§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Piedmont City Unified School District   **Contact (Name, Title, Email, Phone Number):** Constance Hubbard, Superintendent

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Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

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

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

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

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may

be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

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

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

Section 1: Stakeholder Engagement

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

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
Part 1: PUSD Shaping Our Future 2.0 On October 5, 2013, the Piedmont Unified School District, with the support of the Piedmont Educational Foundation, collaborated with over 100 students, staff, and parents/community members during the Shaping Our Future 2.0 (SOF 2.0) strategic planning workshop. Building on the 2009 Shaping Our Future initiative, the District engaged with stakeholders in order to update the guiding principles and priorities for the next several years. Outcomes from SOF 2.0 will ultimately help to inform policy, particularly as the District moves to implement the new Common Core Standards and adapt to the changing needs and innovations of public education for the community's children. Shaping Our Future 2.0 was a unique opportunity for students, staff, and the parent community to reflect and collaborate together to update our guiding themes. These seven themes guided the development and implementation of District policy concerning every facet of the K-12 educational program. Each year the Board of Education's Goals and Action Plan have reflected progress in each of these themes.	The PUSD Board of Education Goals reflect the SOF 2.0 themes and commitments that will continue to serve as the primary focus areas for the 2014-2017 Local Control and Accountability Planning process. PUSD Board Goals 1. **Adapt & Improve Educational Program Delivery:** Continuously adapt and improve program delivery in collaboration with administration, staff, employee groups, support groups, parents, and the community, so that we can continue to provide a comprehensive educational program for all students that supports academic excellence, maximizes individual potential, and cultivates global citizenship. LCAP Priority Areas = 1, 2, 3, 4, 5, 7, 8 2. **Support Professional Growth & Instructional Effectiveness**: With a focus on supporting student growth through an effective instructional program, work in collaboration with

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From SOF 2.0, the District gathered a substantial volume of input concerning District priorities for now and the future. The comments of participants -- parents, teachers and staff from each of the District's six schools, students ranging from 6th to 12th grade, and other members of the community – were captured using both high-tech and low-tech tools. The Shaping Our Future Planning Group met and reviewed the entire volume of unedited input gathered during the workshop. For a comprehensive summary of this input, and graphic images featuring the general themes that emerged during the day-long workshop, please refer to the attached materials, which are available on the District website: http://www.piedmont.k12.ca.us/board-of-education/district-goals-action-plan **LCAP Public Hearing & Adoption** The Board of Education held a public hearing of the PUSD LCAP on June 11, 2014 and adopted the PUSD LCAP on June 25, 2014.	administration and employee groups to enhance evaluation, training, and compensation systems in order to attract and sustain a quality professional staff for all students within budget limitations. LCAP Priority Areas = 1, 2, 5, 7, 8 3. **Provide a Safe Learning Environment:** Provide students with a safe and healthful learning environment where respect, inclusion, resilience, responsible citizenship, self-discipline, and personal responsibility are thoughtfully practiced. LCAP Priority Areas = 1, 2, 3, 4, 6, 8 4. **Cultivate a Dynamic Learning Community**: Cultivate a dynamic learning community focused on growth, inquiry, and communications in partnership with employees, parents, students, community members, and organized groups. LCAP Priority Areas = 1, 2, 3, 4, 5, 6, 7, 8 5. **Develop & Implement a Sustainable Plan to Balance the Budget**: Continue to develop and implement a three-year plan to balance the budget in collaboration with administration, employee groups, support groups, parents, and the

Involvement Process	Impact on LCAP
	community, in order to sustain the quality of our educational and instructional programs, and school facilities. LCAP Priority Areas = 1, 2, 3, 4, 5, 7, 8 6. **Invest In & Preserve School Facilities & Infrastructure**: Develop and implement a plan to ensure the long-term safety, accessibility, usability, and value of school facilities and infrastructure within budget limitations and in collaboration with the City of Piedmont where appropriate. LCAP Priority Areas = 1, 3, 4, 6, 7, 8 Shaping Our Future 2.0 Themes • Partnership with the Whole Community • Cultivate Global Citizenry • Resilience, Program Adaptability • Community Building • Learning to Excel • Maximize Individual Potential. PUSD Commitments • We are committed to cultivate a learning community where students are engaged in their learning, strive for excellence, and are supported to achieve to their fullest potential.

Involvement Process	Impact on LCAP
	- We are committed to providing a safe, nurturing learning environment where every member of the Piedmont schools feels respected. We strive to increase everyone's sense of inclusion in our community. Our practice of safety and inclusion begins with our policy of prohibiting discrimination on the basis of age, disability, ethnicity, gender, language, marital status, nationality, race, religion, sexual orientation, and socioeconomic status. - We are committed to foster an education program that equips our students to live in a diverse world, acknowledge and appreciate cultural difference, understand the significance of socioeconomic inequalities, recognize the biases and discrimination that exist, identify conflicts and options for resolution, and take action for positive change. - We are committed to advance the commitments, SOF themes, and goals of our school system by: - working collaboratively - allocating and effectively managing limited resources
Part 2: Associated Parent Clubs of Piedmont The **Associated Parent Clubs of Piedmont** (APCP) is a collective network of six Parent Clubs with representative boards at each school site. Our mission is to support the K-12 General Fund, collaborate with the District administration and school principals to support enrichment, extracurricular programs, administer teacher grants and offer Summer Enrichment programs.	APCP's Mission is to support the educational endeavors at the individual school sites and for the broader K-12 program. Fundraising LCAP Priority Areas = 1, 2, 3, 4, 5, 6, 7, 8 Membership – The Parent Clubs boast 90 to 95 percent membership participation rates. Memberships to each

Involvement Process	Impact on LCAP
APCP coordinates annual fundraisers and parent volunteer efforts, and serve as the interface between the school and families through monthly board meetings, parent education forums, the development and collection of parent input through surveys, and the distribution of regular school communications to parents. APCP is supported by annual membership and donations from the K-12 parent community and has been an independent registered 501(c)(3) non-profit organization for many years. Funds are responsibly raised and disbursed in accordance with PUSD Board of Education's mission and goals and APCP Protocol and Financial & Investment Guidelines.	school's Club are $60 and help fund programs at that school site. Collaborating LCAP Priority Areas = 1, 2, 3, 4, 5, 6, 7, 8 Parent Club presidents work with each other to support the K-12 program by annually contributing nearly 50% of Giving Campaign funds to the PUSD General Fund in order to directly support teachers and site-specific program. Principals and Parent Club board members work together to allocate the remainder of those funds for programs at that school site. Parent Club presidents collaborate with the District administration to help gather parent input, to promote communications and disseminate important information. Parent Clubs work with PEF and other Support Clubs and organizations to support PUSD educational programs. Volunteering LCAP Priority Areas = 1, 3, 4, 5, 6, 8 Parents volunteer to work in the classrooms, computer labs, libraries, and the food service programs. Each school site's Parent Club manages and coordinates the volunteer efforts at each school. Communications LCAP Priority Areas = 1, 2, 3, 4, 5, 6, 7, 8

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

Involvement Process	Impact on LCAP
opportunities for the community to make donations and describes how PEF fundraising dollars are spent. PEF also publishes the School Directory as a service to school families and community.	
Part 4: School Site Councils, Site Leadership Teams, and the development of the Single Plan for Student Achievement (SPSA) The PUSD Site Councils, one for each school site, serve as a forum where school staff, parents, and students discuss a variety of issues that affect student performance in Piedmont schools and develop site-based goals to improve student learning. Site Councils will discuss topics such as curriculum, communication, and school climate in an effort to educate stakeholders and provide long-range guidance and insight. The California *Education Code* requires the school site council to develop a *Single Plan for Student Achievement.* The purpose of the Single Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards set by the State Board of Education. The PUSD Board of Education reviews and adopts each site's SPSA on an annual basis.	PUSD Site Councils – Single Plans for Student Achievement 1. Develop instructional strategies/practices and academic interventions to support the mastery of Common Core State Standards in English language arts, literacy and mathematics for all students (all sites). LCAP Priority Areas = 1, 2, 3, 4, 5, 6, 7, 8 2. With attention to issues of diverse students learning needs and student stress, examine and optimize school structures and practices to foster social-emotional and intellectual growth for all students (PHS). LCAP Priority Areas = 3, 4, 5, 6, 7, 8 3. Revisit, refine and integrate the Piedmont Unified School District's (PUSD) technology plan in ways to support student learning (PHS/Tri-School) LCAP Priority Areas = 1, 2, 3, 4, 5, 6, 7, 8 4. Implement Second Step Social/Emotional Curriculum (Tri-School). LCAP Priority Areas = 1, 2, 3, 4, 5, 6, 8

Involvement Process	Impact on LCAP
	5. Maintain a positive school climate (PMS). LCAP Priority Areas = 1, 2, 3, 4, 5, 6, 7, 8 6. Support and evaluate the modified block schedule (PMS). LCAP Priority Areas = 2, 3, 4, 5, 6, 8 7. Establish a supportive and organized school structure/practices that fosters students to take ownership and accountability of their academic and personal needs (MHS). LCAP Priority Areas = 1, 2, 3, 4, 5, 6, 7, 8
Part 5: District-wide Engagement Parent participation in school activities is extensive; parents and community members have developed a variety of support organizations for academics, athletics, visual arts, performing arts, Special Education and a community-wide educational foundation: *Budget Advisory Committee* Reviews the financial health of the District's General Fund budget, shares information with constituent groups, and makes recommendations for Board consideration in the budget development process. Members of the committee include representatives from each school site, employee associations (APT for teachers and CSEA for classified staff), administration, support groups, the community at-large, and the Board of Education. The Budget Advisory Committee served as PUSD's LCAP Advisory Committee.	

Involvement Process	Impact on LCAP
Curriculum Forum Comprised of teachers, administrators, students, parents, and board members, topics of discussion include: • Issues related to current and previous curriculum cycles. • State curriculum and content standards, and local efforts to align with these changing state requirements, including textbook adoptions. • PUSD course offerings, throughout elementary, middle, and high school programs, including distinctive pathways designed to ensure that each student's particular educational needs and capabilities are adequately served. • Differentiation activities, including enrichment and GATE for higher-achieving students, delivery of a rich and appropriately challenging program to typical students, and efforts to meet special education and English-language needs when appropriate. *DELAC (District English Learner Advisory)* Provides district-wide input on programs for English learners. Topics that are addressed by the English Learner Advisory Committee include: • Development or revision of a district master plan of education programs and services for English learners, taking into consideration the Single School Plan for Student Achievement.	

Involvement Process	Impact on LCAP
- Conducting a district-wide needs assessment on a school-by-school basis. - Establishment of district programs, goals, and objectives for programs and services for English learners (e.g., parental exception waivers and funding). - Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements. - Administration of the annual language census (e.g., procedures and forms). - Review and comment on the district's reclassification procedures. - Review and comment on the written notifications required to be sent to parents and guardians. *GATE Advisory* A forum for discussing issues related to the development and education of gifted/talented students. The council also reviews and provides input on the implementation and development of GATE programming in the District. The group is comprised of interested parents, teachers, and administrators. *Green Initiative* A forum for discussing issues related to student and school district impact on the environment. Reviews and develops the Green Initiative Action Plan. *Special Education District Advisory Committee* A Group of parents, board, teachers, and site and district administrators who meet 3 times per year to	

Involvement Process	Impact on LCAP

discuss issues related to the District's special education programs.
 	
DTAC (District Technology Advisory Committee)
    Provides district-wide input on technology (educational technology and computer science education).
    Individuals from groups representing teachers, teacher librarians, site technicians, community members, Board members, and administrators participate on the District Technology Advisory Committee.
 	
The Parent's Club
    Supports staff development, student activity programs, the college and career center, and a variety of course offerings.
 	
CHIME (Citizens Highly Interested in Music Education)
    Actively funds and supports performing arts education, including instrumental, vocal, dramatic, and dance for Piedmont's students.
 	
PAINTS (Promote Art in the Schools)
    A non-profit membership organization of parents and community members whose mission is to promote visual arts by providing a forum for parents, teachers, and administrators to focus a coordinated art curriculum throughout the district.
 	
The Athletic Boosters Club
    Supports the interscholastic athletic program with finances, educational events, and parent volunteers.
 	
School Nutrition Advisory Committee	

Involvement Process	Impact on LCAP

Supports the school nutrition program by recommending menu changes, developing educational programs, awareness campaigns, and conducting research and surveys.
 	
Diversity Education & Advisory Committee
    Promotes awareness, understanding, and appreciation of both differences and commonalities among students, staff, and community.
 	
ALPS (Advanced Learners Program Support)
    Educates, advocates and supports the needs of high-ability and advanced K-12 students during the school day.
 	
PRAISE (Piedmonters for Resources, Advocacy, Information in Special Education)
    Actively supports and funds education for students, parents, teachers, and specialists involved with special education. Their mission is to promote awareness, understanding, and appreciation of learning differences among students, educators, administrators, parents, and the community.
 	
Education Speaker Series
    Presents a variety of speakers and topics that relate to raising healthy children and young adults. Produced by a collaboration of parents and educators.	

Involvement Process	Impact on LCAP
Part 6: The Future of Our Involvement Process It is the intent of our school district to build upon the strong engagement processes that are currently in place and to develop a broad representative group who can review and revise the LCAP and learn about various educational programs in PUSD.	The PUSD Educational Leadership Committee, consisting of district administration, site principals, teacher-leaders, and parent-representatives from the committees listed below, will review the engagement process, goals, and services/expenditures of the LCAP on a quarterly basis. - APCP - Site Councils - District Technology Advisory Committee - Diversity Education Advisory Committee - District Advisory Committee (SPED) - District English Language Advisory Committee - GATE Advisory Committee - Green Initiative

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the

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

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
4) What are the LEA's goal(s) to address 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and	Goals	Annual Update:	What will be different/improved for students? (based on identified metric)	Related State and Local

Metric (What needs have been identified and what metrics are used to measure progress?)	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Analysis of Progress	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
Student Need #1: Professional, collaborative, dedicated, reflective and exemplary educators who use (a) diverse instructional strategies and (b) technology to meet the learning needs of all students. **Metric:** All students will have educators trained to use differentiated instruction strategies to	Goal #1 All educators will receive professional development in differentiated instruction in order to increase small group instruction and other differentiation strategies to appropriately challenge all students to ensure core content mastery.	All	All		Baseline data collected on student performance as assessed by the Smarter Balanced Assessment.	All students will improve by 5% as assessed by the Smarter Balanced Assessment.	All students will improve by 5% as assessed by the Smarter Balanced Assessment.	**LCAP Priorities:** Pupil Outcomes: #4 Pupil achievement Pupil Outcomes: #8 Other pupil outcomes **PUSD Board of Education Goal:** #1 Adapt and improve educational program delivery. #2 Support professional growth and instructional effectiveness.

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
improve reading, writing, math, and critical thinking skills as measured by the SBAC. All students will have access to technology tools in order to ensure post-secondary preparation by improving content mastery, critical thinking, creativity, communicati								

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
on, collaboration and technical literacy as demonstrated on the SBAC.								
	Goal #2 All teachers will have access to 21st century technology tools in order to ensure post-secondary preparation by improving content mastery, critical thinking, creativity, communication, collaboration and technical				Baseline data collected on student performance as assessed by the Smarter Balanced Assessment. All teachers will have increased access to technology in their classes. Baseline data will be	All students will improve by 5% as assessed by the Smarter Balanced Assessment. All teachers will have increased access to technology in their classes. Teacher technology use and	All students will improve by 5% as assessed by the Smarter Balanced Assessment. All teachers will have increased access to technology in their classes. Teacher technology use and	**LCAP Priorities:** Conditions of Learning: #1 Basic Conditions of Learning: #2 Implementation of State Standards Pupil Outcomes: #4 Pupil achievement **PUSD Board of**

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
	literacy for all students.				collected on teacher use and technology skills.	technology skills will increase by 5%.	technology skills will increase by 5%.	**Education Goal:** #1 Adapt and improve educational program delivery. #2 Support professional growth and instructional effectiveness. #6 Invest in and Preserve School Facilities and Infrastructure.
	Goal #3 All students will have access to 21st century technology tools in order to	All	All		Baseline data collected on student performance as assessed by the Smarter	All students will improve by 5% as assessed by the Smarter Balanced	All students will improve by 5% as assessed by the Smarter Balanced	**LCAP Priorities:** Conditions of Learning: #1 Basic #2

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
	ensure post-secondary preparation by improving student content mastery, critical thinking, creativity, communication, collaboration and technical literacy.				Balanced Assessment.

All students will have increased access to technology in their classes. Baseline data will be collected on student use and technology skills. | Assessment.

All students will have increased access to technology in their classes. Student technology use and technology skills will increase by 5%. | Assessment.

All students will have increased access to technology in their classes. Student technology use and technology skills will increase by 5%. | Implementation of State Standards

Pupil Outcomes: #4 Pupil achievement

PUSD Board of Education Goal: #1 Adapt and improve educational program delivery.

#2 Support professional growth and instructional effectiveness.

#6 Invest in and Preserve School Facilities and |

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
								Infrastructure.
	Goal #4 All students and parents will be provided with the opportunity to give teachers feedback on differentiated instruction, technology, and common core implementation via annual teacher evaluation surveys to ensure progress in student content mastery, critical thinking, creativity,	All	All		To involve all parent and student groups and ensure improvements in differentiated instruction, technology, and common core implementation, baseline data will be collected indicating how many students and parents submitted an evaluation	To involve all parent and student groups and ensure improvements in differentiated instruction, technology, and common core implementation, students and parents who submit a response to the teacher evaluation survey will increase by 5%.	To involve all parent and student groups and ensure improvements in differentiated instruction, technology, and common core implementation, students and parents who submit a response to the teacher evaluation survey will increase by 5%.	LCAP Priorities: #2 Implementation of State Standards Engagement: #3 Parent involvement **PUSD Board of Education Goal:** #1 Adapt and improve educational program delivery. #2 Support professional growth and instructional

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
	communication, collaboration and technical literacy.				survey response.			effectiveness.
Student Need #2: High quality, comprehensive and relevant curriculum that (a) is aligned to the Common Core State Standards, (b) supported with Common Core-aligned materials. **Metric:** All students	Goal #1 All students will have access to English Language Arts, Math, and Technical Subjects Common Core aligned curriculum in order to ensure post-secondary preparation by improving student content mastery, critical thinking, creativity, communication,	All	All		Baseline data collected on student performance in ELA and Math as assessed by the Smarter Balanced Assessment.	All students will improve by 5% as assessed by the Smarter Balanced Assessment in Mathematics.	All students will improve by 5% as assessed by the Smarter Balanced Assessment in Mathematics.	**LCAP Priorities:** Conditions of Learning: #1 Basic Conditions of Learning: #2 Implementation of State Standards Pupil Outcomes: #4 Pupil achievement **PUSD Board of Education Goal:** #1 Adapt and improve

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
will have access to Common Core-aligned curriculum with an emphasis on content mastery, critical thinking, creativity, communication, collaboration and technical literacy as measured by the SBAC.

Increased enrollment of under-represented students (ELL | collaboration and technical literacy. | | | | | | | educational program delivery

#2 Support professional growth and instructional effectiveness. |

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
and female) in technical subjects.

Increase in English Learner reclassification and proficiency. | | | | | | | | |
| | Goal #2 All students will have access to Common Core Math aligned instructional materials. | All | All | | Baseline data collected on student performance in Math as assessed by the Smarter Balanced Assessment. | All students will improve by 5% as assessed by the Smarter Balanced Assessment in Mathematics. | All students will improve by 5% as assessed by the Smarter Balanced Assessment in Mathematics. | **LCAP Priorities:** Conditions of Learning: #1 Basic

Conditions of Learning: #2 Implementation of State Standards

PUSD Board of |

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
								Education Goal: #1 Adapt and improve educational program delivery. #2 Support professional growth and instructional effectiveness.
	Goal #3 All students will have access to Computer Science Teaching Standards (CSTA) aligned curriculum.	All	All		Baseline data collected on student enrollment of under-represented students (female & EL students).	Enrollment of under-represented students in computer science courses will increase by 3% (female & EL students).	Enrollment of under-represented students in computer science courses will increase by 3% (female & EL students).	LCAP Priorities: Basic: #7 Course access Pupil Outcomes: #8 Other pupil outcomes PUSD Board of Education Goal: #4 Cultivate a dynamic learning

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
								community.
	Goal #4 Educators will differentiate the educational experience to effectively engage, appropriately challenge and ensure mastery for EL Students	EL Students	All		Meet Annual Measurable Objectives 1, 2, 3 (AMAO) as set by the State annually (79.4%).	Meet Annual Measurable Objectives 1, 2, 3 (AMAO) as set by the State annually.	Meet Annual Measurable Objectives 1, 2, 3 (AMAO) as set by the State annually.	**LCAP Priorities:** Pupil Outcomes: #4 Pupil achievement **PUSD Board of Education Goal:** #1 Adapt and improve educational program delivery.
Student Need #3: Social and emotional support services/practices that (a) provide a safe and healthful learning	Goal #1 All elementary students will have access to the Second Step Social/Emotional curriculum.	All Elementary	Elementary Schools		Baseline data collected on disciplinary incidents and results of the Healthy Kids Survey.	Tri-school disciplinary incidents will decrease by 2%.	Tri-school disciplinary incidents will decrease by 2%. Healthy Kids Survey results will show an increase in elementary	**LCAP Priorities:** Engagement: #5 Pupil engagement: Engagement: #6 School climate Pupil Outcomes: #8 Other pupil

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
environment for all students and (b) teach respect, inclusion, resilience, responsible citizenship, self-discipline, and personal responsibility.

Metric: Decreased disciplinary incidents and improved results from the California Healthy Kids Survey.

Positive | | | | | | | students' perceived feeling of safety at or outside of school. | outcomes

PUSD Board of Education Goal: #3 Provide a safe learning environment. |

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
results from the Service Learning Program student evaluation. Positive results from the Challenge Success *(The Stanford Survey of Adolescent School Experiences)* student evaluation.								
	Goal #2 All high school students will participate in service learning opportunities.	All High School	High Schools		Baseline data collected on disciplinary incidents and results of the Healthy Kids	High school disciplinary incidents will decrease by 2%.	High school disciplinary incidents will decrease by 2%.	**LCAP Priorities:** Engagement: #5 Pupil engagement Engagement:

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					Survey.		Healthy Kids Survey results will show an increase in high school students' perceived feeling of "External Assets – Caring Relationships, High Expectations, Meaningful Participation, and School Connectedness." Healthy Kids Survey results will show an increase in high school	#6 School climate Pupil Outcomes: #8 Other pupil outcomes **PUSD Board of Education Goal:** #3 Provide a safe learning environment.

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
							students' perceived feeling of "Internal Assets – Cooperation and Communication, Self-efficacy, Empathy, Problem, Self-Awareness, Goals and Aspirations."	
	Goal #3 Administration and teachers will Implement new practices and procedures to reduce student stress and increase	All middle school and high school students.	All high schools and middle school.		Baseline data collected on disciplinary incidents and the results of the Healthy Kids Survey.	Middle and High School disciplinary incidents will decrease by 2%. The Challenge Success *(The*	Middle and High School disciplinary incidents will decrease by 2%. Healthy Kids Survey results	**LCAP Priorities:** Engagement: #5 Pupil engagement Engagement: #6 School climate

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
	healthy behaviors at the secondary level.				The Challenge Success *(The Stanford Survey of Adolescent School Experiences)* student evaluation will show a decrease in the number of students "reporting 3 or more symptoms of physical stress in the past month."	*Stanford Survey of Adolescent School Experiences)* student evaluation will show a decrease in the number of students "reporting 3 or more symptoms of physical stress in the past month."	will show a decrease in the "number of violence and safety-related behavior and experiences (i.e. suicidal ideations, been bullied, feeling safe at school, etc.)." Healthy Kids Survey results will show a decrease in "the percentage of students who participate in high risk behaviors associated	Pupil Outcomes #8 Other pupil outcomes **PUSD Board of Education Goal:** #3 Provide a safe learning environment.

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
							with alcohol, tobacco, or other drugs, including, but not limited to reducing the number of times students ride in a car driven by someone who had been drinking alcohol." Healthy Kids Survey results will show an increase in high school students' perceived feeling of "External Assets –	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
							Caring Relationships, High Expectations, Meaningful Participation, and School Connectedness." Healthy Kids Survey results will show an increase in high school students' perceived feeling of "Internal Assets – Cooperation and Communication, Self-efficacy,	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
							Empathy, Problem, Self-Awareness, Goals and Aspirations." The Challenge Success *(The Stanford Survey of Adolescent School Experiences)* student evaluation will show a decrease in the number of students "reporting 3 or more symptoms of	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
							physical stress in the past month."	
Student Need #4: Raise awareness of available resources to support student learning. **Metric:** Develop and show improvement on the School Communication and Connectedness survey.	Goal #1 Increase parent involvement in leadership opportunities and school-connectedness (especially those parents from under-represented groups, e.g. EL & SPED) in order to raise awareness of available resources to support student learning.	All	All		Baseline data collected on parents' satisfaction (including those from under-represented groups) with school communication and feedback opportunities.	Increase the percent of parents who are satisfied (including those from under-represented groups) with school communication methods by 5%. Increase the percent of parents (including those from under-	Increase the percent of parents who are satisfied (including those from under-represented groups) with school communication methods by 5%. Increase the percent of parents (including those from under-	**LCAP Priorities:** Engagement: #3 Parent involvement **PUSD Board of Education Goal:** #4 Cultivate a dynamic learning community.

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
						represented groups) who agree they have the opportunity to provide feedback by 5%.	represented groups) who agree they have the opportunity to provide feedback by 5%.	
Student Need #5: Maintain a healthy and appropriate learning environment for all students in order to ensure post-secondary preparation, improve content mastery,	Goal #1 Optimize use of resources through prudent stewardship, enhanced public/private support, and strong community partnerships in order to support student development and ensure	All	All		Baseline data collected on all stakeholders' satisfaction with classroom facilities.

Baseline data collected on all stakeholders' satisfaction with non-classroom | Increase in the percent of stakeholders who are satisfied with the classroom facilities by 5%.

Increase in the percent of stakeholders who are satisfied with the non-classroom | Increase in the percent of stakeholders who are satisfied with the classroom facilities by 5%.

Increase in the percent of stakeholders who are satisfied with the non-classroom | **LCAP Priorities:** Conditions of Learning: #1 Basic

Engagement: #3 Parent involvement

Pupil Outcomes: #8 Other pupil outcomes

PUSD Board of Education Goal: #5 Develop and |

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
critical thinking, creativity, communication, collaboration, technical literacy, and access to a wide range of courses. **Metric:** Develop and show improvement on the School Facilities survey.	robust long-term plans for physical and financial capacity.				facilities.	facilities by 5%.	facilities by 5%.	implement a sustainable plan to balance the budget. #6 Invest in and preserve school facilities and infrastructure.

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
2) How do these actions/services link to identified goals and performance indicators?
3) 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?
4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?

7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #1 All educators will receive professional development in differentiated instruction in order to increase small group instruction and other differentiation strategies to appropriately challenge all students to ensure core content mastery.	Pupil Outcomes: #4 Pupil achievement Pupil Outcomes: #8 Other pupil outcomes PUSD Board of Education Goal: #1 PUSD Board of Education Goal: #2	PUSD will provide professional development opportunities in differentiation strategies, GATE Certification, National Board Certification, EL strategies, Google Applications, and 1:1 Mobile Learning.	LEA-wide		**Action/Service:** Continue to provide Professional Development and collaboration opportunities for all staff. **Expense:** Services and Operating Expenses Professional - Consulting Services, Legal Fees $163,000 **Source:** LCFF Base Grant Local Revenues	**Action/Service:** Continue to provide Professional Development and collaboration opportunities for all staff. **Expense:** Services and Operating Expenses Professional - Consulting Services, Legal Fees $163,000 **Source:** LCFF Base Grant Local Revenues	**Action/Service:** Continue to provide Professional Development and collaboration opportunities for all staff. **Expense:** Services and Operating Expenses Professional - Consulting Services, Legal Fees $163,000 **Source:** LCFF Base Grant Local Revenues

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #2 All teachers will have access to 21st century technology tools in order to ensure post-secondary preparation by improving content mastery, critical thinking, creativity, communication, collaboration and technical literacy for all students.	Conditions of Learning: #1 Basic

Conditions of Learning: #2 Implementation of State Standards

Pupil Outcomes: #4 Pupil achievement

PUSD Board of Education Goal: #1

PUSD Board of Education Goal: #2

PUSD Board of Education Goal: #6 | PUSD will continue to provide teachers with a robust network, computer workstations, LCD projectors, and audio components. | LEA-wide | | **Action/Service:** Provide technology hardware and software to all staff.

Expense: Books and Supplies Computer Supplies, General Building Supplies $398,000

Source: LCFF Base Grant Local Revenues Common Core | **Action/Service:** Provide technology hardware and software to all staff.

Expense: Books and Supplies Computer Supplies, General Building Supplies $298,000

Source: LCFF Base Grant Local Revenues | **Action/Service:** Provide technology hardware and software to all staff.

Expense: Books and Supplies Computer Supplies, General Building Supplies $298,000

Source: LCFF Base Grant Local Revenues |
| Goal #3 All students will | Conditions of Learning: | All students will have access to tablets, | LEA-wide | | **Action/Service:** Provide | **Action/Service:** Provide | **Action/Service:** Provide |

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
have access to 21st century technology tools in order to ensure post-secondary preparation by improving student content mastery, critical thinking, creativity, communication, collaboration and technical literacy.	#1 Basic Conditions of Learning: #2 Implementation of State Standards Pupil Outcomes: #4 Pupil achievement PUSD Board of Education Goal: #1 PUSD Board of Education Goal: #2 PUSD Board of Education Goal: #6	and/or Chromebooks to improve writing, reading, math, researching, editing, collaborating, and keyboarding skills.			technology hardware and software to all students. **Expense:** Books and Supplies Computer Supplies, General Building Supplies $400,000 **Source:** LCFF Base Grant Local Revenues Common Core	technology hardware and software to all students. **Expense:** Books and Supplies Computer Supplies, General Building Supplies $300,000 **Source:** LCFF Base Grant Local Revenues	technology hardware and software to all students. **Expense:** Books and Supplies Computer Supplies, General Building Supplies $300,000 **Source:** LCFF Base Grant Local Revenues
Goal #4 All students and parents will be provided with	#2 Implementation of State Standards	All teachers will provide students with an evaluation survey to give students the	LEA-wide		**Action/Service:** Continue to provide students with an	**Action/Service:** Continue to provide students with an	**Action/Service:** Continue to provide students with an

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
the opportunity to give teachers feedback on differentiated instruction, technology, and common core implementation via annual teacher evaluation surveys to ensure progress in student content mastery, critical thinking, creativity, communication, collaboration and technical literacy.	Engagement: #3 Parent involvement PUSD Board of Education Goal: #1 PUSD Board of Education Goal: #2	opportunity to provide feedback on differentiated instruction, technology, and common core implementation.			evaluation survey **Expense:** Services and Operating Expenses Professional – Consulting Services, Legal Fees $15,000 **Source:** Local Revenues	evaluation survey **Expense:** Services and Operating Expenses Professional – Consulting Services, Legal Fees $15,000 **Source:** Local Revenues	evaluation survey **Expense:** Services and Operating Expenses Professional – Consulting Services, Legal Fees $15,000 **Source:** Local Revenues
Goal #1 All students will have access to English Language Arts, Math, and Technical	Conditions of Learning: #1 Basic Conditions of Learning: #2	Professional Development, District-wide and site-level Common Core Leadership Teams, Math Leadership Teams, collaboration	LEA-wide		**Action/Service:** Continue to provide Professional Development and collaboration	**Action/Service:** Continue to provide Professional Development and collaboration	**Action/Service:** Continue to provide Professional Development and collaboration

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Subjects Common Core aligned curriculum in order to ensure post-secondary preparation by improving student content mastery, critical thinking, creativity, communication, collaboration and technical literacy.	Implementation of State Standards Pupil Outcomes: #4 Pupil achievement PUSD Board of Education Goal: #1 PUSD Board of Education Goal: #2	time, and release time will be established in order for educators to align our curriculum and lessons to the Common Core State Standards.			opportunities for all staff to align our curriculum to the Common Core State Standards. **Expense:** Services and Operating Expenses Professional – Consulting Services, Legal Fees $125,000 **Source:** LCFF Base Grant Local Revenues Common Core Funding (one-time)	opportunities for all staff to align our curriculum to the Common Core State Standards. **Expense:** Services and Operating Expenses Professional – Consulting Services, Legal Fees $75,000 **Source:** LCFF Base Grant Local Revenues	opportunities for all staff to align our curriculum to the Common Core State Standards. **Expense:** Services and Operating Expenses Professional – Consulting Services, Legal Fees $75,000 **Source:** LCFF Base Grant Local Revenues
Goal #2 All students will have access to Common Core Math aligned	Conditions of Learning: #1 Basic Conditions of	Middle School and High School Math Teachers will research and recommend CCSS-	LEA-wide		**Action/Service:** Purchase instructional materials that align to the	**Action/Service:** Purchase instructional materials that align to the	**Action/Service:** Purchase instructional materials that align to the

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
instructional materials.	Learning: #2 Implementation of State Standards PUSD Board of Education Goal: #1 PUSD Board of Education Goal: #2	aligned math textbooks and instructional materials (K-12) to the Board of Education for adoption.			Common Core State Standards. **Expense:** Books and Supplies Approved Textbooks $47,333 **Source:** LCFF Base Grant	Common Core State Standards. **Expense:** Books and Supplies Approved Textbooks $47,333 **Source:** LCFF Base Grant	Common Core State Standards. **Expense:** Books and Supplies Approved Textbooks $47,333 **Source:** LCFF Base Grant
Goal #3 All students will have access to Computer Science Teaching Standards (CSTA) aligned curriculum.	Basic: #7 Course access PUSD Board of Education Goal: #4	PUSD Computer Science Teachers will (a) align our computer science curriculum and lessons to the CSTA Standards, (b) introduce the fundamental concepts of computer science to all students, beginning at the elementary school level, and (c) at the secondary level, provide	LEA-wide		**Action/Service:** Continue to provide Professional Development and collaboration opportunities for all staff to align our computer science curriculum to the CSTA Standards, develop new	**Action/Service:** Continue to provide Professional Development and collaboration opportunities for all staff to align our computer science curriculum to the CSTA Standards, develop new	**Action/Service:** Continue to provide Professional Development and collaboration opportunities for all staff to align our computer science curriculum to the CSTA Standards, develop new

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		students with the opportunity to study facets of computer science in more depth and prepare them for entry into the work force or college.			computer science lessons at the elementary levels, and new computer science courses at the secondary level. **Expense:** Services and Operating Expenses Professional – Consulting Services, Legal Fees $20,000 **Source:** LCFF Base Grant Local Revenues	computer science lessons at the elementary levels, and new computer science courses at the secondary level. **Expense:** Services and Operating Expenses Professional – Consulting Services, Legal Fees $20,000 **Source:** LCFF Base Grant Local Revenues	computer science lessons at the elementary levels, and new computer science courses at the secondary level. **Expense:** Services and Operating Expenses Professional – Consulting Services, Legal Fees $20,000 **Source:** LCFF Base Grant Local Revenues
Goal #4 Educators will differentiate the educational experience to effectively	Pupil Outcomes: #4 Pupil achievement PUSD Board of	PUSD Teachers (including EL teachers and support staff) will (a) participate in professional development on	LEA-wide		**Action/Service:** Continue to provide Professional Development and	**Action/Service:** Continue to provide Professional Development and	**Action/Service:** Continue to provide Professional Development and

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
engage, appropriately challenge and ensure mastery for EL Students.	Education Goal: #1 Adapt and improve educational program delivery.	differentiation, (b) introduce and align the ELD standards to our current curriculum.			collaboration opportunities for all staff to align our curriculum to the Common Core State Standards and the ELD Standards and differentiate lessons for EL students. **Expense:** Services and Operating Expenses Professional – Consulting Services, Legal Fees $10,000 **Source:** LCFF Base Grant Local Revenues Supplemental Grant	collaboration opportunities for all staff to align our curriculum to the Common Core State Standards and the ELD Standards and differentiate lessons for EL students. **Expense:** Services and Operating Expenses Professional – Consulting Services, Legal Fees $10,000 **Source:** LCFF Base Grant Local Revenues Supplemental Grant	collaboration opportunities for all staff to align our curriculum to the Common Core State Standards and the ELD Standards and differentiate lessons for EL students. **Expense:** Services and Operating Expenses Professional – Consulting Services, Legal Fees $10,000 **Source:** LCFF Base Grant Local Revenues Supplemental Grant

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
All elementary students will have access to the Second Step Social/Emotional curriculum.	Engagement: #5 Pupil engagement Engagement: #6 School climate Pupil Outcomes: #8 Other pupil outcomes PUSD Board of Education Goal: #3	K-5 Teachers at each elementary school will implement and evaluate the 2nd Step Social/Emotional Curriculum.	School-wide		**Action/Service:** Continue to provide Professional Development and collaboration opportunities for all staff to implement and evaluate the 2nd Step Social/Emotional Curriculum. **Expense:** Services and Operating Expenses Professional – Consulting Services, Legal Fees $10,000 **Source:** LCFF Base Grant Local Revenues	**Action/Service:** Continue to provide Professional Development and collaboration opportunities for all staff to implement and evaluate the 2nd Step Social/Emotional Curriculum. **Expense:** Services and Operating Expenses Professional – Consulting Services, Legal Fees $10,000 **Source:** LCFF Base Grant Local Revenues	**Action/Service:** Continue to provide Professional Development and collaboration opportunities for all staff to implement and evaluate the 2nd Step Social/Emotional Curriculum. **Expense:** Services and Operating Expenses Professional – Consulting Services, Legal Fees $10,000 **Source:** LCFF Base Grant Local Revenues
All high school	Engagement:	PHS/MHS will provide	School-wide		**Action/Service:**	**Action/Service:**	**Action/Service:**

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
students will participate in service learning opportunities.	#5 Pupil engagement Engagement: #6 School climate Pupil Outcomes: #8 Other pupil outcomes PUSD Board of Education Goal: #3	a comprehensive Service Learning Program for all students that addresses a specific social issue/theme through a combination of curriculum, speaker events, and community service.			Continue to provide Professional Development and collaboration opportunities for all staff to implement a Service Learning Program for PHS/MHS students. **Expense:** Services and Operating Expenses Professional – Consulting Services, Legal Fees $15,000 **Source:** LCFF Base Grant Local Revenues	Continue to provide Professional Development and collaboration opportunities for all staff to implement a Service Learning Program for PHS/MHS students. **Expense:** Services and Operating Expenses Professional – Consulting Services, Legal Fees $15,000 **Source:** LCFF Base Grant Local Revenues	Continue to provide Professional Development and collaboration opportunities for all staff to implement a Service Learning Program for PHS/MHS students. **Expense:** Services and Operating Expenses Professional – Consulting Services, Legal Fees $15,000 **Source:** LCFF Base Grant Local Revenues
Goal #3 Administration	Engagement: #5 Pupil	The following new practices and	LEA-wide		**Action/Service:** Continue to	**Action/Service:** Continue to	**Action/Service:** Continue to

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
and teachers will Implement new practices and procedures to reduce student stress and increase healthy behaviors at the secondary level.	engagement Engagement: #6 School climate Pupil Outcomes: #8 Other pupil outcomes PUSD Board of Education Goal: #3	procedures will be implemented to reduce students stress and increase healthy behaviors at the secondary level: (a) PHS/MHS will pilot and evaluate a new bell schedule that allows for a late start time 2x per week; (b) PMS will host "Scots Camp" as an orientation activity for incoming 6th grade students; (c) PUSD will provide students with revised digital citizenship expectations and responsible use policies for technology; (d) PHS/MHS will provide collaboration			provide Professional Development and collaboration opportunities for all staff to implement new practices and procedures to reduce students stress and increase healthy behaviors at the secondary level. **Expense:** Certificated and classified salaries and benefits $180,000 **Source:** LCFF Base Grant Local Revenues	provide Professional Development and collaboration opportunities for all staff to implement new practices and procedures to reduce students stress and increase healthy behaviors at the secondary level. **Expense:** Certificated and classified salaries and benefits $180,000 **Source:** LCFF Base Grant Local Revenues	provide Professional Development and collaboration opportunities for all staff to implement new practices and procedures to reduce students stress and increase healthy behaviors at the secondary level. **Expense:** Certificated and classified salaries and benefits $180,000 **Source:** LCFF Base Grant Local Revenues

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		and education opportunities for the community to discuss Advanced Placement and Honors courses as they relate to balanced course scheduling and students stress-reduction; (e) The PUSD Wellness Center will provide counseling services to students (grades 6-12) in need and coordinate student leadership programs such as Ambassadors, Peer Advisors, and Youth Educators.					
Goal #1 Increase parent involvement in leadership opportunities	Engagement: #3 Parent involvement PUSD Board of	PUSD will develop and facilitate an Educational Leadership Committee,	LEA-wide		**Action/Service:** Continue to provide Professional Development	**Action/Service:** Continue to provide Professional Development	**Action/Service:** Continue to provide Professional Development

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
and school-connectedness (especially those parents from under-represented groups, e.g. EL & SPED) in order to raise awareness of available resources to support student learning.	Education Goal: #4	consisting of district administration, site principals, teacher-leaders, and parent-representatives from the committees listed below and will review the engagement process, goals, and services/expenditures of the LCAP on a quarterly basis and develop and administer the School Communication and Connectedness Survey. - APCP - Site Councils - District Technology Advisory Committee - Diversity Education Advisory Committee - District Advisory Committee			and collaboration opportunities for all staff to develop and facilitate the Educational Leadership Committee and develop and distribute a quarterly parent/staff communication. **Expense:** Professional Development Needs Professional – Consulting Services, Legal Fees $48,000 **Source:** LCFF Base Grant	and collaboration opportunities for all staff to develop and facilitate the Educational Leadership Committee and develop and distribute a quarterly parent/staff communication. **Expense:** Professional Development Needs Professional – Consulting Services, Legal Fees $48,000 **Source:** LCFF Base Grant	and collaboration opportunities for all staff to develop and facilitate the Educational Leadership Committee and develop and distribute a quarterly parent/staff communication. **Expense:** Professional Development Needs Professional – Consulting Services, Legal Fees $48,000 **Source:** LCFF Base Grant

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		(SPED) - District English Language Advisory Committee - GATE Advisory Committee - Green Initiative The Educational Leadership Committee will develop and distribute a quarterly parent/staff communication highlighting best-practices in curriculum and instruction.					
Goal #1 Optimize use of resources through prudent stewardship, enhanced public/private support, and strong	Conditions of Learning: #1 Basic Engagement: #3 Parent involvement Pupil	PUSD will continue to facilitate a Steering Committee that addresses the long-term safety, accessibility, usability, and value of school facilities and infrastructure. The	LEA-wide		**Action/Service:** Continue to provide a PUSD Steering Committee **Expense:** Certificated Salaries and	**Action/Service:** Continue to provide a PUSD Steering Committee **Expense:** Certificated Salaries and	**Action/Service:** Continue to provide a PUSD Steering Committee **Expense:** Certificated Salaries and

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
community partnerships in order to support student development and ensure robust long-term plans for physical and financial capacity.	Outcomes: #8 Other pupil outcomes	Steering Committee will consist of administration, board members, and community members. A subcommittee of the PUSD Steering Committee will conduct a School Facilities Survey to gauge all stakeholders level of satisfaction with PUSD facilities.			Benefits $125,000 **Source:** LCFF Base Grant	Benefits $127,000 **Source:** LCFF Base Grant	Benefits $130,000 **Source:** LCFF Base Grant

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #1 Increase parent involvement in leadership opportunities and school-connectedness (especially those parents from under-represented groups, e.g. ELL & SPED) in order to raise awareness of available resources to support student learning.	LCAP Priorities: Engagement: #3 Parent involvement PUSD Board of Education Goal: #4	For low income pupils: PUSD counseling staff will continue to identify, monitor, and support low income pupils.	LEA-wide		**Action/Service:** Continue to identify low income pupils, monitor their academic progress, and provide support services. **Expense:** Certificated and Classified Salary and Benefits $650,000 **Source:** LCFF Base Grant Local Revenues	**Action/Service:** Continue to identify low income pupils, monitor their academic progress, and provide support services. **Expense:** Certificated and Classified Salary and Benefits $659,750 **Source:** LCFF Base Grant Local Revenues	**Action/Service:** Continue to identify low income pupils, monitor their academic progress, and provide support services. **Expense:** Certificated and Classified Salary and Benefits $669,646 **Source:** LCFF Base Grant Local Revenues

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #4 Educators will differentiate the educational experience to effectively engage, appropriately challenge and ensure mastery for all EL Students.	Pupil Outcomes: #4 Pupil achievement PUSD Board of Education Goal: #1	For English learners: PUSD will continue to provide designated EL teachers and support staff. PUSD Teachers (including EL teachers and support staff) will (a) participate in professional development on differentiation, (b) introduce and align the ELD standards to our current curriculum.	LEA-wide		**Action/Service:** Continue to provide EL teachers and support staff **Expense:** EL Certificated and Classified Salary and Benefits $185,000 **Source:** LCFF Base Grant Local Revenues Supplemental Grant	**Action/Service:** Continue to provide EL teachers and support staff **Expense:** EL Certificated and Classified Salary and Benefits $187,775 **Source:** LCFF Base Grant Local Revenues Supplemental Grant	**Action/Service:** Continue to provide EL teachers and support staff **Expense:** EL Certificated and Classified Salary and Benefits $190,591 **Source:** LCFF Base Grant Local Revenues Supplemental Grant
Goal #1 Increase parent involvement in leadership opportunities and school-	LCAP Priorities: Engagement: #3 Parent involvement PUSD Board of Education Goal:	For foster youth: PUSD counseling staff will continue to identify, monitor, and support foster	LEA-wide		**Action/Service:** Continue to identify foster youth pupils, monitor their academic progress, and	**Action/Service:** Continue to identify foster youth pupils, monitor their academic progress, and	**Action/Service:** Continue to identify foster youth pupils, monitor their academic progress, and

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
connectedness (especially those parents from under-represented groups, e.g. ELL & SPED) in order to raise awareness of available resources to support student learning.	#4	youth.			provide support services. **Expense:** Certificated and Classified Salary and Benefits $650,000 **Source:** LCFF Base Grant Local Revenues	provide support services. **Expense:** Certificated and Classified Salary and Benefits $659,750 **Source:** LCFF Base Grant Local Revenues	provide support services. **Expense:** Certificated and Classified Salary and Benefits $669,646 **Source:** LCFF Base Grant Local Revenues
Goal #4 Educators will differentiate the educational experience to effectively engage, appropriately challenge and ensure mastery for all EL Students.	Pupil Outcomes: #4 Pupil achievement PUSD Board of Education Goal: #1	For redesignated fluent English proficient pupils: PUSD will continue to provide designated EL teachers and support staff. PUSD Teachers (including EL teachers and support staff) will (a) participate in	LEA-wide		**Action/Service:** Continue to provide a EL teachers and support staff Continue to provide Professional Development and collaboration opportunities for all staff to align our curriculum to	**Action/Service:** Continue to provide a EL teachers and support staff Continue to provide Professional Development and collaboration opportunities for all staff to align our curriculum to	**Action/Service:** Continue to provide a EL teachers and support staff Continue to provide Professional Development and collaboration opportunities for all staff to align our curriculum to

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		professional development on differentiation, (b) introduce and align the ELD standards to our current curriculum.			the ELD Standards. **Expense:** EL Certificated and Classified Salary and Benefits $185,000 **Source:** LCFF Base Grant Local Revenues Supplemental Grant	the ELD Standards. **Expense:** EL Certificated and Classified Salary and Benefits $187,775 **Source:** LCFF Base Grant Local Revenues Supplemental Grant	the ELD Standards. **Expense:** EL Certificated and Classified Salary and Benefits $190,591 **Source:** LCFF Base Grant Local Revenues Supplemental Grant

C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

The Piedmont Unified School District has a current unduplicated count of 57 students or 2.16% of our enrollment who are English learner pupils, foster youth, or qualify as low income. Based on this percentage of unduplicated enrollment, we calculate our LCFF Supplemental funding level to be $22,529 in 2014-15, $27,795 in 2015-16, and $18,284 in 2016-17 when fully funded.

Our LCAP provides services exceed the proportionality requirement for use of these funds. Through the analysis of student performance data, and stakeholder input (which includes our English Learner parents), it has been confirmed that the most effective use of these funds is to provide a .4 FTE certificated English learner teacher at the secondary level and 1.9 FTE certificated English learner teachers at the elementary schools. The EL teachers will provide targeted individual and small group instruction to English Learner students and administer CELDT assessments to determine language proficiency level and prescribe individualized educational programs.

The Supplemental dollars will not fully fund this identified service and will require augmentation through the use of Federal Title III and LCFF base grant funding.

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

While LCFF Supplemental Funding services must be increased by 0.13% in 14-15, 0.15% in 15-16 and 0.09% in 16-17 to meet the Minimum Proportionality Percentage requirement, PUSD exceeds the required LCFF Supplemental Funding requirement with use of Federal Title III and LCFF base grant funding.

Through the analysis of student performance data, and stakeholder input (which includes our English Learner parents), it has been confirmed that the most effective use of these funds is to provide a .4 FTE certificated English learner teacher at the secondary level and 1.9 FTE certificated English learner teachers at the elementary schools. The EL teachers will provide targeted individual and small group instruction to English Learner students and administer CELDT

assessments to determine language proficiency level and prescribe individualized educational programs.

The Piedmont Unified School District is allocating 100% of the dollars generated by our district's low income, foster youth and English learner pupils (Supplemental) in the first year of the Local Control Accountability Plan.

PUSD intends to continue this level of allocation throughout the remainder of the three-year plan. The Piedmont Unified School District will be in full compliance with 5 CCR15496 referenced above.

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