

Executive Summary of the 2016-19 PUSD Local Control Accountability Plan

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| LCAP Goal - #1 |
| <i>All students feel physically safe, emotionally cared for, and academically and socially included in their school environment.</i> |
| Expected Measurable Outcome |
| 1. School facilities are maintained in good repair; |
| 2. Increase the number of high school parents who attend the LCAP Advisory Committee meetings; |
| 3. Increase the number of parents of English Learners and Reclassified English Learners who attend the LCAP Advisory Committee Meetings; |
| 4. Decrease the number of students at Piedmont Middle School who are absent over 18 days (41 students in 2015-16) or 10% of the school year; |
| 5. Maintain <1% chronic absenteeism rate; |
| 6. Maintain 0% middle school dropout rate; |
| 7. Maintain 0% high school dropout rate; |
| 8. Maintain 98-100% high school graduation rate; |
| 9. Maintain 0% high school suspension rate and maintain <1% middle school suspension rate; |
| 10. Maintain 0% high school and middle school expulsion rate; |
| 11. Increase the percentage of students who connect with at least one adult on campus at PMS, MHS, and PHS. |
| Actions / Services |
| Health and Social Emotional Learning Curriculum & Programs |
| 1.1 Review the current status of health standards and social emotional learning guidelines being taught at each level, identify gaps in programs, and begin developing a plan to address any gaps; |
| 1.2 Form a high school Healthy Relations Committee to review and expand curricular programs that address students' physical and mental health and social emotional well-being; |
| 1.3 Expand the Millennium High School advisory program to include 12th graders; |
| Inclusion |
| 1.4 Develop a plan to provide general education and special education paraeducators training on social facilitation of play during recess to support all students in feeling socially-included; |
| 1.5 Convene a committee of district and site administrators, counselors, and attendance clerk/secretary, and campus supervisor to revise district policies and procedures related to chronic absenteeism; |
| 1.6 Provide training on gender identity for all staff and students at Beach and for Havens and Wildwood counselors, as one means of supporting transgender students; |
| Physical and Mental Health |

- 1.7 Improve the data collection of health and medical information for students as part of the new annual registration process to increase student safety measures;
- 1.8 Create and implement voluntary food allergy guidelines to increase student safety measures;
- 1.9 Review current practices and establish clear guidelines for referring students for educationally-related mental health;

Physical Safety

- 1.10 Implement Visitor Management System at all schools and explore needs and policies/guidelines on security video camera usage;
- 1.11 Implement staff emergency text messaging system in student information system;
- 1.12 Create a Board Policy on sexual assault prevention;

Reducing Academic Stress

- 1.13 Review and evaluate the Middle School Homework Policy pursuing the goal to limit the total nightly allocation of homework to 90 minutes for grades 6-8;
- 1.14 Evaluate the PMS Late Start Bell Schedule, including staff learning more about a student's typical school day, to find out whether it has resulted in more students getting additional sleep;
- 1.15 Create a final exam schedule at PMS that maintains instructional minutes and avoids overloading students at the end of each semester;
- 1.16 Pilot a Coordination Calendar of major tests and projects at PHS to reduce the number of tests and major projects due the same day/week;
- 1.17 Implement a Schoolwide Testing Center for PHS/MHS to allow students a space to make up tests;
- 1.18 Establish a 9:30 PM curfew at Piedmont High School for all school co-curricular and extracurricular activities Sunday through Thursday and guidelines for no co-curricular or extracurricular school activities prior to the start of the instructional day.

LCAP Goal - #2

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

Expected Measurable Outcome

1. Maintain 100% teachers in the District appropriately assigned and fully credentialed or working toward a credential in the subject area for the pupils they are teaching;
2. Increase the number of K-5 art teachers who have earned or will be working toward a California Art credential;
3. Increase the percentage of science instructional materials at the middle school level that are aligned partially or fully to the California Science Standards for Next Generation Science;
4. Increase the percentage of elementary students who have access to literature and information texts that align to their instructional and independent reading levels and that represent a range of choices that match their reading interests;
5. Develop a flexible professional development plan that allows up to 100% of credentialed teachers to self-select an area of professional growth and participate in 18 hours of professional learning;
6. Increase the percentage of middle and high school English language arts lessons and assignments that are aligned fully to Common Core State Standards for ELA: Reading, Writing, Speaking and Listening, Language;
7. Increase the percentage of elementary math teachers who participate in a coaching cycle with the elementary math coach;
8. Maintain the goal that 100% of secondary math teachers who teach a Common Core mathematics course will receive training on District-adopted instructional materials from College Preparatory Mathematics (CPM);
9. Increase the percentage of elementary students who are reading on grade level by the end of third grade;
10. Increase the number of elementary classroom teachers, teacher leaders, and teacher specialists, and administrators who receive training on the new ELA/ELD framework;
11. Increase the number of secondary English teachers and administrators who receive training on the new ELA/ELD framework;
12. Increase by 3% the number of students in grades 3-8 who score "Above Standard" on the Smarter Balanced Assessment Reading Claim 1: Demonstrating understanding of literary and non-fictional texts;
13. Increase by 3% the number of 11th grade students who score "Standard Exceeded" on the Overall Achievement in English Language Arts;
14. Increase by 5% the number of 11th grade students who score "Above Standard" in the Listening claim: Demonstrating effective communication skills;
15. Increase by 3% the number of students in grades 3-8 and 11 who score "Above

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| Standard” on the Smarter Balanced Assessment Mathematics Claims 2 & 4: Problem Solving and Modeling/Data Analysis; | |
| 16. Establish baseline data on Math Performance Task Assessments K-8 and High School; | |
| 17. No API Metric available; | |
| 18. Increase the percentage of unduplicated students and students with disabilities who complete a-g course requirements; | |
| 19. Increase the number of students who take the AP Foreign Language Exams (AP French, AP Spanish, AP Mandarin) and pass with a 3 or higher; | |
| 20. Increase the number of students who graduate with the Seal of Biliteracy; | |
| 21. Increase the percentage of 11th grade students who demonstrate college preparedness in ELA and Mathematics pursuant to the Early Assessment Program set by Higher Education; | |
| 22. Secondary students currently have access to a 7-period day, which allows for a broad course of study. Data on two subgroups--students with disabilities and English learners--will be disaggregated to determine the percentage of students who have the same access to a broad course of study; | |
| 23. Increased the number of classroom facilities that are equipped for 21 st century learning. | |

Actions / Services

English Language Arts/English Language Development

- 2.1 Develop an articulated K-12 scope and sequence for English language arts courses and curriculum;
- 2.2 Provide professional development on the ELA/ELD framework;
- 2.3 The Director of Curriculum and Instruction, PHS/MHS administrations and staff, and the PHS/MHS English departments will investigate the Expository Reading Writing Course curriculum for integration into the 9-12 English Language Arts programs;
- 2.4 Purchase guided reading books and instructional materials for K-2 classrooms;
- 2.5 Expand 3-5 classroom libraries to include more nonfiction reading material for students with a wide range of reading abilities;
- 2.6 Evaluate the alignment of 6-12 English language arts instructional materials to the Common Core ELA Standards.
- 2.7 Train staff on data analysis and Illuminate using a variety of paths (train the trainer, staff meetings, afterschool training, support documentation and videos) to support evidence-based instructional practices. Support math teacher leaders in working with elementary staff on data collection and analysis of data in Illuminate.;
- 2.8 Provide chromebooks for 6th graders and repair devices in grades 4-12;
- 2.9 Support teacher classroom management and student engagement with Hapara Teacher Dashboard, Peardeck, EdPuzzle and provide innovative personalized and blended learning platforms that support adopted Common Core ELA standards (Newsela, Membean) and

Computer Science standards (Tynker);

- 2.10 Research the need for 5th and 8th graders to take a 21st century skills assessment;
- 2.11 Support teachers in CTE credentialing, including researching helpdesk internship models;
- 2.12 Create an Engineering Lab at PMS by continuing to redesign space to facilitate storage for multiclass use. Add an additional 3D printer and small group presentation spaces.

K-12 Other Content Scope and Sequence

- 2.13 Create an articulated K-12 scope and sequence for Visual and Performing Arts;
- 2.14 Create an articulated 6-12 scope and sequence for World Language;
- 2.15 Create an articulated scope and sequence for K-12 Technology/Media/Info Skills and Computer Science;
- 2.16 Review and develop the horizontal and vertical alignment of 9-12 course standards and expectations within each high school department.

Mathematics

- 2.17 Implement math coaching cycles that provide teachers professional development and time for reflection on their teaching of the math practice standards (elementary);
- 2.18 Provide CPM professional development for teachers who are new to teaching a math course (secondary);
- 2.19 Implement a system of administering, scoring, and evaluating student progress on District Math Performance Task Assessments.

Next Generation Science Standards

- 2.20 Form a NGSS Implementation Team consisting of teacher representatives from elementary (2), middle school (2), high school (2), special education (2), administrators (3);
- 2.21 Pilot new middle school NGSS-aligned curriculum units to teach the California Science Standards.

Facilities

- 2.22 Add to the November ballot a local bond measure not to exceed \$66 million to improve PUSD school facilities;
- 2.23 Hold a variety of community stakeholder meetings and deliver through many formats extensive communication about the facilities work in progress.

All students engage in rigorous, relevant, and differentiated learning experiences where they make connections among disciplines.

Expected Measurable Outcome

1. Increase the number of K-5 classroom teachers and principals who have completed Course A of the Integrated Learning Specialist Program;
2. Increase the number of parents of English learners who attend District-sponsored English Learner academic and social functions;
3. Increase the number of parents of Students with Disabilities who attend the District Special Education Advisory Committee meetings;
4. Increase the number of parents of Students with Disabilities who attend District Technology Committee meetings/functions and District GATE meetings/functions;
5. Increase the number of parents of gifted/advanced learners who attend the District GATE Advisory Committee Meetings or District-sponsored GATE meetings/functions;
6. Increase the percentage of students who make progress toward English proficiency;
7. Increase the percentage of students who are reclassified after being in a designated English Development Program for 3 years;
8. Establish baseline data on the amount of scaffolded instruction for English Learners and Reclassified English Learners provided in secondary academic content classrooms;
9. 90%-100% of special education students will meet their math IEP goals;
10. Increase the percentage of students who exit Leveled Literacy Intervention;
11. Increase the percentage of students who exit Math Intervention;
12. Increase the number of middle school special education students who are able to be served in general education math classrooms through differentiated instruction/Least Restrictive Environment;
13. Increase the number of high school special education students who are able to be served in general education math classrooms through differentiated instruction/Least Restrictive Environment;
14. Increase or maintain the percentage of incoming 4th and 5th grade students identified as GATE/advanced learners who are part of a classroom cluster grouping and who are provided opportunities for extension activities aligned to their areas of strength;
15. 90%-100% of Incoming 6th graders who have been identified as GATE/highly advanced math learners will be cluster grouped.

Actions / Services

Differentiated Learning

- 3.1 Hire a .2 FTE K-12 Differentiated Instruction (DI) Specialist to provide DI coaching time for teachers who request support with differentiated instruction and monitor the effectiveness of this coaching

support;

3.2 Provide seven co-curricular stipends for teachers and provide training for them to serve as Site/Level GATE coordinators who support admin and teachers in meeting the needs of gifted/advanced learners;

3.3 Provide enrichment support for gifted/advanced math learners in 6th grade;

3.4 Provide professional development for math teachers on differentiated instruction for gifted/advanced learners;

3.5 Provide training for elementary teachers on small group reading instruction as a means for differentiating their literacy instruction;

3.6 Provide personalized learning technology platforms for students (Newsela grades 3-12 and Membean grades 6-12) and provide training for teachers on how to maximize their use as a means of differentiating classroom learning;

Integrated Learning

3.7 Create and begin the implementation of a long-term K-5 professional learning plan on integrated learning and arts integration;

3.8 Partner with ACOE to provide training and support on implementing engineering/makers lessons/units.

Intervention

3.9 Provide 1:1 devices to all students 4th-12th with appropriate Assistive Technology tools to meet student learning needs. Research and purchase other tools and devices to provide additional access to learning the standards;

3.10 Provide additional elementary math intervention (grades 2-5) and early math intervention in Kindergarten and first grade to meet the needs of students who are below grade level;

3.11 Research Branching Minds, a web application that combines learning science + technology to streamline, focus, and personalize intervention;

3.12 Research and develop Schoolwide Pyramid of Intervention (RTI2) Grades 6-12;

3.13 Plan and develop a Transition Workshop for parents. Host one workshop at MHS/PHS.

Teacher Training Specialized Programs

3.14 Provide multisensory training in reading and mathematics for elementary special education teachers;

3.15 Provide general dyslexia training for all teachers and specialized training for teachers who work with dyslexic students.