


Annual Update: LCAP 2015-16

Piedmont Unified School District
May 25, 2016



LCAP 2015-16 Goals

1. Teacher Quality
2. Common Core Implementation
3. Facilities
4. English Learners
5. Broad Course of Study
6. Social Emotional Learning
7. Parent Involvement
8. Career Technical Education

Goal 1: Teacher Quality

Expected Measurable Outcomes/**Actual Measurable Outcomes**

- 100% teachers appropriately credentialed
- **100% teachers appropriately credentialed**
- 100% teachers provided professional development on CCSS and 21st century learning skills
- **100% teachers provided differentiated professional development on CCSS and 21st century learning skills**
- **2016-17 Flexible Professional Development plan**

Goal 2: Common Core Implementation

Expected Measurable Outcomes

- Enrollment of English Learners and females increase in Computer Science by 5%
- 1 EL student in CS classes 2015-16 (0 last year) and 29% of students in CS classes female (overall percentage down, but overall numbers went up)
- 100% 9th graders access to CC-aligned math materials
- 100% 9th graders access to CC-aligned math materials--adoption of College Preparatory Mathematics
- Establish baseline scores on the CAASPP

Baseline Scores for CAASPP

Overall Achievement in English Language Arts

- Students enrolled: 1,502
- **Students tested: 1,443**
- Percent tested: 96.1%
- **Students with scores: 1,438**
- Standard Exceeded: 48%
- Standard Met: 37%
- **Standard Nearly Met: 11%**
- **Standard Not Met: 4%**

Baseline Scores for CAASPP

Overall Achievement in Mathematics

- Students enrolled: 1,502
- Students tested: 1,434
- Percent tested: 95.5%
- Students with scores: 1,428
- Standard Exceeded: 57%
- Standard Met: 25%
- Standard Nearly Met: 13%
- Standard Not Met: 5%

Goal 3: Facilities

- All facilities receive a “No Deficiency--Good Repair” rating as measured by the Facility Inspection Tool (FIT)
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Goal 4: English Learners

- Increase the number of teachers who scaffold their instruction for English learners
- Increase the number of teachers who scaffold their instruction for English learners--not measured specifically but emphasized in the work of classroom differentiation
- 10% of PUSD teachers will participate in professional development of new standards for English Language Development (ELD)
- 5 PUSD teachers participated in training and will provide professional development for colleagues (trainer of trainers model)

Goal 5: Broad Course of Study

- Maintained 7-period day = broad course of study
- Maintain 100% graduation rate/97.8% PHS and 100%- CALPADS reporting
- Maintain 100% passing rate on CAHSEE- suspended
- Increase percentage of students successfully complete courses satisfying UC/CSU requirements (93%) (current data to be collected in June)
- Increase percentage of students who pass AP tests (94%) (92%)
- Increase percentage of students who meet UC Analytical Writing Requirement (22/23=95.7%) (15/20 75%)

Goal 6: Social Emotional Learning

- Increase consistency of instruction in Second Step and Welcoming Schools
- Did not increase consistency--lacking minutes available to teach SEL curriculum; will be revisited as part of the Instructional Program Design work
- Decrease in harmful behaviors and increase in healthy behaviors as measured on the California Healthy Kids Survey- will review next year's results when they are available
- Increase in average hours of sleep Challenge Success data be reviewed by members of SEL Committee; middle and high school bell schedule changes
- Increase school attendance (96.5%) (97.3%)
- Maintain 0% dropout rate and expulsion rates and very low suspension rates
- Maintained 0% dropout and expulsion

Goal 7: Parent Involvement

- Increase parent involvement in advisory councils and committees
- Advisory councils were highly publicized and well-attended
- Green Initiative Committee on hold
- Increased participation of parents of English learners
- Continue to work on increased participation of parents of English learners
 - 12 parents attended morning social with their 16 children
 - Kindergarten (4)
 - 1st grade (2)
 - 2nd grade (4)
 - 3rd grade (5)
 - 5th grade (1)

Goal 8: Career Technical Education

- 3% of secondary students will enroll in a career pathway
- Computer science pathway work in progress
- Working on getting teachers CTE credentialed

LCAP Goals: 2016-19

GOAL 1: All students feel physically and emotionally safe and included in their school environment.

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

GOAL 3: All students engage in rigorous and relevant learning where they make connections between disciplines and apply what they have learned to real life.

Public Hearing on June 8

Community members are welcome to provide feedback prior to Board approval on June 22.

LCAP 2016-19
Public Hearing

3 GOALS ~ 2016-19

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

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

GOAL 3: All students engage in rigorous and relevant learning where they make connections between disciplines and apply what they have learned to real life. **All students engage in rigorous, relevant, and differentiated learning experiences where they make connections among disciplines.**

Part I: Stakeholder Engagement

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1. LCAP Advisory Committee ***areas for growth**
 - a. Representatives: 17 parent groups
 - b. Teachers, counselors, teacher specialists
 - c. Administrators
 - d. Middle school students
 - e. **More middle and high school student participation**
 - f. **More certificated staff participation**
 - g. **Classified staff**
 - h. **Parent of English learner**
 - i. **More high school parent participation**
 - j. **Millennium high school parent participation**
2. LCAP Community Engagement Events: 11/9/15, 2/25/16, 4/26/16
Calendar the events for the year and publicize more through school sites

Part I: Stakeholder Engagement

3. School Site Council meetings

4. Administrator meetings

5. Cabinet and Directors meetings

* School staff meetings and classified staff meetings

Part II: Goals, Actions and Services, Expenditures, Progress Indicators

Goal 1: Safety, Health & Well-being, Inclusion

IDENTIFIED STUDENT NEEDS

- Safe facilities
- Caring teachers mindful of students' health and well-being
- Subgroups (special education, English learners, average to above-average academically performing students) received support needed within the school day
- Socially connected to peers

Goal 1: Safety, Health & Well-being, Inclusion

(4) STUDENT NEEDS---->(17) ACTIONS/SERVICES

1. Physical safety (3)
2. Health and social-emotional curriculum (3)
3. Physical and mental health (3)
4. Reducing academic stress (4)
5. Inclusion (3)

Physical Safety (3)

1. Visitor management system
2. Parental and staff alert system
3. Board policy: sexual assault prevention

Health and Social Emotional Curriculum (3)

1. Health standards and SEL guidelines
2. Healthy relationships committee
3. MHS advisory program

Physical and Mental Health (3)

1. Emergency/health information systems
2. Food allergy guidelines
3. Educationally-related mental health services and home hospital instruction

Reducing Academic Stress (4)

1. Middle school homework policy
2. PMS late start bell schedule
3. Middle school final exam schedule
4. Coordination calendar of major tests (PHS)
5. Schoolwide testing center (PHS/MHS)

Inclusion (3)

1. Social facilitation training for paraeducators
2. District policies and procedures to address chronic absenteeism
3. Training for staff and students on gender identity

Goal 2: College and Career Readiness

IDENTIFIED STUDENT NEEDS

- Facilities that support 21st century teaching and learning
- Collaborative, exemplary teachers who are trained in and committed to teaching 21st century learning skills
- Access to a broad course of study that meets all students' learning needs

Goal 2: College and Career Readiness

(3) STUDENT NEEDS---->(19) ACTIONS/SERVICES

1. Facilities (3)
2. Instructional Technology (5)
3. English Language Arts/English Language Development (3)
4. Mathematics (3)
5. TK-12 Scope and Sequence--all content areas (6)

Facilities (3)

1. Bond measure on November ballot
2. Community outreach
3. Facilities master plan implementation

Instructional Technology (5)

1. Data analysis training
2. Chromebooks
3. 21st century skills assessment
4. Career technical pathway: computer science
5. Middle school engineering lab

English Language Arts/English Language Development (3)

1. English language arts instructional materials alignment to Common Core standards
2. California ELA/ELD framework
3. Expository Reading and Writing Course (ERWC)

Mathematics (3)

1. Elementary math coaching cycles
2. Teacher training for new math courses
3. Common math assessments K-12

TK-12 Scope and Sequence (6)

1. K-12 Science aligned to NGSS
2. K-12 Arts
3. K-12 Technology/Media/Information skills and Computer Science
4. 6-12 World Language
5. Alignment of 9-12 course standards and expectations

Goal 3: Differentiation and Integrated Learning

IDENTIFIED STUDENT NEEDS

- Learning experiences that are academically stimulating, connected to their learning interests, and appropriately challenging
- Special education students: teachers trained in alternate curriculum and instructional strategies in math and reading
- English learners: scaffolded content instruction
- Gifted/talented: teachers who differentiate and provide alternate learning experiences of appropriate challenge

Goal 3: Differentiation and Integrated Learning

(4) STUDENT NEEDS---->(14) ACTIONS/SERVICES

1. Integrated Learning (2)
2. Specialized Program Training (2)
3. Intervention (5)
4. Differentiated Instruction (5)

Integrated Learning (2)

1. Arts integration
2. Engineering/Makers methodology

Specialized Program Training (2)

1. Multisensory training
2. Dyslexia training

Intervention (5)

1. Assistive technology
2. Early math intervention
3. Web-based personalized learning platform
4. Schoolwide pyramid of intervention 6-12
5. Parent support for transition planning

Differentiated Instruction (5)

1. Differentiated math instruction
2. Small group reading instruction
3. Differentiated personalized learning platforms
4. Differentiated Instruction Specialist
5. GATE Coordinators

Part III: Use of Supplemental and Concentration Grant Funds and Proportionality

Unduplicated Students

English Learners

- 4 English Language Development teachers (elementary)
 - Pull-out 2-5 times per week
- 1 English Language Development teacher (secondary)
 - One section of ELD

Next Steps

- Make additional changes based on feedback from community, Board members, administrators
- Present to School Board on June 22, 2016 for adoption