

## Executive Summary

### 2015-16 PUSD Local Control Accountability Plan

LCAP Goal - #1	
<p>#1 - PUSD will continue to ensure that 100% of teachers are highly qualified, appropriately credentialed, and trained in best practices for teaching Common Core standards and 21st century student-centered learning skills.</p>	
Identified Need	Expected Measurable Outcome
<p>Currently 100% of teachers in PUSD are qualified and appropriately credentialed. PUSD needs to maintain this high percentile of qualified and appropriately credentialed teachers. Teachers need professional development in teaching practices that align with Common Core and 21st century student learning skills.</p>	<p>100% of PUSD teachers will be appropriately credentialed.</p> <p>100% of PUSD teachers will be provided with 3 days of professional learning in teaching practices that align with Common Core and 21st century student learning skills.</p>
Actions / Services	
<p>1.1 Continue to provide stipends for all new teachers to participate in the Beginning Teacher and Support (BTSA) program in order to clear their credential.</p> <p>1.2 Continue to provide stipends for mentors to support the new teachers in the Beginning Teacher and Support (BTSA) program.</p> <p>1.3 Continue to provide professional development and stipends for coaches to support identified teachers in the TEAM (Teachers Engaged in Active Mentoring) program.</p> <p>1.4 Provide teachers with professional development on best practices for teaching Common Core standards and 21st century student-centered learning skills.</p> <p>1.5 Led by the Director of Curriculum and Instruction, math teachers will receive professional development on best practices in teaching Common Core math content standards, math practice standards, and new math curriculum.</p>	

LCAP Goal - #2	
<p>#2 - All students will have access to English Language Arts, Math, and Technical Subjects Common Core aligned curriculum in order to improve students' content mastery and skills in critical thinking, creativity, communication, collaboration, and technical literacy and to prepare them for college and career pathways.</p>	
Identified Need	Expected Measurable Outcome
<p>0% of high school students have access to Common Core aligned math instructional materials.</p> <p>100% of K-8 students have access to Common Core aligned instructional materials in math, and 100% of K-5 students have access to Common Core aligned instructional materials in math. An analysis of instructional materials and their alignment to Common Core is needed in other subjects and grade levels.</p> <p>0% of students enrolled in computer science courses at Piedmont High School are English learners.</p> <p>32% of students enrolled in computer science courses at Piedmont High School are female.</p>	<p>Enrollment of under-represented students (EL and female) will increase in computer science by 5%.</p> <p>100% of 9th grade students will have access to Common Core aligned math instructional materials (Math 1, Math 1/2A).</p> <p>A spreadsheet will be developed that indicates all instructional materials being used in the TK-12 English language arts, history, and technical subjects classrooms to teach the Common Core Literacy and Technical Subject standards.</p> <p>Students in grades 3-8 and 11 will establish a baseline score on the Smarter Balanced Assessment as a measurement of our Common Core implementation.</p>
Actions / Services	
<p>2.1 Middle School and High School Math Teachers will be provided release time (6 days) to research and recommend CCSS-aligned math textbooks and instructional materials (6-12) to the Board of Education for adoption.</p> <p>2.2 PUSD, where needed, will purchase common computer workstations, LCD projectors, and audio components for all teachers/classrooms (grades TK-5).</p> <p>2.3 PUSD will purchase Chromebooks for grades 6, 8, 9, 11 to improve writing, reading, math, researching, editing, collaborating, and keyboarding skills. With these purchases, all students grades 6-12 will be 1:1 with Chromebooks.</p> <p>2.4 Led by the Director of Curriculum and Instruction, representative teachers from TK-12 English language arts, history, and technical subjects classrooms will participate in an analysis of the instructional materials being used to teach the Common Core Literacy and Technical Subject standards. Based on the analysis, during the 2015-16 school year, the District staff will provide recommendations for additional Common Core instructional materials in the areas of literacy and technical subjects.</p> <p>2.5 Led by the Director of Curriculum and Instruction, the high school math teachers will be provided release time (6 days) to research and develop CCSS-aligned math courses (IM-2, IM-2B/IM-3) to the Board of Education for adoption.</p>	

LCAP Goal - #3	
<p>#3 - PUSD will ensure that all school facilities are maintained and in good repair by optimizing the use of resources through prudent stewardship, enhanced public/private support, and strong community partnerships.</p>	
Identified Need	Expected Measurable Outcome
<p>Currently 100% of students have access to facilities that are in "good repair" as measured by the Facility Inspection Tool.</p> <p>PUSD needs to maintain this high percentile of students who have access to facilities that are maintained and in good repair.</p>	<p>All facilities will receive a "No Deficiency – Good Repair" as measured by the Facility Inspection Tool.</p>
Actions / Services	
<p>3.1 Led by the Director of Facilities, PUSD will continue to facilitate a Steering Committee that addresses the long-term safety, accessibility, usability, and value of school facilities and infrastructure as feasible given the available budget and community support. The Steering Committee will consist of administration, board members, and community members.</p> <p>3.2 In order to determine needed facility improvements that best support a 21<sup>st</sup> century education, PUSD will hire a consulting firm to engage in Facilities Use Master Planning. The completed Facilities Master Plan for PUSD will be presented to the school board in the Spring of 2016.</p> <p>3.3 In order to implement needed facility improvements that best support a 21<sup>st</sup> century education, PUSD will hire a Director of Facilities.</p>	

LCAP Goal - #4	
#4 - All EL students will make progress toward English proficiency and will be able to access grade-level content in English language arts, math, history, and technical subjects.	
Identified Need	Expected Measurable Outcome
<p>92.6% of PUSD EL students met the AMAO-1 (Annual Measurable Achievement Objective). Target set at 59%.</p> <p>68.1% of PUSD EL students met the AMAO-2 (Annual Measurable Achievement Objective). Target set at 49%.</p> <p>English learners need teachers to scaffold their instruction so students can access grade-level content.</p>	<p>To increase the number of teachers who scaffold their instruction for English learners, 10% of PUSD teachers will participate in professional development on new standards for English language development.</p>
Actions / Services	
<p>4.1 Led by the Director of Curriculum and Instruction, PUSD teachers and staff will receive professional development on the new ELD standards.</p> <p>4.2 Led by the Director of Curriculum and Instruction, PUSD teachers (including EL teachers and support staff) will align current curriculum to the new ELD standards.</p>	

LCAP Goal - #5	
#5 - All PUSD students will continue to have access to a broad course of study, including courses described in Education Code 51210 and 51220(a)-(i)	
Identified Need	Expected Measurable Outcome
<p>100% of students have access to a broad course of study. PUSD needs to maintain this high percentile of students having access to a broad course of study.</p> <p>100% of students graduate from PUSD. PUSD needs to maintain this high percentile of students graduating from PUSD.</p> <p>100% of students pass the CAHSEE. PUSD needs to maintain this high percentile of students passing the CAHSEE.</p> <p>93% of students successfully complete courses that satisfy UC or CSU requirements. PUSD needs to increase this high percentile of students successfully completing courses that satisfy UC or CSU requirements.</p> <p>94% of students pass an Advanced Placement examination with a score of 3 or higher. PUSD needs to increase this high percentile of students passing an Advanced Placement examination with a score of 3 or higher</p> <p>90% of students meet the requirements that satisfy the University of California's Analytical Writing Requirement. PUSD needs to increase this high percentile of students meeting the requirements that satisfy the University of California's Analytical Writing Requirement</p>	<p>Continue to provide a 7-period day at PMS, MHS, PHS.</p> <p>Maintain 100% Graduation Rate.</p> <p>Maintain 100% passing rate on the CAHSEE.</p> <p>Increase the percentage of PHS Students who successfully complete courses that satisfy UC or CSU entrance requirements.</p> <p>Increase the percentage of PHS Students who pass an Advanced Placement examination with a score of 3 or higher.</p> <p>Increase the percentage of PHS Students who meet the requirements by which students satisfy the University of California's Analytical Writing Requirement.</p> <p>Develop a baseline of SBAC scores for students grades 3-8, 11 as a measurement of our Common Core implementation.</p> <p>API has been suspended (not applicable).</p>
Actions / Services	
<p>5.1 Continue to employ class-size reduction at the elementary level (as averages):            Kinder = 20:1            1st - 3rd = 23:1            4th - 5th = 24:1</p> <p>5.2 Continue to provide a 7-period day at the middle and high school levels:            - 30 additional sections @ PHS/MHS            - 20 additional sections @ PMS</p> <p>5.3 Continue to provide students with over 75 UC/CSU "A to G" approved college-preparatory courses.            - 15 FTE</p>	

LCAP Goal - #6	
<p>#6 - Provide students with social and emotional learning opportunities and support services/practices that (a) ensure a safe and healthful learning environment and (b) teach respect, inclusion, resilience, responsible citizenship, self-discipline, and personal responsibility.</p>	
Identified Need	Expected Measurable Outcome
<p>2014 California Healthy Kids Survey Results:</p> <ul style="list-style-type: none"> <li>- Key indicators of School Climate and Student Well-Being (Table A.2.1)</li> </ul> <p>2014 Challenge Success Survey Results:</p> <ul style="list-style-type: none"> <li>- Average hours of sleep by grade level on a typical school night.</li> </ul> <p>PUSD student attendance rate is 96.5%. PUSD needs to increase the student attendance rate by 1%. Chronic absenteeism rates are not applicable.</p> <p>Piedmont Middle School drop out rate is 0%. PUSD needs to maintain this low percentile of students who drop out.</p> <p>Piedmont Unified high school drop-out rate is 0%. PUSD needs to maintain this low percentile of students who drop out.</p> <p>Piedmont Unified high school graduation rate is 100%. PUSD needs to maintain this high percentile of students who graduate.</p> <p>Piedmont Unified School District expulsion rate is 0%. PUSD needs to maintain this low percentile of students who are expelled.</p> <p>Piedmont Unified School District suspension rate is &lt;1%. PUSD needs to reduce this low percentile of students who are suspended.</p>	<p>An increase in the consistency of instruction in Second Step and Welcoming Schools lessons in TK-5 classrooms.</p> <p>Pilot of Second Step lessons in 6th grade.</p> <p>A decrease in harmful behaviors as demonstrated by students on the California Healthy Kids Survey Results (Table A.2.1.).</p> <p>An increase in healthy behaviors as demonstrated by students on the California Healthy Kids Survey Results (Table A.2.1.).</p> <p>An increase of the average hours of sleep by grade level on a typical school night as measured by the Challenge Success Survey.</p> <p>Increase school attendance rates by 1% across schools in the district.</p> <p>Maintain 0% middle school drop-out rate.</p> <p>Maintain 0% high school drop-out rate.</p> <p>Maintain 100% high school graduation rate.</p> <p>Maintain 0% expulsion rate across the district.</p> <p>Reduce the current &lt;1% suspension rate across the district.</p>
Actions / Services	
<p>6.1 Led by the Director of Curriculum and Instruction and the Wellness Center Director, all TK-5 teachers will continue to implement and evaluate the continuity in delivery and the effectiveness of the lessons provided in Second Step, the social-emotional curriculum.</p> <p>6.2 Led by the Director of Curriculum and Instruction and the Wellness Center Director, all K-5 Teachers will continue to implement and evaluate the continuity in delivery and the effectiveness of the lessons provided in Welcoming Schools curriculum.</p> <p>6.3 The Director of Curriculum and Instruction and the Wellness Center Director will work with PMS administrators and teachers to explore the implementation of Second Step curriculum at the middle school level.</p> <p>6.4 Led by the PHS Service Learning Coordinator, PHS and MHS will provide a comprehensive Service Learning Program for all students that addresses a specific social issue/theme</p>	

through a combination of curriculum, speaker events, and community service.

6.5 Led by the site administration, PMS will investigate a new bell schedule that allows for a later start time 5x per week.

6.6 Led by the Director of Instructional Technology, PUSD will continue to provide students with digital citizenship expectations and responsible use policies for technology.

6.7 The PHS/MHS counselors and College and Career Coordinator will continue to provide collaboration and education opportunities for the community to discuss Advanced Placement, Honors, and Compressed courses as they relate to balanced course scheduling and students stress-reduction.

- 3.0 FTE - PHS Counselors
- 1.0 FTE - MHS Counselor
- College & Career Center Contract

6.8 The PUSD Wellness Center Director will continue to facilitate counseling services to students (grades 6-12) in need.

LCAP Goal - #7	
<p>#7 - Increase parent involvement in leadership opportunities and school-connectedness (especially those parents from under-represented groups, e.g. EL &amp; SPED) in order to provide forums for communication, discussion and input, and to raise awareness of available resources to support student learning.</p>	
Identified Need	Expected Measurable Outcome
<p>Average parent attendance at the following district committees during 14-15:</p> <ul style="list-style-type: none"> <li>- 32 – District Technology Advisory Committee</li> <li>- 3 - District English Language Advisory Committee</li> <li>- 12 - Budget Advisory Committee</li> <li>- 9 - Special Education Advisory Committee</li> <li>- 5 - GATE Advisory Committee</li> <li>- 10 - Green Initiative Committee</li> </ul>	<p>Increased participation on the following committees by 25%:</p> <ul style="list-style-type: none"> <li>- District Technology Advisory Committee</li> <li>- District English Language Advisory Committee</li> <li>- Budget Advisory Committee</li> <li>- Special Education Advisory Committee</li> <li>- GATE Advisory Committee</li> <li>- Green Initiative Committee</li> </ul> <p>Increased participation of parents of unduplicated pupils by 25%.</p>
Actions / Services	
<p>7.1 Led by the Director of Instructional Technology, PUSD will invite families to regularly attend the <u>District Technology Advisory Committee</u> using the school bulletins, Piedmont Portal, and Spotlight E-Newsletter. PUSD will also schedule meetings in the afternoon and evenings to increase participation.</p> <p>7.2 Led by the Director of Curriculum and Instruction, PUSD will invite families to regularly attend the <u>District English Language Advisory Committee</u> using the school bulletins, Piedmont Portal, and Spotlight E-Newsletter. PUSD will also schedule meetings in the afternoon and evenings to increase participation.</p> <p>7.3 Led by the Assistant Superintendent of Business Services, PUSD will invite families to regularly attend the <u>Budget Advisory Committee</u> using the school bulletins, Piedmont Portal, and Spotlight E-Newsletter. PUSD will also schedule meetings in the afternoon and evenings to increase participation.</p> <p>7.4 Led by the Director of Special Education, PUSD will invite families to regularly attend the <u>Special Education Advisory Committee</u> using the school bulletins, Piedmont Portal, and Spotlight E-Newsletter. PUSD will also schedule meetings in the afternoon and evenings to increase participation.</p> <p>7.5 Led by the Director of Curriculum and Instruction, PUSD will invite families to regularly attend the <u>GATE Advisory Committee</u> using the school bulletins, Piedmont Portal, and Spotlight E-Newsletter. PUSD will also schedule meetings in the afternoon and evenings to increase participation.</p> <p>7.6 Led by the Director of Curriculum and Instruction, PUSD will invite families to regularly attend the <u>Green Initiative Committee</u> using the school bulletins, Piedmont Portal, and Spotlight E-Newsletter. PUSD will also schedule meetings in the afternoon and evenings to increase participation.</p>	

LCAP Goal - #8	
#8 - Develop career technical education sequences or programs of study at PHS and MHS that align with state board-approved career technical education standards and frameworks.	
Identified Need	Expected Measurable Outcome
Currently there are 0% career technical education pathways.	Three percent of secondary students will enroll in a California Partnership Academy, certified NAF academy, or certified Linked Learning pathway that includes both the courses that satisfy requirements for entrance to the University of California and the California State University and a career technical education sequence or program of study that aligns with state board-approved career technical education standards and frameworks.
Actions / Services	
8.1 Led by the Director of Alternative/Adult Education, PUSD will create one career technical education pathway in STEM. <ul style="list-style-type: none"> <li>- The PHS/MHS administrative team will develop a pathway course structure</li> <li>- The counselors will identify student participants in the program pathway.</li> <li>- The PHS/MHS administrative team will identify pathway characteristics (2 or 3 course sequence, A-G requirement, dual-enrollment).</li> </ul>	