology standards for grades 1, 3 and 5</p> <p>2.10c Continue the work of integrating technology meaningfully with content instruction; implement related action items from the District Instructional Technology Plan</p>	<p>2.10a PHS developed a Software and Systems Development Pathway consistent with California CTE guidelines and standards aligned with the "Web and Social Media Programming and Design" sub-pathway</p> <p>2.10b Digital Literacy and Computer Science scope and sequence and essential standards completed for grades 1-5</p> <p>2.10c See 2.11</p>	<p>Hourly pay for certificated staff 1000-1999: Certificated Personnel Salaries LCFF Base \$1,800</p>	<p>Hourly pay for certificated staff 1000-1999: Certificated Personnel Salaries LCFF Base \$308</p>

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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2.11 21st Century Tools

2.11a Implement a learning management system (LMS) either K-12 or 6-12 to support blended learning needs

2.11b Implement related action items from the District Instructional Technology Plan

2.11a PMS provided 6 hours of PD first semester to faculty and assignments were added second semester

PHS & MHS offered Schoology training at staff meetings as well as individual, small group, and department-level trainings

2.11b
Certified District

PMS is a Certified school

Provided computing tools to students to support the 5 C's across content areas and at home.= 1:1 with take home for 6th-12th

Used cloud-based systems for anytime/anywhere learning

Provided tools and experiences that support student agency, collaboration, creativity, voice, and authentic real-world problem-solving 1st-12th productivity, coding, video production provided vis cloud SaaS

Provided tools that personalize and differentiate learning - Newsela provided 3rd-8th, piloting with special ed use of DreamBox math for 50 students, moved to Vocabulary.com for personalized vocabulary development 5th-12th (early adoption)

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

Schoology (LMS) 5000-5999: Services And Other Operating Expenditures LCFF Base \$21,854

Supported physical plant improvements with architectural and interior designs, furniture and fixtures, seamless technology features that support 21st century pedagogies

Physical plant technology infrastructure improvements including chromebooks/mobile devices, switching, server, ubiquitous wifi, robust internet bandwidth, digital signage- Scoping for H1 construction, developing e-rate strategy for H1, digital signage prototype for PHS

Systems that support professional learning opportunities (online PD, sharing culture, teacher videotaping, etc)- New Teacher Orientation in Schoology, Schoology PD in Schoology

Access to learning tools, technologies and resources
Assistive technologies to provide access to learning for all students (voice enhanced classrooms, assistive tools on mobile devices, video, etc) - Assistive technology provided to over 100 students without stigmatism leveraging school devices

New financial and HR system implementation

Action 12

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
2.12 Facilities: Implement each phase of the PUSD facilities master plan in support of 21st century teaching and learning environments	2.12 Schematic designs were presented to the community; designs were developed, a general contractor was selected, pre-construction services began, construction documents were developed, construction plans were developed	H1 Bond expenditures 0001-0999: Unrestricted: Locally Defined Other Local Revenue \$5,100,000	H1 Bond expenditures 0001-0999: Unrestricted: Locally Defined Other Local Revenue \$6,012,179

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.

Many of the actions/ services in Goal 2 were implemented; however, it was not possible to complete every action/service given the time-intensiveness of particular actions and services. Below is a description of the actions and services led by site and district administrators.

ENGLISH LANGUAGE ARTS

A K-2 adoption committee was formed and after three full days of reviewing curriculum, the group eliminated curricula that did not meet the criteria outlined in the evaluation tool. The committee will reconvene in the fall to continue reviewing phonics curricula. The 6-8 adoption committee did an extensive evaluation of many curricula and decided to pilot Wit and Wisdom in the fall of 2018. During the summer, the teachers will spend one full day in professional development training and all English teachers at PMS will pilot the first module. At Piedmont High School, the teachers continued prioritizing the critical things student need to learn. MHS ELA dept taught Speak, Handmaid's Tale, and Homegoing. The Core 7 team met with Sara Wicht to discuss their curriculum. A committee consisting of PHS teachers and administrators has reviewed the course descriptions from ten schools throughout the country that offers an Ethnic Studies course. The committee determined that the course should begin as a one-semester elective course offered (grades 10-12) through the Social Studies department in the 2019-20 school year. The committee has identified two teachers to draft the course description and outline. The staff is proceeding with standard course adoption procedures. The Ethnic Studies course proposal was completed and was presented to the PHS SAC/ILT on 3/1/18.

MATHEMATICS

A Math Program Evaluation Committee was formed, consisting of administrators, counselors, and math teachers. The team evaluated the secondary math pathways using several quantitative and qualitative data sets. In February the School Board adopted the recommended changes from the Math Evaluation Committee. A full time math coach continued to work at the elementary level and

provided extensive leadership in identifying the essential learning outcomes for grades K-5. MARS tasks were administered and scored at each grade level/for each course grades K-11.

ENGLISH LANGUAGE DEVELOPMENT

The number of EL students decreased in 2017-18. One elementary school had no English learners and middle school had one. The focus of ELD work this year was on training and administering the ELPAC Summative Assessment.

CAREER TECHNICAL EDUCATION (CTE)

For many years, the Piedmont Unified School District (PUSD) has been advancing curriculum, instructional practices, and technology infrastructure to meet educational needs in Computer Science (CS), including the creation of a Software and Systems Development Pathway in the Information and Communications Technologies sector. This pathway will include both Advanced Placement Computer Science Principles and a new Web Design course. PHS staff is exploring additional pathways aligned with courses that would be offered in the new STEAM building. The Piedmont Unified School District partnership with the Contra Costa County Office of Education Career Technical Education (CTE)/Regional Occupational Program (ROP) and University of California, Berkeley provides support to Piedmont High School teachers interested in obtaining their CTE credential and teaching CTE courses. PUSD offered a stipend for teachers who have earned the CTE credential.

HISTORY-SOCIAL SCIENCE

Piedmont Middle School sent 11 teachers and their assistant principal AP to Cal State East Bay Frameworks conference. Piedmont High School Social Studies teachers and principal were trained on the implementation of the new Social Studies standards in May 2018. The focus of the training was on teaching to the History/Social Science Framework with special emphasis on instructional resources and programs for educators to support implementation of California's new HSS Framework. A committee consisting of PHS teachers and administrators has reviewed the course descriptions from ten schools throughout the country that offers an Ethnic Studies course. The committee determined that the course should begin as a one-semester elective course offered through the Social Studies department in the 2019-20 school year. The committee has identified two teachers to draft the course description and outline. The staff is proceeding with standard course adoption procedures.

SCIENCE

The new Biology and the Living Earth course was implemented. Chemistry and the Earthy Systems and Honors Chemistry courses were developed with assistance from Sara Dozier from Alameda County of Education and Stanford University and were approved by the School Board. These courses will be taught beginning in 2018-19. One high school teacher attended a science for Social Justice PD this summer and with follow up this year. PMS science and PHS Art teacher attended STEAM workshop in San Francisco. PMS continues to pilot NGSS materials and work with Sara Dozier on developing and refining NGSS lessons and assessments. 80% of elementary classroom teachers conducted lessons on developing questions to guide their learning. 100% of teachers were trained in

questions techniques to support teaching questioning strategies. (CPT on 3/14; Facilitated lesson studies at each grade level with ½ day release for all classroom teachers PLC for # teachers)

VISUAL AND PERFORMING ARTS

Elementary: December CPT on Arts in the classroom. Science/ Art integration CPT was held May 9, 2018. Teacher Art specialists met bimonthly to design a scope and sequence in two year bands. Collaboratively developed art/classroom teacher projects were done in specific grade levels. School-wide art shows were held in May.

WORLD LANGUAGE

Piedmont Middle School teachers increased the opportunities for proficiency-based models of teaching and assessing students. This has been a continued focus of the department with many department meetings held with this focus. Millennium High School's current grading practices are proficiency-based. Students must master all work at a 70% or better in order to receive credit. Students are provided multiple opportunities to submit work to reach 70%. Ongoing staff PD this year to discuss and review best practices around grading given MHS' unique credit accumulation system. All Piedmont High School teachers attended the ACTFL Convention two years ago and attended workshops on the proficiency-based approach. Spanish 3 curriculum has been aligned with the proficiency-based model. Spanish 2 was in the process of being aligned but was not completed.

COMPUTER SCIENCE/TECHNOLOGY

To best prepare our students for opportunities in the field, PHS has developed a Software and Systems Development Pathway consistent with California CTE guidelines and standards. Specifically we have developed a sequence of courses aligned with the "Web and Social Media Programming and Design" sub-pathway. Courses in the pathway will be taught by two staff members with CTE credentials, one who is also a part-time faculty member at a local community college partner. The current pathway will feature AP Computer Science Principles and Web Development: Coding and Design courses. Essential Standards in computer science were developed for grades 1-5.

21ST CENTURY TOOLS

PMS provided approx. 6 hours of PD first semester to faculty with the expectation that ALL teachers will have an online presence, with all assignments being added by January 2018. Moving towards having all teachers utilize the Gradebook for the start of 18/19 school year. PHS & MHS have offered Professional Development on Schoology at staff meetings as well as individual, small group, and department-level trainings.

21st Century Skills Action Items:

- Refine Digital Literacy and Computer Science Scope and Sequence to deliver to all students- Done for 1st-5th
- Become a CommonSense Media Digital Citizenship

- Certified District to ensure student and staff digital citizenship knowledge including issues around digital commerce, digital etiquette, digital rights and law, online security, as well as health and wellness issues associated with using connected devices- PMS is a Certified school.
- Provide computing tools to students to support the 5 C's across content areas and at home.= 1:1 with take home for 6th-12th
- In support of NGSS implementation implement additional engineering units involving computer simulations, 3D modeling/printing and robotics - robotics unit added to 5th grade
- Leverage technology to support learning beyond the four walls of the classroom, using cloud-based systems for anytime/anywhere learning -1st-12th productivity, coding, video production provided vis cloud SaaS. Researching proof of concept for VDI to expand computer science application access beyond the computer labs.
- Provide tools and experiences that support student agency, collaboration, creativity, voice, and authentic real-world problem-solving 1st-12th productivity, coding, video production provided vis cloud SaaS
- Provide tools that personalize and differentiate learning - Newsela provided 3rd-8th, piloting with special ed use of DreamBox math for 50 students, moved to Vocabulary.com for personalized vocabulary development 5th-12th (early adoption)
- Support physical plant improvements with architectural and interior designs, furniture and fixtures, seamless technology features that support 21st century pedagogies
- Scoping A/V needs for H1 construction wireless video projection- engaging in wireless A/V pilot with FrontRow system
- Physical plant technology infrastructure improvements including chromebooks/mobile devices, switching, server, ubiquitous wifi, robust internet bandwidth, digital signage- Scoping for H1 construction, developing e-rate strategy for H1, digital signage prototype for PHS
- Systems that support professional learning opportunities (online PD, sharing culture, teacher videotaping, etc)- New Teacher Orientation in Schoology, Schoology PD in Schoology
- Access to learning tools, technologies and resources
- Assistive technologies to provide access to learning for all students (voice enhanced classrooms, assistive tools on mobile devices, video, etc) - Assistive technology provided to over 100 students without stigmatism leveraging school devices
- CTE pathways and access to dual-enrollment opportunities- CTE pathway developed at PHS
- Human support systems- classified tech support job descriptions redeveloped
- District processes and business services leveraged with technology to more effectively support the district's mission
- Learning Management System- Schoology implemented a video monitoring of public spaces for site safety being researched with Director of Facilities
- New financial and HR system implementation (live July 1, 2018)

FACILITIES

In April 2017, the District held three community town hall meetings and a student forum to discuss concept designs for new high school STEAM facilities, and created an online feedback form for anyone who was unable to attend one of these meetings. The community input reflected a strong preference for using the current site of Alan Harvey Theater to locate a new three-story main building with STEAM classrooms. On May 24, 2017, the Board of Education voted to approve a concept design reflecting this

community input — a three-story main high school building on Magnolia Avenue and a new theater. For more information about this concept design, go the H1.org website.

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

Overall the work done in most areas was highly effective. Students are making significant progress as measured by CAASPP data in English language arts and mathematics. 63% of English learners were reclassified. Graduation rate is very high and suspension rate very low, except for students with disabilities. New curriculum is being evaluated, developed, or implemented in several content areas. Of the 37 actions/services in Goal 2, 27 or 73% were implemented to some degree. Ten actions/services were not implemented either due to time constraints, more need for training, or it was decided they were not a priority.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The estimated budgeted expenditures for Goal 2 were \$419,971 (excluding \$5 million for facilities) and the estimated actual expenditures were \$293,440--a decrease in spending of \$126,531. Reasons for the difference are as follows: 1) \$60,000 less on instructional materials because the adoptions for ELA will be finalized and materials purchased next year, 2) No ELD training, 3) less costs related to CTE, 4) \$20,000 spent on consultant fees for PD for teachers, and 5) less money spent for certificated time sheets.

The difference between the estimated actual expenditures and the estimated budgeted expenditures for facilities action/services was \$912,179. The reason for this difference was most likely due to the fact that the project hadn't begun and all budgets were simply placeholder projections. We incurred architect fees associated with the Witter Field, STEAM Building, and Alan Harvey Theater designs. Witter Field's design required extensive work with regard to drainage. The STEAM and AHT design phase required geo-tech testing to better understand soil and bedrock conditions for the foundation design.

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.

Fewer actions/services for Goal 2 will be implemented in 2018-19 to be more intentional with how to focus our time and resources.

After reviewing the data, changes to some of the metrics will be in place for 2018-19. For example, rather than focusing only on increasing the number of students who score advanced on CAASPP, principals identified the goal of advancing students in the lowest two bands up a minimum of one level to reach the levels of proficiency or approaching proficiency.

Annual Update

LCAP Year Reviewed: **2017-18**

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 1: Basic (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>17-18 Increase the number of certificated teachers who are new to seeking coaching support from the Differentiation Specialist by 10%</p>	<p>Partially met: Increased the number of high school teachers who sought coaching support for differentiation but not teachers at all levels</p>
<p>17-18 Maintain or increase the percentage of students who make progress in or exit from general education reading intervention services</p>	<p>Met: Shifted to a reading intervention model where time spent with the reading intervention does not supplant core reading instruction, thereby increasing access to the core English language arts curriculum</p>
<p>17-18 Maintain or increase the percentage of students who make progress in or exit from general education math intervention services</p>	<p>Met: Shifted to a math intervention model where time spent with the math intervention does not supplant core math instruction, thereby increasing access to Bridges and Number Corner math curriculum</p>
<p>17-18 Maintain 90%-100% of incoming 6th graders who have been identified as GATE/highly advanced math learners will be cluster grouped</p>	<p>Met: maintained cluster grouping of 6th grade GATE students in math classes</p>

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>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</p> <p>3.1b Purchase supplemental materials in various subject areas to support teachers in providing students with diverse, enriching, and scaffolded learning experiences</p>	<p>3.1a Differentiated instruction specialist completed coaching cycles with high school teachers</p> <p>Developed an Assistive Technology Para position hired to support students and teachers with ongoing assistive technology</p> <p>3.1b Instructional materials purchased for English learners</p> <p>Licenses purchased for supplemental math materials</p>	<p>43% of a .4 Differentiation Specialist funded by PEF Grants Committee 1000-1999: Certificated Personnel Salaries Other Local Revenue \$14,438</p>	<p>43% of a .4 Differentiation Specialist funded by PEF Grants Committee 1000-1999: Certificated Personnel Salaries Other Local Revenue \$16,208</p>
		<p>34% of .4 Differentiation Specialist funded by parent support groups: ALPS (\$8,00) and PRAISE (\$3,562) 1000-1999: Certificated Personnel Salaries Other Local Revenue \$11,562</p>	<p>34% of .4 Differentiation Specialist funded by parent support groups: ALPS (\$8,00) and PRAISE (\$3,562) 1000-1999: Certificated Personnel Salaries Other Local Revenue \$12,816</p>
		<p>23% of a .4 Differentiation Specialist 1000-1999: Certificated Personnel Salaries Title II \$7,594</p>	<p>23% of a .4 Differentiation Specialist 1000-1999: Certificated Personnel Salaries Title II \$8,669</p>
		<p>Supplemental materials for enrichment 4000-4999: Books And Supplies Lottery \$1,700</p>	<p>Supplemental materials for enrichment 4000-4999: Books And Supplies Lottery \$779</p>
		<p>Math instructional materials for special education 4000-4999: Books And Supplies LCFF Base \$5,000</p>	<p>Math instructional materials for special education 4000-4999: Books And Supplies LCFF Base \$149</p>
		<p>0000: Unrestricted Other</p>	

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.2 Integrated Learning</p> <p>3.2a Provide time for teachers to collaborate with colleagues to</p>	<p>3.2a New units co-created with middle school departments and teacher librarians</p>	<p>Hourly pay for certificated staff 1000-1999: Certificated Personnel Salaries LCFF Base \$1,800</p>	<p>Hourly pay for certificated staff 1000-1999: Certificated Personnel Salaries LCFF Base \$3,183</p>

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)

High school biology and world cultures teachers collaborated to design a Water Challenge Project-Based Learning Unit

3.2b Eleven teachers took Integrated Learning Specialist Program (ILSP) Course A, eight teachers and one administrator took ILSP Course B, four teachers participated in the ACOE Collegial Coaching Network through ACOE, three elementary principals and one District director participated in the ACOE Principal Leadership Network

Contract with ACOE paid by PEF Tier II 5800:
Professional/Consulting Services
And Operating Expenditures
Other Local Revenue \$9,000

Contract with ACOE paid by PEF Tier II 5800:
Professional/Consulting Services
And Operating Expenditures
Other Local Revenue \$8,343

Contract with ACOE 5800:
Professional/Consulting Services
And Operating Expenditures
Other Local Revenue \$4,000

Contract with ACOE 5800:
Professional/Consulting Services
And Operating Expenditures
Other Local Revenue \$3,657

Action 3

Planned 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

Actual Actions/Services

3.3a Ten members of the Beach staff attended Solution Tree training; eight elementary teachers and one district administrator attended Solution Tree Math in a PLC at Work Institute

3.3b No action taken in 2017-18; will be a major area of focus for elementary in 2018-19 and will begin at secondary in 2019-20

Budgeted Expenditures

12 staff members attending PLC training 5800:
Professional/Consulting Services
And Operating Expenditures
LCFF Base \$8,000

Estimated Actual Expenditures

12 staff members attending PLC training 5800:
Professional/Consulting Services
And Operating Expenditures
LCFF Base \$6,021

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.4 Multi-Tiered System of Support (MTSS)</p> <p>3.4a Research and develop a district-wide systematic approach for providing academic and behavioral interventions and enrichment across grade levels</p> <p>3.4b Explore the use of the Universal Design for Learning (UDL) Guidelines</p> <p>3.4c Evaluate the effectiveness of interventions by monitoring the academic and behavioral progress of at-risk students</p>	<p>3.4a No action taken in 2017-18; will be a major area of focus for elementary in 2018-19 and will begin at secondary in 2019-20</p> <p>3.4b No action taken in 2017-18; will be an area of exploration in 2018-19</p> <p>3.4c Elementary sites are piloting revised Rtl processes using benchmark data</p>	<p>Consultant fees 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$1,800</p>	<p>Consultant fees 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$0</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.5 Dyslexia Guidelines</p> <p>3.5a Provide training on dyslexia and appropriate instructional practices to general education and special education staff</p> <p>3.5b Coordinate and align general education reading intervention practices and assessments with special education practices</p>	<p>3.5a Reading intervention teachers continued their training; no formal training for classroom teachers</p> <p>3.5b One elementary site piloted two dyslexia screening tools: Core Phonics and Shaywitz</p>	<p>Professional development funded by PRAISE 5800: Professional/Consulting Services And Operating Expenditures Other Local Revenue \$5,000</p> <p>Hourly pay for certificated staff 1000-1999: Certificated Personnel Salaries LCFF Base \$1,000</p>	<p>Professional development funded by PRAISE 5800: Professional/Consulting Services And Operating Expenditures Other Local Revenue \$120</p> <p>Hourly pay for certificated staff 1000-1999: Certificated Personnel Salaries LCFF Base \$0</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

An emphasis in Goal 3 is on professional learning for teachers. Teachers participated in an extensive amount of professional learning throughout the year, related to all three goals, so much of the training for actions/services in goal 3 will be more of a focus in 2018-19.

CLASSROOM DIFFERENTIATION

The differentiated instruction specialist worked with PHS teachers on differentiated instruction. Assistive Technology Para job was developed and hired to support students and teachers with ongoing assistive technology. Grade levels determined Essential Learning Outcomes in grades K-5 in math. Teachers worked toward modifying their assessments to focus on ELOs. Each site is in the process of revising their criteria for intervention based on the ELOs.

INTEGRATED LEARNING

Multiple new units were co-created with middle school departments and teacher librarians. Science in particular had many new projects designed with the support of our teacher librarians. The PHS Biology teachers were given release time to collaborate with the World Cultures teacher to design a Project-Based Learning unit on the topic of Water Challenge. All Biology students (freshmen) took part in this engineering endeavor. The ILSP Course B was offered in Jan/Feb 2018 and 8 elementary teachers and 1 principal participated.

PROFESSIONAL LEARNING COMMUNITIES

A team of teachers from Beach attended a Solution Tree training on Rtl. A team of teachers from Havens and Beach and the elementary math coach attended a Math PLC at Work Institute.

MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

Elementary sites are piloting revised Rtl processes using benchmark data.

DYSLEXIA LEGISLATION

A K-2 ELA adoption committee was formed with representative classroom teachers and reading specialists. The committee met 3 full days and reviewed different curricula. The committee will reconvene in the fall to continue this process. One elementary site piloted two dyslexia screening tools: Core Phonics and Shaywitz

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

Coaching for some of the high school teachers on differentiation was effective.

Training on arts/science integration for elementary teachers was highly effective.

Training on PLCs for Beach was highly effective. More staff from Havens will be attending PLC training to move their site forward. A team from Wildwood also will be attending training so they can begin their work in this area.

Dyslexia screening tools were moderately successful with students but gave teachers a starting point for next year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The estimated budget expenditures for Goal 3 were \$70,894 and the estimated actual expenditures were \$59,945--a savings of \$10,949. The reasons for the difference were: 1) less money spent on math instructional materials for differentiation (\$4,800), less money spent on professional consultant fees (\$8,600); however, more money was spent in other areas (certificated time sheets).

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.

In 2018-19, the differentiated instruction specialist will be an additional .2 FTE. There will be a more dedicated focus on trainings for teachers on professional learning communities and MTSS. Arts and science integration will continue to be a focus at the elementary level, to advance the work in integrated learning, NGSS, arts education, and STEAM.

Stakeholder Engagement

LCAP Year: 2018-19

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 2017-18 LCAP and the development of the goals and actions/services for the 2018-19 LCAP at the following meetings and events:

LCAP Advisory Committee Meetings: 9/25/17, 11/6/17, 11/27/17, 3/5/18, 4/10/18

School Board Meetings

CAASPP: 9/27/17

Equity, Diversity, Social Justice: Presentation on 9/3/17,

Secondary Math Pathways: 10/11/17, 11/8/17, 12/12/17, 1/10/18, 1/23/18, 2/13/18, 2/23/18

California Healthy Kids Survey Results: 2/9/18

Chemistry Courses Adoption: 5/9/18

Computer Science Course Adoption: 5/9/18

LCAP Annual Update: 5/18/18

School Site Council Meetings

Beach, Havens, Wildwood (Tri-School): 10/30/17, 11/27/17, 3/5/18, 4/10/18, 5/1/18

PMS: 9/19/17, 10/17/17, 11/14/17, 12/12/17, 2/13/18, 4/24/18, 5/15/18

MHS: 10/4/17, 11/1/17, 12/6/17, 1/10/18, 2/7/18, 3/7/18, 4/11/18, 5/2/18

PHS: 9/28/17, 10/26/17, 11/30/17, 1/25/18, 2/15/18, 3/15/18, 5/24/18

Parent Support Group Meetings

ALPS: 10/10/17, 10/16/17, 12/5/17, 1/18/18

CHIME: 9/1/17, 12/6/17, 3/26/18

Jewish Families of Piedmont (JFP): 10/23/17, 1/31/18

PAAC: 10/16/17

PADC: 8/18/17, 8/21/17, 9/14/17, 10/12/17, 10/31/17, 11/9/17, 1/18/18, 1/25/18, 3/8/17, 4/12/18

PAINTS: 9/14/17, 10/5/17, 10/18/17, 11/1/17, 5/10/18

PEF: 9/20/17, 10/10/17, 10/18/17, 11/14/17, 11/15/17, 1/24/18, 3/6/18, 3/21/18, 4/18/18, 4/24/18, 5/15/18

Piedmont Makers: 10/5/17, 11/6/17, 1/24/18

PRAISE: 10/11/17, 11/9/17

Community Events

LCAP Community Engagement: 11/29/17, 4/16/18

Let's Talk! Community Leaders Coffee: 1/10/18, 4/25/18

Let's Talk! Community Workshops: 2/5/18, 2/10/18, 2/11/18

High School Diversity Parent Night: 12/6/17

Let's Talk, Too Parent Night: 4/23/18

High School Diversity Committee and Diversity Planning Committee Meetings--Student, Staff, and Admin input: 8/16/17, 9/11/17, 10/3/17, 10/5/17, 10/18/17, 10/24/17, 10/26/17, 11/2/17, 11/7/17, 1/16/18, 2/6/18, 2/12/18, 3/6/18, 3/12/18, 4/17/18, 5/8/18, 5/15/18

Piedmont Community Planning for Equity, Diversity, Social Justice: 11/14/17, 12/7/17, 1/29/18, 3/21/18

Math Program Evaluation

Committee Meetings (teacher and administrator input): 9/26/17, 10/26/17, 11/28/17, 12/19/17, 1/23/18

Parent input via survey sent: 11/21/17, 12/8/17

Student input via survey sent on: 11/20/17

We continued trying to improve our Stakeholder engagement by doing the following:

1. Parent representation on the LCAP Advisory Committee from Millennium High School - We did not have MHS parent representation but we did have some MHS staff representation this year. This will continue to be an area of focus for 2018-19.
2. Staff representation from Piedmont High School - There was minimal participation from PHS staff this year. This will continue to be an area of focus for 2018-19.
3. At least one representative on the LCAP Advisory Committee who is the parent of an English learner. This will continue to be an area of focus for 2018-19.
4. High school students attending LCAP meetings or finding other ways to involve students in the discussions about LCAP topics. We did not have student representation at LCAP meetings this year but student input was given at high school site council meetings and at High School Diversity Committee meetings. This will continue to be an area of focus for 2018-19.

5. Classified staff attending the LCAP Advisory Committee meetings. We did have classified staff at this year's meetings--elementary and one at high school.

6. More teacher participation in the LCAP Advisory Committee meetings, or finding ways to involve teachers ongoing in the discussions about LCAP topics. More teachers attended this year's meetings, especially at the elementary level, because tri-school site council members joined the LCAP meetings several months.

7. Regular review of the LCAP by administrators. The Administrative Team reviewed the LCAP at throughout the school year but would like to review data earlier in the year and on a more regular basis.

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; however, major discussions took place at our LCAP Advisory Committee meetings, and those were not very well attended in 2017-18.

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 was relatively low. Only two parents attended the spring LCAP evening meeting, although several others reported that they wanted to attend but had other meetings that week and had to prioritize.

At two of the LCAP Advisory Committee meetings in the spring, parents, teachers, classified staff, and administrators participated in an activity where they were asked to prioritize their level of support for various actions and services. Their input strongly guided the final decision as to which actions and services would be focused upon for 2018-19.

In 2018-19, we will pursue other ways to solicit input from parents, staff, and students beyond the regularly-scheduled LCAP Advisory Committee meetings.

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:

All students need teachers, staff, and administrators who provide safe learning environments where students' diverse human characteristics, ideas, cultural practices, belief systems, worldviews, identities, experiences, and demographic differences are respected and celebrated. High school students who are part of a minority population have reported not feeling welcome and respected because of some aspect of their identities.

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority/Metric 5a-e: Pupil Engagement as measured by attendance rates, dropout rates, graduation rates, suspension and expulsion rates, and responses from the CA Healthy Kids Survey	<p>5a ADA School attendance: 96.73%</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>5a Increase overall district attendance rate by .25%</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>5a Increase overall district attendance from 96.1% to baseline of 96.73%</p> <p>5b Continue to decrease the number of students at Piedmont Middle School</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>5a Increase overall district attendance to 97% or higher</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>
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>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>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
				6b Maintain 0% high school and middle school expulsion rate
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

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

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

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

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

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

1.1a Update/revise the plan for training staff on best practices for equity and inclusion in schools

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

1.1c Continue to implement culturally responsive teaching practices

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	\$20,000
Source	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 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 Continue to partner with local organizations to advance the work of equity, diversity, and social justice in the parent community

1.2b Continue to 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	\$1,500
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

Unchanged 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 Continue to 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 Continue to implement restorative practices 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	\$4,000
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 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

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
 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

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

2018-19 Actions/Services

2019-20 Actions/Services

<p>1.5 Mental Health</p> <p>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</p> <p>1.5b Support the development of a counseling-enriched classroom structure</p> <p>1.5c Evaluate the efficacy of student outcomes for services provided in-district</p>	<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>1.5 Mental Health</p> <p>1.5a Continue to explore or begin the development of a counseling-enriched classroom structure at each level</p> <p>1.5b Continue to evaluate the efficacy of student outcomes for services provided in-district</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$80,000		
Source	LCFF Base		
Budget Reference	1000-1999: Certificated Personnel Salaries Marriage and Family Therapist		
Source	Base		
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:

Students with disabilities need access to a broad course of study that meets their learning needs and interests and provides them access to a wide range of college and career choices. In 2017-18, 96% of graduates overall met the UC/CSU a-g requirement while only 68% (15/22) of our students with disabilities completed the UC/CSU requirements.

All students need access to curriculum that is clearly defined, articulated K-12, and delivered using current, best instructional practices that promote critical thinking, creativity, communication, and collaboration. The Next Generation Science Standards were adopted in California in 2013 and Piedmont has been transitioning to implementing NGSS across all levels. There are three NGSS-aligned high school courses; two more need to be adopted next year and new science electives need to be explored.

All students need to master the literacy, math, and critical thinking skills required of a 21st century learner and facilities that accommodate both teaching and learning. Professional development in English language arts and mathematics continues to be a priority in the 2018-19 LCAP.

Students learning English as a second language will be taking a new test, the 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.

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>Maintain 100% of teachers appropriately assigned and fully credentialed</p> <p>Begin reviewing science curricula</p> <p>Maintain 100% of school facilities are in good repair</p>
<p>State Priority 2: Implementation of State Standards</p>	<p>Local reading level data, baseline for 2016-17</p>	<p>Get all beginning and end-of-year data entered into Illuminate</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>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>2a: Academic performance in reading, as measured by K-2 reading level scores on the Fountas and Pinnell Benchmark Assessment</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>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>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 Chapter 3: 82% meeting standard Chapter 6: ___% meeting standard</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>4th grade</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>4th grade</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> <p>4th grade</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>5th grade Chapter 3: 81% meeting standard Chapter 5: 72% meeting standard</p>	<p>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>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>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 27 out of 88 students (31%) scored 13 (76%) or higher</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>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</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 grades 3-8 who score "Above Standard" on the</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 grades 3-8 who score "Above Standard" on the</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>Smarter Balanced Assessment Reading Claim 1: Demonstrating understanding of literary and non-fictional texts</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>Decrease by 5% or higher the number of 11th grade students who do not meet standard</p>	<p>Smarter Balanced Assessment Reading Claim 1: Demonstrating understanding of literary and non-fictional texts</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>Decrease by 5% or higher the number of 11th grade students who do not meet standard</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="485 155 842 375">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="485 412 762 443">AP French Results</p> <p data-bbox="485 449 699 480">2015: 15 of 16</p> <p data-bbox="485 487 695 518">2016: 11 of 11</p> <p data-bbox="485 524 823 589">2017: to be collected in fall</p> <p data-bbox="485 631 678 662">AP Mandarin</p> <p data-bbox="485 669 699 699">2015: 12 of 13</p> <p data-bbox="485 706 699 737">2016: 14 of 14</p> <p data-bbox="485 743 823 808">2017: to be collected in fall</p> <p data-bbox="485 850 663 881">AP Spanish</p> <p data-bbox="485 888 699 919">2015: 20 of 20</p> <p data-bbox="485 925 699 956">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 1136">AP Computer Science A Exam Results</p> <p data-bbox="485 1143 699 1174">2015: 39 of 45</p> <p data-bbox="485 1180 699 1211">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 1391">AP Computer Science Principles Exam Results</p> <p data-bbox="485 1398 812 1463">2017- baseline data to be collected in fall</p>	<p data-bbox="865 155 1222 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="865 449 1220 662">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="1245 155 1602 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="1245 449 1600 662">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="1625 155 1982 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="1625 449 1980 662">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

Unchanged 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 Continue to evaluate instructional materials using the Anti-Bias Framework from Teaching Tolerance and use

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

Perspectives for a Diverse America curriculum to select rigorous texts with anti-bias themes aligned to Common Core literacy standards

2.1c Revise high school courses to include components of the Expository Reading and Writing Course for high school as needed

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,400	\$5,400	\$2,700
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	\$65,000	\$75,000	\$60,000
Source	LCFF Base	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	4000-4999: Books And Supplies Instructional materials for English language arts43
Amount			\$360
Source			LCFF Base
Budget Reference			1000-1999: Certificated Personnel Salaries Hourly pay for certificated staff
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)

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**2.2 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

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 math standards for Integrated Math 1-3

2.2b Develop quarterly projects that provide differentiated learning experiences for students enrolled in CC7, CC8, IM3

standards and analyze student results for the purpose of informing classroom instruction and evaluating the effectiveness of math courses

Budgeted Expenditures

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

Amount	\$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)

[Add Students to be Served selection here]

Location(s):

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

[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)

English Learners

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

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

2.3 English Language Development (ELD)

2.3a Review data on the progress of English learners

2.3b Partially implement the new state test for English learners (ELPAC)

2.3c Develop a District-wide system for monitoring the progress of all English learners

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

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

2.3f .2 FTE of four elementary teachers, one middle school teacher, and one high school teacher provide specific and targeted services for 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 students' progress toward English proficiency

2019-20 Actions/Services

2.3 English Language Development (ELD)

Continue to review the results of the English Language Proficiency Assessment for California (ELPAC) and monitor EL students' progress toward English proficiency

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	5800: Professional/Consulting Services And Operating Expenditures Training on English language development standards
Amount	\$111,571	\$111,571	\$111,571
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)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	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)	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	Unchanged Action	Unchanged 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 Continue to explore options for new career pathways
 2.4b Continue to support teachers in getting their CTE credentials and/or hire teachers with CTE credentials

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,600	\$2,400	\$1,200
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures CTE coursework	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

Unchanged 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 Content Standards

Provide training on the new Health Education Framework

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,760	\$5,760	\$5,760
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

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

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

2.6 History-Social Science

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

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

2018-19 Actions/Services

2.6 History-Social Science

Write a UC A-G approved ethnic studies course

2019-20 Actions/Services

2.6 History-Social Science

2.6a Begin providing training for elementary teachers on the history-social science framework

2.6b Implement a UC A-G approved high school ethnic studies electives course

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,200	\$1,600	\$2,400
Source	LCFF Base	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	5800: Professional/Consulting Services And Operating Expenditures Professional development on the HSS standards
Amount			\$360
Source			LCFF Base
Budget Reference			1000-1999: Certificated Personnel Salaries Hourly pay for certificated staff
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

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

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

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 Explore new high school science electives

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,000	\$1,500	\$10,000
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 paid by PEF Tier II
Amount	\$5,040	\$2,520	\$4,000
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 Professional development for NGSS paid by PEF Tier II
Amount	\$26,000	\$15,000	
Source	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	
Amount	\$4,000	\$4,000	
Source	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	

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)

Location(s):

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

All

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)

Develop a K-8 scope and sequence for visual arts

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,800	\$1,200	\$1,800
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

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 Language

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,800	\$1,800	\$1,800
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

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

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

Continue the work of integrating technology meaningfully with content instruction

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,800	\$1,800	\$1,800
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

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)
All	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)	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 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 2.11 21st Century Tools Evaluate the effectiveness of the learning management system for grades 6-12 and determine whether to introduce at the elementary level

Budgeted Expenditures

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

Action 12

All	All Schools
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OR

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

Local Priorities:

Identified Need:

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

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

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

Expected Annual Measurable Outcomes

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

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

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

New Action	Modified Action	Unchanged Action
<p>2017-18 Actions/Services</p> <p>3.1 Classroom Differentiation</p> <p>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</p> <p>3.1b Purchase supplemental materials in various subject areas to support teachers in providing students with diverse, enriching, and scaffolded learning experiences</p>	<p>2018-19 Actions/Services</p> <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>2019-20 Actions/Services</p> <p>3.1 Classroom Differentiation</p> <p>Continue to provide coaching for teachers on ways to differentiate their instruction, especially for students with disabilities, gifted and talented, and twice exceptional (2e)</p>

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	0001-0999: Unrestricted: Locally Defined Portion of FTE for a a Differentiation Specialist funded by PEF Grants Committee	0001-0999: Unrestricted: Locally Defined Portion of FTE for a a Differentiation Specialist funded by PEF Grants Committee

Amount	\$11,562	\$8,562	\$8,562
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)	0001-0999: Unrestricted: Locally Defined Portion of FTE for a a Differentiation Specialist funded by parent support groups: ALPS (\$5,00) and PRAISE (\$3,562)
Amount	\$7,594	\$12,000	\$29,978
Source	Title II	Other Local Revenue	LCFF Base
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	1000-1999: Certificated Personnel Salaries Portion of FTE for a a Differentiation Specialist funded by General Fund
Amount	\$1,700	\$17,978	
Source	Lottery	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	
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
Specific Grade Spans: K-5

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

3.2 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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,800	\$9,600	9,600
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	1000-1999: Certificated Personnel Salaries Hourly pay for certificated staff
Amount	\$9,000	\$10,000	\$10,000
Source	Other Local Revenue	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	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)

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

Modified 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)

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8,000	\$17,375	\$13,900
Source	Common Core Standards Implementation Funds	Other Local Revenue	Other Local 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 Registration for staff members attending PLC training

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

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

3.4 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

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)

Continue to develop a systematic approach for academic and behavioral interventions at the elementary level

Research and begin to develop a systematic approach for providing academic and behavioral interventions and enrichment at the secondary level

3.4c Evaluate the effectiveness of interventions by monitoring the academic and behavioral progress of at-risk students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,800	\$5,000	\$5,000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Consultant fees	5800: Professional/Consulting Services And Operating Expenditures Consultant fees	5800: Professional/Consulting Services And Operating Expenditures Consultant fees

Action 5

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

Students to be Served:

(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)

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

Modified 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

Train general education and special education staff on dyslexia

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$1,500	\$3,500
Source	Other Local Revenue	LCFF Base	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	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		

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$\$108,562

Percentage to Increase or Improve Services

%

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

Demonstration of Increased or Improved Services for Unduplicated Pupils

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 LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; 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 LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *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 LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not 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 pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *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, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	5,713,435.00	6,463,849.00	613,435.00	429,158.00	392,185.70	1,434,778.70
	0.00	0.00	0.00	0.00	20,000.00	20,000.00
Common Core Standards Implementation Funds	0.00	0.00	12,000.00	0.00	0.00	12,000.00
LCFF Base	290,570.00	169,058.00	282,570.00	195,028.00	158,530.70	636,128.70
LCFF Supplemental	111,571.00	111,571.00	111,571.00	111,571.00	111,571.00	334,713.00
Lottery	1,700.00	779.00	1,700.00	0.00	0.00	1,700.00
Other Local Revenue	5,299,000.00	6,173,772.00	195,000.00	119,559.00	99,084.00	413,643.00
Title II	7,594.00	8,669.00	7,594.00	0.00	0.00	7,594.00
Title III	3,000.00	0.00	3,000.00	3,000.00	3,000.00	9,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	5,713,435.00	6,463,849.00	613,435.00	429,158.00	392,185.70	1,434,778.70
	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	5,100,000.00	6,012,179.00	0.00	18,022.00	26,584.00	44,606.00
1000-1999: Certificated Personnel Salaries	400,885.00	347,146.00	400,885.00	210,511.00	195,351.70	806,747.70
2000-2999: Classified Personnel Salaries	750.00	990.00	750.00	750.00	750.00	2,250.00
4000-4999: Books And Supplies	71,700.00	6,267.00	71,700.00	75,000.00	60,000.00	206,700.00
5000-5999: Services And Other Operating Expenditures	26,000.00	21,854.00	26,000.00	26,000.00	26,000.00	78,000.00
5800: Professional/Consulting Services And Operating Expenditures	114,100.00	75,413.00	114,100.00	98,875.00	83,500.00	296,475.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	5,713,435.00	6,463,849.00	613,435.00	429,158.00	392,185.70	1,434,778.70
		0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Other Local Revenue	5,100,000.00	6,012,179.00	0.00	18,022.00	26,584.00	44,606.00
1000-1999: Certificated Personnel Salaries	LCFF Base	130,720.00	88,308.00	130,720.00	43,778.00	49,180.70	223,678.70
1000-1999: Certificated Personnel Salaries	LCFF Supplemental	111,571.00	111,571.00	111,571.00	111,571.00	111,571.00	334,713.00
1000-1999: Certificated Personnel Salaries	Other Local Revenue	151,000.00	138,598.00	151,000.00	55,162.00	34,600.00	240,762.00
1000-1999: Certificated Personnel Salaries	Title II	7,594.00	8,669.00	7,594.00	0.00	0.00	7,594.00
2000-2999: Classified Personnel Salaries	LCFF Base	750.00	990.00	750.00	750.00	750.00	2,250.00
4000-4999: Books And Supplies	LCFF Base	70,000.00	5,488.00	70,000.00	75,000.00	60,000.00	205,000.00
4000-4999: Books And Supplies	Lottery	1,700.00	779.00	1,700.00	0.00	0.00	1,700.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	26,000.00	21,854.00	26,000.00	26,000.00	26,000.00	78,000.00
5800: Professional/Consulting Services And Operating Expenditures		0.00	0.00	0.00	0.00	20,000.00	20,000.00
5800: Professional/Consulting Services And Operating Expenditures	Common Core Standards Implementation Funds	0.00	0.00	12,000.00	0.00	0.00	12,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	63,100.00	52,418.00	55,100.00	49,500.00	22,600.00	127,200.00
5800: Professional/Consulting Services And Operating Expenditures	Other Local Revenue	48,000.00	22,995.00	44,000.00	46,375.00	37,900.00	128,275.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	3,000.00	0.00	3,000.00	3,000.00	3,000.00	9,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal

Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	122,570.00	98,285.00	122,570.00	37,570.00	30,570.00	190,710.00
Goal 2	5,519,971.00	6,305,619.00	419,971.00	291,551.00	263,053.70	974,575.70
Goal 3	70,894.00	59,945.00	70,894.00	100,037.00	98,562.00	269,493.00
Goal 4			0.00	0.00	0.00	0.00
Goal 5			0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.