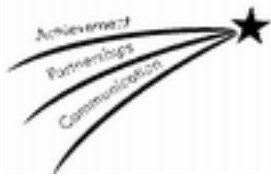


Pleasanton Unified School District



Local Control Advisory Committee Meeting

Tuesday, May, 20, 2014

6:00 – 8:00 p.m.

District Office – Board Room

4665 Bernal Avenue

Pleasanton, CA 94566

AGENDA

1. Welcome and Introductions
2. Local Control and Accountability Plan (LCAP) Key Focus Areas
Incorporating Listening Campaign Feedback
3. Draft LCAP Board Presentation
4. Draft LCAP Template
5. Discussion & Questions
6. Adjournment

Pleasanton Unified School District

A Theory of Action From Goals to Action

A Theory of Action is a system of shared practices and beliefs that guide learning and produce results. The Pleasanton Unified School District holds the following Goals as essential work driving aligned structures and resources at all levels to achieve our Vision - Every student will be a resourceful, resilient, responsible, and engaged world citizen, and our Mission - Our students will make a better world.

District Goals

1. All students, regardless of race, ethnicity, socio-economic status, or gender, will be proficient/advanced and college/career ready upon graduation.
2. Optimize student learning by utilizing innovative technologies.
3. Empower all students to develop character, compassion, civility, and community consciousness.
4. All students and staff are provided with a high-quality physical environment that facilitates teaching and learning.
5. Every student and staff will feel safe, respected, and enjoy positive connections.
6. Students will be central to all fiscal decisions.
7. Ensure fiscal health through investing in today while planning for tomorrow.

In order to meet these goals, we must organize our work into a Theory of Action that brings a systemic focus, intensity, and coherence to our work. From our Theory of Action, we will embrace the District Strategic Plan's Bold Goals in the areas of Curriculum/Instruction, Personal Growth, Fiscal Stewardship, and Learning Environment that hold us accountable for student progress.

Our **Theory of Action** is that **if** we:

- Systemically implement the Common Core State Standards and monitor every classroom's use of the **District adopted** standards-based curriculum, research-evidenced effective instructional practices, metacognitive thinking strategies and formative assessments;
- Employ a continuous improvement model that uses disaggregated student achievement data results to plan and intervene;
- Continue to develop outstanding staff who are effective educators and culturally competent;
- Develop skillful instructional leadership at all levels of the system;
- Work collaboratively to engage our families and the community as major partners; and
- Believe that ALL students will learn and achieve at higher levels

Then, all students will significantly increase their academic performance and the achievement gap will be eliminated.

Revised: August 12, 2013

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)

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)

Pleasanton Unified School District

LCAP (Local Control & Accountability Plan) Key Focus Areas Identified by the Eight State Priorities, Incorporating Feedback from Stakeholders

DRAFT

Conditions for Learning

1) Basic Services

- High quality instruction from highly-qualified teachers
- Access to technology for all

2) Implementation of Common Core State Standards

- Continued professional development for all Certificated teachers, administrators, and identified Classified employees
- Instructional Content Coaches providing Common Core support in Mathematics, ELA (English Language Arts), and technology
- OARS (Online Assessment Reporting System) training and support to monitor benchmarks and assessments

7) Course Access

- Additional hours of Career Center Technicians at comprehensive high schools
- Monitoring student access and achievement in higher level courses and A-G completion
- College Boot Camp Academy to targeted students

Pupil Outcomes

4) Other Student Outcomes

- Before/after school and evening tutoring and homework support
- Social Worker Intern to assist with supporting foster youth and their guardians

8) Student Achievement

- Response to Intervention (RTI) Instructional Coach to support students in need of additional assistance, providing appropriate intervention strategies to support students in a less restrictive environment
- English Language (EL) Instructional Coach to support English Learners (EL) and Reclassified Fluent English Proficient (RFEP) students
- Early elementary literacy intervention program (Sound Partners)
- Access to Summer School Grades 1-12
- Data system to allow for analysis of student assessment
- Before and After School and Evening tutoring and homework support

Engagement

3) Parent Involvement

- Increased support of Parent Liaisons (Site and District Level)
- Parent education programs in Common Core curriculum and technology
- Parent education offered in Spanish
- State PTA School Smarts program

5) Student Engagement

- Social Worker Intern to assist with supporting foster youth
- Tutoring and instrument rental support (focused outreach for underserved SED students)
- Professional Development for teachers on Instructional Strategies to support student engagement
- College Boot Camp Academy to increase College Readiness
- College and Career Technician guidance services increased

8) School Climate

- Restorative Justice Program at the comprehensive high schools
- Naviance program to assist high school students in selecting College and Career pathways

Introduction:

DRAFT: May 20, 2014

LEA: Pleasanton Unified School District

Contact: Mrs. Parvin Ahmadi, Superintendent pahmadi@pleasantonusd.net 925-426-4333

LCAP Year: 2014-15

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
<p>Beginning with our Superintendent and Board of Trustees, the work of seeking meaningful input from a wide variety of stakeholders has been our commitment since the very inception of the Local Control Funding Formula (LCFF), the establishment of the Local Control Advisory Committee (LCAC), and the development of our Local Control and Accountability Plan (LCAP).</p> <p>On September 24, 2013, our Board of Trustees discussed and on October 8, 2013 finalized the process for the application and appointment of the LCAC members. The application form was released at that time and was due to the Office of the Superintendent on November 4, 2013. At the Board of Trustees meeting on November 12, 2013 all of the applications were reviewed and Board members cast votes for the elected positions. There are 14 members on our District LCAC, 7 of whom currently have children who are students in our District. The application for LCAC membership is Appendix A. A list of</p>	<p>Feedback has been gathered from a large and varied number of groups in our District. These groups include teachers, parents/guardians, students, and administrators. Listening Campaign goals indicate a continued commitment to our District Strategic Plan and its bold goals. This feedback of all groups has been consistent in the types of supports being recommended as that which our students need in order to be successful.</p> <p>Several special groups have been asked for feedback and input including DELAC, Foster Youth, native Spanish speaking parents, parents of students with special needs, student representatives, and representatives of teachers and classified staff. All feedback has been compiled and posted on our District website, accessible by the public.</p> <p>In addition to input meetings, all of the School Plans for Student Achievement were read with the specific focus of what our school goals are and how they relate specifically to the LCAP goals and planned activities. In this way, our LCAP has also been guided by the vision of each site. Tallies were recorded of all of the planned activities and needs for all students as well as targeted populations. There are several activities that are consistent among all of our schools. These will be highlighted in the LCAP.</p>

the members of the LCAC is Appendix B. The agenda item for this Board item is Appendix C.

The group, representing parents (including English Learner parents), community members, teachers, classified staff, bargaining unit representatives, students and administrators met seven times between December and June. A schedule for group meetings is Appendix D.

Once the LCAC was established and began meeting, District staff began providing information about the work and processes for the development of our LCAP. A schedule of “listening campaign” meetings was set up and the meetings were held. Appendix E lists the entire stakeholder listening campaign meeting schedule and includes a brief description of the meeting groups and their membership.

During each Listening Campaign, attendees were asked to work in small groups and participate in a three step process. They were first asked to share their thoughts on the following question: *What do students need to succeed?* Next they were asked to focus their thoughts and consider another question: *What do students need to succeed given their unique circumstances?* As a final step, attendees were asked to take their responses and categorize each one as High Impact, Medium Impact or Low Impact. The Listening Campaign included both parents/guardians and students who represented a variety of populations in our schools.

The feedback from all of the Listening Campaign meetings was quickly posted to our District website and available to all. As feedback was being gathered, the draft plan was developed and shared regularly with the LCAC and the Common Core State Standards (CCSS) District Implementation Team, which is a group of 21, including teachers, a counselor, instructional coaches, a teacher induction program coach, and site and District administrators who are actively involved in overseeing the work of CCSS implementation. The membership of the Implementation Team is listed in Appendix F.

Both qualitative and quantitative data about student performance related to state, local and national goals for all students was disaggregated and shared with the LCAC and other stakeholder groups. These data included: State and District summative assessment data, data reflecting student college readiness, student engagement, and a wide variety of data listed in the attached document, Appendix G.

This LCAP reflects the goals of our District Strategic Plan, Common Core State Standards implementation plan, and District wide work as well the planned activities of all of our schools. It also reflects the identified needs shared with us by our stakeholders through an extensive listening campaign. The goal, in all cases, is to address the needs of our students and to do the work needed to make every student college and career ready upon graduation from high school, echoing the words of our Strategic Plan: *“We believe with guidance and support, all students can reach their greatest potential.”*

Once input was gathered and incorporated into the LCAP, the Plan was shared with several groups including LCAC, District Leadership, the CCSS Implementation Team and DELAC. The following changes were made prior to review and adoption by our Board of Trustees were:

- 1. (TBD)

There are numerous Education Code sections that apply to the requirements to elicit input for the LCAP and, once the initial plan has been developed, requirements for making the plan available for feedback prior to the plan being submitted to the Board of Trustees.

In addition to meeting with and sharing the plan with the groups listed above, the PUSD LCAP was posted on our District website on (add date here when this action is taken.) In addition to the announcement on the website of the plan, announcements were made through school and District E-newsletters. A copy of our District E-newsletter, called *E-Connection*, is Appendix H.

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 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, <u>all priorities in statute must be included and identified</u> ; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (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	
<p>1. Need: English Learners (EL) and Socio-Economically Disadvantaged (SED) students, as well as other identified subgroups, including students requiring special education services, are not reaching levels of proficiency as compared with other subgroups.</p> <p>Metric: State and District data shows that these subgroups are not performing at the levels they should be and are not graduating from our system ready for college and career at the same rates as other subgroups.</p> <p>2013 API: District – 910 White – 899 African Amer – 806 Hispanic – 803 Asian – 969 English Learners – 852</p>	All students, regardless of race, ethnicity, socio-economic status, or gender will be proficient/advanced and college/career ready upon graduation.	All students, with targeted assistance for EL, SED, special education, and other identified subgroups of students.	All schools		Student achievement to be monitored through District benchmark and systemic data. A baseline will be established through our initial year of State assessments (SBAC), and through tracking student EAP results as well as the rate of our seniors	Student achievement will improve from the baseline year by 5 -10% growth.	Student achievement will improve from the baseline year by 5 -10% growth.	State priorities: 2, 7, 4, 8, 5 District Strategic Plan goals: 1, 5

<p>SED – 778 Stu. With Disab – 741</p> <p>2013 Graduating Seniors Meeting A-G:</p> <p>District – 69.3% White – 67.6% African Amer – 38.1% Hispanic – 46.0% Asian – 83.2%</p> <p>2013 EAP Results(College Ready):</p> <p>District (English) 57% (Math) 28% EL (English) 0% (Math) 5% RFEP (English) 72% (Math) 47% SED (English) 20% (Math) 11%</p> <p>2013 Graduation Rate:</p> <p>District –95.3% EL – 69.2% SED – 76.2% Stu. With Disab – 80.0%</p>					graduating having met A-G requirements			
<p>2. Need: In order to prepare our students to be 21st century learners and meet the shifts necessary to be college and career ready, students must have regular access to technology and an understanding of its effective use for greater opportunity for success.</p> <p>Metric: Not all of our students, particularly our EL and SED students and parents, report that they have regular access or home access to technology. This lack of</p>	We will optimize learning by utilizing innovative technologies.	All students, with targeted support for EL and SED students in order to better address the need for improved access to technology identified in these subgroups.	All schools		Names of students who do not have a computer at home will be collected. Devices will be loaned to all families who qualify. Student access to technology will be	New students to the district who need a computer will be loaned one. Student access to technology will be surveyed and monitored for improved access.	New students to the district who need a computer will be loaned one. Student access to technology will be surveyed and monitored for improved access.	State priorities: 2, 7, 4, 3, 5, 8 District Strategic Plan goals: 1, 2, 3, 4, 5, 6, 7

<p>technology access is preventing these students from being able to fully participate in learning opportunities and be prepared for college and career. Listening Campaign feedback and site information confirms that a need exists. District surveys will be employed to identify students in need of access to devices.</p>					surveyed and monitored.			
<p>3. Need: In order to improve opportunities for learning and success for our students, we must improve student engagement and connectedness within our schools.</p> <p>Metric: Studies show the impact of student connectedness and engagement on socio-emotional and academic growth. Students participating in the listening campaign indicate a lack of engagement in their classrooms and a need to make connections with their teachers and curriculum.</p> <p>The most recent data (2011-2012) from California Healthy Kids Survey (CHKS) indicates the percentage of our students reporting a High sense of School Connectedness as follows: Grade 5 : 73% Grade 7 : 70% Grade 9: 67% Grade 11: 65%</p>	Every student will feel safe, respected, and enjoy positive connections.	All students, with targeted support for EL and SED students, as well as Foster Youth.	All schools LEA wide		<p>Classified and Certificated Professional Development regarding effective student engagement strategies will be offered.</p> <p>Results from 2013-2014 CHKS survey will be available to monitor growth.</p> <p>Participation in Professional Development opportunities will be monitored for growth. This will serve as a baseline year.</p>	<p>Classified and Certificated Professional Development regarding effective student engagement strategies will be offered.</p> <p>Participation in Professional Development opportunities will be monitored for growth. The number of participants taking part in these Professional Development opportunities will increase by 10% from baseline year.</p>	<p>Classified and Certificated Professional Development regarding effective student engagement strategies will be offered.</p> <p>Results from 2015-2016 CHKS survey will be available to monitor growth, with an expectation that each grade level should reflect improvement over 2013-2014 data.</p> <p>The number of participants taking part in these</p>	<p>State Priorities:, 5, 6 District Strategic Plan goals: 1, 3, 5</p>

							Professional Development opportunities will increase by 10% from 2015-16 year.	
--	--	--	--	--	--	--	--	--

DRAFT

<p>4. Need: All students need to be provided with well trained teachers who are prepared to provide learning opportunities so that all students will achieve the Common Core State Standards and be College and Career Ready.</p> <p>Metric: All of our teachers must be trained in a wide variety of instructional strategies. Making significant shifts in teaching and learning will move students more closely toward achievement in CCSS, allow them greater College and Career Readiness, and enable our students to have the skills and abilities necessary to be successful in the 21st Century.</p>	<p>All teachers will receive training and support in order to deliver high-quality instruction and progress toward full implementation of the CCSS.</p>	<p>All students</p>	<p>All schools</p>		<p>Professional development will be provided to all teachers focusing on instructional shifts and strategies necessary for greater success in the Common Core Standards. Site data and Teacher surveys will indicate an increase in the use of strategies called for in CCSS.</p>	<p>Professional development will be provided to all teachers focusing on instructional shifts and strategies necessary for greater success in the Common Core Standards. Site data and Teacher surveys will indicate at least a 10% increase in the use of strategies called for in CCSS</p>	<p>Professional development will be provided to all teachers focusing on instructional shifts and strategies necessary for greater success in the Common Core Standards. Site data and Teacher surveys will indicate at least a 10% increase in the use of strategies called for in CCSS.</p>	<p>State Priorities: 1, 2, 4, 5, 7, 8 District Strategic Plan goals: 1, 2, 4, 5</p>
<p>5. Need: There needs to be an increase in the amount and quality of parent involvement and parent education opportunities in the District.</p> <p>Metric: The parents of several sub groups of students, particularly Spanish speaking parents and parents of students receiving special education services, report the need for more parent education, inclusion opportunities and technology training.</p>	<p>Parents will be able to support the learning of their students in the new standards and the 21st Century classrooms.</p>	<p>All students, with targeted emphasis on English learner, students receiving special education support, and underserved subgroups,</p>	<p>All schools with specific focus on Valley View Elementary and Pleasanton Middle School.</p>		<p>This year will serve as the base year for providing trainings and engagement opportunities for our parent community.</p>	<p>There will be a 10% increase in the number of parents participating in training and engagement opportunities.</p>	<p>There will be a 10% increase in the number of parents participating in training and engagement opportunities.</p>	<p>State Priorities: 2,4,3,5, 6 District Strategic Plan goals: 1,2, 5,</p>

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
All students, regardless of race, ethnicity, socio-economic status, or gender will be proficient/advanced and college/career ready upon graduation.	State priorities: 1, 2, 4, 5, 7, 8 District Strategic Plan goals: 1, 2, 3, 4, 5	Students will be provided high-quality opportunities for learning, along with support to succeed. <ol style="list-style-type: none"> All students will receive high-quality instruction from highly-qualified teachers. Summer School will be offered as an intervention to students who are identified as in need of additional support Grades 1-12 Early elementary literacy intervention programs such as Sound Partners will be offered through use of trained volunteers, with assistance from Instructional Literacy Coach 	1.LEA-wide 2.LEA-wide 3.Elementary sites LEA-wide		Action: Continue to provide students with highly qualified teachers. Expense: \$54,709,196 Source: General Fund Action: Summer school will be offered as an intervention to students who are identified as in need of additional support Grades 1-12 Expense: \$218,247 Source: General Fund Action: Sound Partners will continue to be offered as an intervention to students K – 2 who are identified as in need of additional literacy skills Expense: \$45,000 for materials Source: General Fund	Action: Continue to provide students with highly qualified teachers. Expense: \$55,376,648 Source: General Fund Action: Summer school will be offered as an intervention to students who are identified as in need of additional support Grades 1-12 Expense: \$218,247 Source: General Fund Action: Sound Partners will continue to be offered as an intervention to students K – 2 who are identified as in need of additional literacy skills Expense: \$45,000 for materials Source: General Fund	Action: Continue to provide students with highly qualified teachers. Expense: \$56,051,943 Source: General Fund Action: Summer school will be offered as an intervention to students who are identified as in need of additional support Grades 1-12 Expense: \$218,247 Source: General Fund Action: Sound Partners will continue to be offered as an intervention to students K – 2 who are identified as in need of additional literacy skills Expense: \$45,000 for materials Source: General Fund
We will optimize learning by utilizing	State priorities: 1, 2, 4, 5, 7, 8	Infrastructure will be provided for teachers to grow in their use and mastery of technology as an instructional tool for their classrooms.			Action: Technology Instructional Content Coaches will continue to provide support for teachers and students Expense: \$180,000	Action: Technology Instructional Content Coaches will continue to provide support for teachers and students Expense: \$90,000	Action: Technology Instructional Content Coaches will continue to provide support for teachers and students Expense: \$90,000

innovative technologies.	District Strategic Plan goals: 1,2, 3, 4, 5	<ol style="list-style-type: none"> 1. Technology Instructional Content Coaches will provide support to teachers and students 2. OARS Data System will continue to be utilized to allow for data collection and analysis of results, including revisions of Benchmark tests for grades 2-12 to better align with CCSS 3. OARS Experts will continue to provide teacher training in use of the system, allowing these lead teachers to support others at their sites. 	<ol style="list-style-type: none"> 1.LEA- wide 2.LEA- wide 3. LEA- wide 	<p>Source: \$90,000 - General Fund \$90,000 – PPIE donations</p> <p>Action: OARS Data System will continue to allow data collection and analysis for teachers Expense: \$60,417 Source: General Fund</p> <p>Action: OARS Experts will continue to provide training and support for system use at sites. Expense: \$35,000 Source: General Fund</p>	<p>Source: General Fund</p> <p>Action: OARS Data System will continue to allow data collection and analysis for teachers Expense:\$61,866 Source: General Fund</p> <p>Action: OARS Experts will continue to provide training and support for system use at sites. Expense: \$35,000 Source: General Fund</p>	<p>Source: General Fund</p> <p>Action: OARS Data System will continue to allow data collection and analysis for teachers Expense:\$63,537 Source: General Fund</p> <p>Action: OARS Experts will continue to provide training and support for system use at sites. Expense: \$35,000 Source: General Fund</p>
We will optimize learning by utilizing innovative technologies.	State priorities: 1, 2, 4, 5, 7, 8 District Strategic Plan goals: 1,2, 3, 4, 5	<p>Students will have the opportunity to explore greater opportunities for their futures through technology.</p> <ol style="list-style-type: none"> 1. Ensure that all students have access to technology and devices. 2. <i>Project Lead the Way</i> programs will continue at both comprehensive high schools 3. <i>Gateway to Technology</i> program will expand to all three middle schools 4. <i>Launch</i> pilot at Mohr for 2014/2015 will allow exploration of <i>Project Lead the Way</i> at elementary level. 5. <i>Naviance</i> program at high schools will assist all students in selecting college and career pathways based upon student skills and interests. 	<ol style="list-style-type: none"> 1.LEA-wide 1.Both Comprehensive High Schools 2.All three middle schools 3.Mohr Elementary 4.All LEA high schools 	<p>Action: Survey students to discover which do not have access to computers in their home. Provide technology on loan as needed. Expense: \$100,000 for purchase of equipment Source: CCSS One-time</p> <p>Action: <i>Project Lead the Way</i> will continue at both comprehensive high schools. Expense: \$184,955 Source: General Fund</p> <p>Action: <i>Gateway to Technology</i> will be offered at all three middle schools. Expense: \$68,517 Source:</p>	<p>Action: Continue to survey students to discover which do not have access to computers in their home. Provide technology on loan as needed. Expense: \$20,000 for purchase of equipment Source: General Fund</p> <p>Action: <i>Project Lead the Way</i> will continue at both comprehensive high schools. Expense: \$66,282 Source: General Fund</p> <p>Action: <i>Gateway to Technology</i> will be offered at all three middle schools.</p>	<p>Action: Continue to survey students to discover which do not have access to computers in their home. Provide technology on loan as needed. Expense: \$20,000 for purchase of equipment Source: General Fund</p> <p>Action: <i>Project Lead the Way</i> will continue at both comprehensive high schools. Expense: \$31,178 Source: General Fund</p> <p>Action: <i>Gateway to Technology</i> will be offered at all three middle schools. Expense: \$4,960</p>

					<p>General Fund</p> <p>Action: <i>Launch</i> will be offered at Mohr Elementary School as a pilot. Expense: \$12,000 Source: General Fund</p> <p>Action: <i>Naviance</i> will offer career and college assistance to all high school students. Expense: \$31,196 Source: General Fund, Local Donations</p>	<p>Expense: \$11,447 Source: General Fund</p> <p>Action: <i>Launch</i> will be offered at Mohr Elementary School, pending results of pilot (2014/15). Expense: \$2,000 if continued Source: General Fund</p> <p>Action: <i>Naviance</i> will offer career and college assistance to all high school students. Expense: \$31,945 Source: General Fund, Local Donations</p>	<p>Source: General Fund</p> <p>Action: <i>Launch</i> will be offered at Mohr Elementary School, pending results of pilot (2014/15). Expense: \$2,000 if continued Source: General Fund</p> <p>Action: <i>Naviance</i> will offer career and college assistance to all high school students. Expense: \$32,807 Source: General Fund, Local Donations</p>
Every student will feel safe, respected, and enjoy positive connections.	<p>State Priorities : 1, 2, 7, 4, 5, 6 District Strategic Plan goals: 1, 2, 3, 4, 5</p>	<p>Classified and certificated Professional Development regarding effective student engagement strategies will be offered in order to increase student engagement and sense of connectedness.</p> <p>Strategies include those offered through Guided Language Acquisition Development (GLAD) strategies, and Seeking Educational Equity and Diversity (SEED) Program.</p>	LEA - wide		<p>Action: Classified and certificated Professional Development regarding effective student engagement strategies will be offered. Expense: \$65,000 for these two strategies, incorporated within \$512,000 allocated for Staff Development (below) Source: General Fund</p>	<p>Action: Classified and certificated Professional Development regarding effective student engagement strategies will be offered. Expense: \$65,000 for these two strategies, incorporated within \$512,000 allocated for Staff Development (below) Source: General Fund</p>	<p>Action: Classified and certificated Professional Development regarding effective student engagement strategies will be offered. Expense: \$65,000 for these two strategies, incorporated within \$512,000 allocated for Staff Development (below) Source: General Fund</p>
Every student will feel safe, respected, and enjoy positive connections.	<p>State Priorities : 2, 4, 5, 7, 8 District Strategic Plan goals: 1, 2, 3, 4, 5</p>	<p>Restorative Justice will provide opportunities for student personal growth in order to provide student positive connections and sense of efficacy.</p>	Foothill High School, with possible extension into Amador Valley High School in 2015/16 if		<p>Action: Restorative Justice Program will continue to be offered at Foothill High School. Expense: \$29,000 Source: Local Grant Funding</p>	<p>Action: If funding obtained, Restorative Justice Program will continue to be offered at Foothill High School and is proposed to extend to Amador Valley High School. Expense: \$58,000 Source: Local grant funding, if grants obtained</p>	<p>Action: If funding obtained, Restorative Justice Program will continue to be offered at Foothill High School and, if extended, Amador Valley High School. Expense: \$58,000 Source: Local grant funding, if grants obtained</p>

- 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
All students, regardless of race, ethnicity, socio-economic status, or gender will be proficient/advanced and college/career ready upon graduation.	State priorities : 2, 7, 4, 5 District Strategic Plan goals: 1, 2, 6,	Targeted support will be provided to ensure greater success of English Learners (EL) and socio-economically disadvantaged (SED) students. 1.Establish the position of EL Instructional Coach to support the unique instructional needs of English Learners (EL), including Reclassified Fluent English Proficient Learners (RFEP) as needed. 2.Before and after school and evening tutoring and homework support will be instituted to support student learning at all levels.	1.LEA-Wide, with targeted support for English Learners and Reclassified Fluent English Proficient Students 2.LEA-Wide, with targeted support for English Learners and Socio-economically disadvantaged Students		1. Action: Hire EL Instructional Coach Expense: \$90,000 Source: Supplemental 2. Action: Provide tutoring services through hourly services of credentialed teachers Expense: \$167,307 Source: Supplemental	1. Action: Maintain services of EL Instructional Coach Expense: \$90,000 Source: Supplemental 2. Action: Provide tutoring services through hourly services of credentialed teachers Expense: \$167,307 Source: Supplemental	1. Action: Maintain services of EL Instructional Coach Expense: \$90,000 Source: Supplemental 2. Action: Provide tutoring services through hourly services of credentialed teachers Expense: \$167,307 Source: Supplemental
All students, regardless of race,	State priorities	Targeted students, including Socio-Economically Disadvantaged, Foster Youth, and English Learners, will be supported in	1.LEA-wide at secondary sites				

ethnicity, socio-economic status, or gender will be proficient/advanced and college/career ready upon graduation.	: 1, 2, 3, 7, 4, 5, 6 District Strategic Plan goals: 1, 2, 5,	<i>courses and programs increasing college and career readiness, with the goal of raising the number of underserved students completing high school college/career ready.</i> 1.Underserved students will be monitored for access and success in high level courses, including A-G completion and AP courses for high school students. 2. Additional counseling services will be provided for targeted underserved students including Socio-Economically Disadvantaged, Foster Youth, and English Learners, and their parents/guardians through the creation of the College Boot Camp Academy to make certain these students are receiving guidance leading to greater opportunities and preparation for college admission. 3. College and Career guidance services will be targeted to underserved High School student populations, including Socio-Economically Disadvantaged, Foster Youth, and English Learners.	2.At both comprehensive high schools, LEA-wide, for students who are Sophomores and not enrolled in AVID 3.At both comprehensive high schools, LEA-wide		1. Action: Site counselors will continue to monitor underserved students for access and success. Expense: no additional funding necessary 2. Action: College Boot Camp Academy instituted at both Comprehensive High Schools Expense: \$20,000 Source: Supplemental 3.Action: Increase hours of College and Career Technician to provide targeted service to identified targeted groups. Expense: \$45,000 Source: Supplemental	1. Action: Site counselors will continue to monitor underserved students for access and success. Expense: no additional funding necessary 2. Action: College Boot Camp Academy continued at both Comprehensive High Schools with new cohort of targeted students Expense: \$20,000 Source: Supplemental 3.Action: Maintain additional hours of College and Career Technician to provide targeted service to identified targeted groups. Expense: \$45,000 Source: Supplemental	1. Action: Site counselors will continue to monitor underserved students for access and success. Expense: no additional funding necessary 2. Action: College Boot Camp Academy continued at both Comprehensive High Schools with new cohort of targeted students Expense: \$20,000 Source: Supplemental 3.Action: Maintain additional hours of College and Career Technician to provide targeted service to identified targeted groups. Expense: \$45,000 Source: Supplemental
Every student will feel safe, respected, and enjoy positive connections. All students, regardless of race, ethnicity, socio-economic status, or	State priorities: 1, 2, 3, 7, 4, 5, 6, 8 District Strategic Plan goals: 1, 2, 4, 5	<i>Increased outreach to Foster Youth will allow students to be further supported within our District and allow these students to be better prepared for college and career.</i> 1. A Social Work Intern will support the needs of Foster Youth in our schools and serve as a liaison for the student and his or her guardians. 2. Foster Youth who are sophomores will be included in the College Boot Camp Academy Program if they are not enrolled in AVID.			1. Action: Hire Social Worker intern Expense: \$40,000 Source: Supplemental	1. Action: Hire Social Worker intern Expense: \$40,000 Source: Supplemental	1. Action: Hire Social Worker intern Expense: \$40,000 Source: Supplemental

gender will be proficient/advanced and college/career ready upon graduation.					2. Action: College Boot Camp Academy Program (see above)	2. Action: College Boot Camp Academy Program (see above)	2. Action: College Boot Camp Academy Program (see above)
We will optimize learning by utilizing innovative technologies.	State priorities : 1, 2, 7, 4, 3, 5, 6 District Strategic Plan goals: 1, 2, 4, 5, 6, 7	<i>To increase the use of innovative technology by our students, we must ensure that all students have access to technology and devices.</i> Technology training will be provided for parents so they will be better able to support student use of technology.	LEA – wide, with technology training offered in locations selected to meet need. Childcare will be provided		Action: Provide childcare during parent technology education sessions to facilitate attendance by parents. Expense: \$5,000 Source: Supplemental	Action: Provide childcare during parent technology education sessions to facilitate attendance by parents. Expense: \$5,000 Source: Supplemental	Action: Provide childcare during parent technology education sessions to facilitate attendance by parents. Expense: \$5,000 Source: Supplemental
Every student will feel safe, respected, and enjoy positive connections.	State priorities : 2, 7, 3, 6 District Strategic Plan goals: 2, 3, 4, 5,	<i>Increased levels of participation provides students with greater positive connections to school.</i> Parent input indicates students in targeted subgroups, particularly SED, are reluctant to participate in the Instrumental Music program due to the perceived expense participation would incur. Particular outreach to these groups will occur, along with the following actions to support the inclusion of these students:					

		<p>1. Tutoring will occur at grades 4 and 5 for targeted students.</p> <p>2. Instruments will be provided for students as needed</p>	<p>1. LEA wide in elementary grades.</p> <p>2. LEA wide</p>		<p>1. Action: Music tutor will be hired to work with targeted students at grades 4 and 5. Expense: \$5,397 Source: Supplemental</p> <p>2. Action: Funds for Instrument Rental will be allocated to support student need. (Est. \$300 per student per year.) Expense: \$9,000 Source: Supplemental</p>	<p>1. Action: Position of Music tutor will be maintained to work with targeted students at grades 4 and 5. Expense: \$5,397 Source: Supplemental</p> <p>2. Action: Funds for Instrument Rental will be allocated to support student need. (Est. \$300 per student per year.) Expense: \$9,000 Source: Supplemental</p>	<p>1. Action: Position of Music tutor will be maintained to work with targeted students at grades 4 and 5. Expense: \$5,397 Source: Supplemental</p> <p>2. Action: Funds for Instrument Rental will be allocated to support student need. (Est. \$300 per student per year.) Expense: \$9,000 Source: Supplemental</p>
Every student will feel safe, respected, and enjoy positive connections.	<p>State priorities : 1, 2, 4, 8, 7, 6 District Strategic Plan goals: 1, 2, 3, 4, 5</p>	<p><i>Providing necessary academic assistance to students whose skills indicate a need to additional support will allow these students to access the curriculum in the mainstream and reduces the likelihood that they may need to be placed in a more restrictive environment.</i></p> <p>The position of a K-12 Response to Intervention (RTI) Instructional Coach will be established to provide assistance to teachers in working with students whose skills and performance scores indicate greater need for academic support.</p>	LEA wide, with prioritized support for targeted subgroups.		<p>Action: Hire K - 12 Response to Intervention (RTI) Instructional Coach Expense: \$90,000 Source: Supplementary</p>	<p>Action: Maintain position of K - 12 Response to Intervention (RTI) Instructional Coach Expense: \$90,000 Source: Supplementary</p>	<p>Action: Maintain position of K - 12 Response to Intervention (RTI) Instructional Coach Expense: \$90,000 Source: Supplementary</p>
All teachers will receive training and support in order to deliver high-quality instruction and progress	<p>State priorities : 1, 2, 4, 8, 7, 6 District Strategic Plan goals: 1,</p>	<p><i>All teachers will receive training and support in order to deliver high-quality instruction and progress toward full implementation of the CCSS.</i></p> <p>Teachers will be supported in effective instructional strategies to promote success for targeted underserved students, including</p>	LEA wide		<p>1. Action: Hire EL Coach (see above)</p>	<p>1. Action: Maintain position of EL Coach (see above)</p>	<p>1. Action: Maintain position of EL Coach (see above)</p>

toward full implementation of the CCSS.	2, 3, 4, 5,	EL and RFEP, and SED by EL and RTI Instructional Content Coaches			2. Action: Hire Response to Intervention (RTI) coach (see above)	2. Action: Maintain position of Response to Intervention (RTI) coach (see above)	2. Action: Maintain position of Response to Intervention (RTI) coach (see above)
Parents will be able to support the learning of their students in the new standards and the 21 st Century classrooms.	State Priorities : 2, 4, 3, 5, 7 District Strategic Plan Goals: 1, 2, 4, 5	<p><i>Parent engagement and connectedness will be improved through increased outreach and educational opportunities to the parents of our EL and RFEP students.</i></p> <ol style="list-style-type: none"> 1. Expand the district-wide and site specific parent liaison services 2. Provide technology and content area parent education services to EL parents, including offering child care during trainings. 3. Train and implement the State PTA School Smarts Program, including training in Spanish to provide greater access, input, and leadership opportunities for parents of targeted populations. 	<ol style="list-style-type: none"> 1. LEA-wide, with site support at Valley View Elementary , Pleasanton Middle School, Amador Valley and Foothill High Schools 2. LEA-wide, with targeted outreach to most impacted sites 3. All eligible PTA affiliated elementary schools 		<ol style="list-style-type: none"> 1. Action: Expand the District and Site-specific parent liaison services Expense: \$67,500 Source: Supplementary 2. Action: Provide parent education, including child care services, in Spanish for Spanish-speaking parents of EL and RFEP students. Expense: \$5,000 Source: Supplementary 3. Action: Train and implement School Smarts program at all eligible elementary sites, including offering it in Spanish for parents of EL and RFEP students. Expense: \$21,500, with requested matching funding from site donations Source: Supplementary 	<ol style="list-style-type: none"> 1. Action: Maintain District and Site-specific parent liaison services Expense: \$67,500 Source: Supplementary 2. Action: Provide parent education, including child care services, in Spanish for Spanish-speaking parents of EL and RFEP students. Expense: \$ 5,000 Source: Supplementary 3. Action: Continue to offer School Smarts program at all eligible elementary sites, including offering it in Spanish for parents of EL and RFEP students. Expense: \$21,500, with requested matching funding from site donations Source: Supplementary 	<ol style="list-style-type: none"> 1. Action: Maintain District and Site-specific parent liaison services Expense: \$67,500 Source: Supplementary 2. Action: Provide parent education, including child care services, in Spanish for Spanish-speaking parents of EL and RFEP students. Expense: \$ 5,000 Source: Supplementary 3. Action: Continue to offer School Smarts program at all eligible elementary sites, including offering it in Spanish for parents of EL and RFEP students. Expense: \$21,500, with requested matching funding from site donations Source: Supplementary

- 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.)

Our District is anticipated to receive an increase of supplemental funding in the amount of \$565,000 in 2014/2015 on the basis of the number of our Low income (Socio Economically disadvantaged), Foster Youth, and English Learner students. Neither our District nor individual school sites reach the threshold percentages.

Although some school sites have higher concentrations of targeted pupils than others within our District, all sites have underserved students, sometimes in small numbers, who will need targeted assistance. By expending our funding in a districtwide manner, but targeting support for those students in need, we will most effectively and efficiently be in position to provide necessary support for all underserved students.

Details of services to targeted students:

English Learner (EL) and RFEP students and their families will be better supported through the following actions geared to their needs:

The addition of a K – 12 EL Instructional Coach who will support students and teachers, providing interventions and instructional strategies as the California ELD standards are implemented along with CCSS. This support will also assist RFEP students as they demonstrate unique instructional needs in the classroom.

The addition of a Response to Intervention K-12 Instructional Coach who will support students and teachers by working with those students whose skills and performance scores indicate a greater need for academic support. This will improve access to the regular curriculum and will reduce the likelihood that these students will be served in a more restrictive environment.

Instructional strategies through teacher professional development offerings which will provide greater access to curriculum and improve student engagement of targeted underserved students.

Before and After School and Evening Tutoring available from a Credentialed Teacher to assist EL and RFEP students with assignments and concepts, recognizing that parents may not be available to assist or able to assist in English.

Additional Counseling Support to monitor student success and course selections, as well as the availability of the College Boot Camp program to increase college readiness. Additionally, EL and RFEP students will have improved access to a College and Career Guidance Technician to assist them in preparing for their futures.

Parents and guardians of EL and RFEP students will benefit from increased Site-level and District-Wide Parent Liaison services, including services at both comprehensive high schools. Additional parent education will be available, including sessions in Spanish for Spanish-speaking parents, providing assistance with the new Common Core State Standards as well as support for technology use to allow parents to better guide their children with the necessary tools of the 21st century classroom. Finally, PTA School Smarts Program will be implemented District-wide and will offer a Spanish-speaking training to allow access for parents to better partner with our schools. Childcare will be provided for these trainings.

Socio-Economically Disadvantaged (SED) students and their families will be better supported through the following actions geared to their needs:

The addition of a Response to Intervention K-12 Instructional Coach who will support students and teachers by working with those students whose skills and performance scores indicate a greater need for academic support. This will improve access to the regular curriculum and will reduce the likelihood that these students will be served in a more restrictive environment.

Instructional strategies through teacher professional development offerings which will provide greater access to curriculum and improve student engagement of targeted underserved students.

Before and After School and Evening Tutoring available from a Credentialed Teacher to assist SED students with assignments and concepts, recognizing that parents may not be available to assist or able to assist in English.

Additional Counseling Support to monitor student success and course selections, as well as the availability of the College Boot Camp program to increase college readiness. Additionally, SED students will have improved access to a College and Career Guidance Technician to assist them in preparing for their futures.

Access to Instrumental Music to increase student connectedness and reduce reported reluctance to engage in the program as a result of perceived costs associated. Music tutors and instruments will be provided following outreach to targeted underserved SED students.

Additional parent education will be available, including sessions in Spanish for Spanish-speaking parents, providing assistance with the new Common Core State Standards as well as support for technology use to allow parents to better guide their children with the necessary tools of the 21st century classroom. PTA School Smarts Program will be implemented District-wide to allow access for parents to better partner with our schools. Childcare will be provided for these trainings.

Foster Youth students and their guardians will be better supported through the following actions geared to their needs:

A Social Work Intern to support the needs of Foster Youth in our schools and to serve as a liaison for the students and his or her guardians with our schools.

The addition of a Response to Intervention K-12 Instructional Coach who will support students and teachers by working with those students whose skills and performance scores indicate a greater need for academic support. This will improve access to the regular curriculum and will reduce the likelihood that these students will be served in a more restrictive environment.

Instructional strategies through teacher professional development offerings which will provide greater access to curriculum and improve student engagement of targeted underserved students.

Before and After School and Evening Tutoring available from a Credentialed Teacher to assist students with assignments and concepts, providing access in a small group setting to needed supports.

Additional Counseling Support to monitor student success and course selections, as well as the availability of the College Boot Camp program to increase college readiness. Additionally, Foster Youth students will have improved access to a College and Career Guidance Technician to assist them in preparing for their future.

- 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.

The services described in Section 3B will improve service to our English Learner (EL) and Reclassified Fluent English Proficient (RFEP) students by 1% through an increase in access to instructional strategies and supports to improve their English acquisition and academic success as a result of the addition of a full-time K-12 EL Instructional Coach available throughout our District, as well as the increased opportunities for teachers to receive professional development in strategies designed to increase student achievement and connectedness. EL and RFEP students will have greater than 1% improved access to tutoring services provided by credentialed teachers who can assist them with assignments and other necessary instructional support. EL and RFEP students will have greater than 1% increase in targeted assistance through the new College Boot Camp program to increase college readiness, as well as the increased hours available for a College and Career Technician to work with targeted underserved students. Students will have greater than 1% improvement in the engagement of their families in our schools as a result of increased Parent Liaison services, parent education opportunities offered in Spanish designed specifically to reach EL and RFEP families, and parent trainings in technology.

The services described in Section 3B will improve service to our Socio-economically Disadvantaged (SED) students by 1% through an increase in access to instructional strategies and supports to improve academic success through the addition of a full-time K-12 Response to Intervention Instructional Coach whose services will be available throughout our District, before and after school and evening tutoring with a credentialed teacher, as well as through the increased opportunities for teachers to receive professional development in strategies designed to increase student achievement and connectedness. SED students will have greater than 1% increase in targeted assistance through the new College Boot Camp program to increase college readiness, as well as the increased hours available for a College and Career Technician to work with targeted underserved students. Additionally, SED students will have increased access to instrumental music programs through targeted outreach and efforts to reduce reluctance to participate in the program as a result of student and parent perceived costs, providing students with free music tutoring and access to an instrument as a means of encouraging this group to participate.

The services described in Section 3B will improve service to our Foster Youth by greater than 1% through the assignment of a Social Worker intern who will work to monitor student achievement, connect students with available supports, and assist in guiding students to achieve at higher levels and achieve greater college and career readiness. Foster Youth will also benefit from the support of the RTI Instructional Coach to provided needed interventions for students and thereby reducing the likelihood that these students will require more restrictive educational settings, access to before and after school and evening tutoring to assist with assignments and concepts in a small group setting, and the improved student engagement resulting from instructional strategies provided to teachers through Professional Development opportunities. Foster Youth will be targeted for access to College Boot Camp, and will experience a greater than 1% increase in access to College and Career Technicians to support their future goals.

Pleasanton Unified School District

Local Control & Accountability Plan
(LCAP)

LCAC MEETING

MAY 20, 2014

A solid orange horizontal bar spanning the width of the slide at the bottom.

PLEASANTON UNIFIED SCHOOL DISTRICT STRATEGIC PLAN



CURRICULUM & INSTRUCTION	LEARNING ENVIRONMENT	PERSONAL GROWTH	FISCAL STEWARDSHIP
All students, regardless of race, ethnicity, socio-economic status, or gender will be proficient/advanced and college/career ready upon graduation.	All students and staff are provided a high-quality physical environment that facilitates teaching and learning.	Empower all students to develop character, compassion, civility, and community consciousness.	Students will be central to all fiscal decisions.
Optimize student learning by utilizing innovative technologies.	Every student and staff will feel safe, respected, and enjoy positive connections.		Ensure fiscal health through investing in today while planning for tomorrow.

Local Control & Accountability Plan

To ensure that the District budget is aligned with the priorities of the State, a plan called the Local Control and Accountability Plan (LCAP) is required

LCAP must be adopted annually by the Board of Trustees prior to the adoption of the district budget

LCAP must include **SPECIFIC ACTIONS** with a **DESCRIPTION OF EXPENDITURES**

Development Process for the LCAP

Nov	Local Control Advisory Committee (LCAC) Appointed by Board of Trustees
Nov-May	LCAC Monthly Meetings
Nov/Dec	Listening Campaigns
May	LCAP presented to the Board of Trustees
June	Final approval of LCAP

Steps to LCAP Preparation & Adoption

Alignment to Eight State Priorities & District Strategic Plan

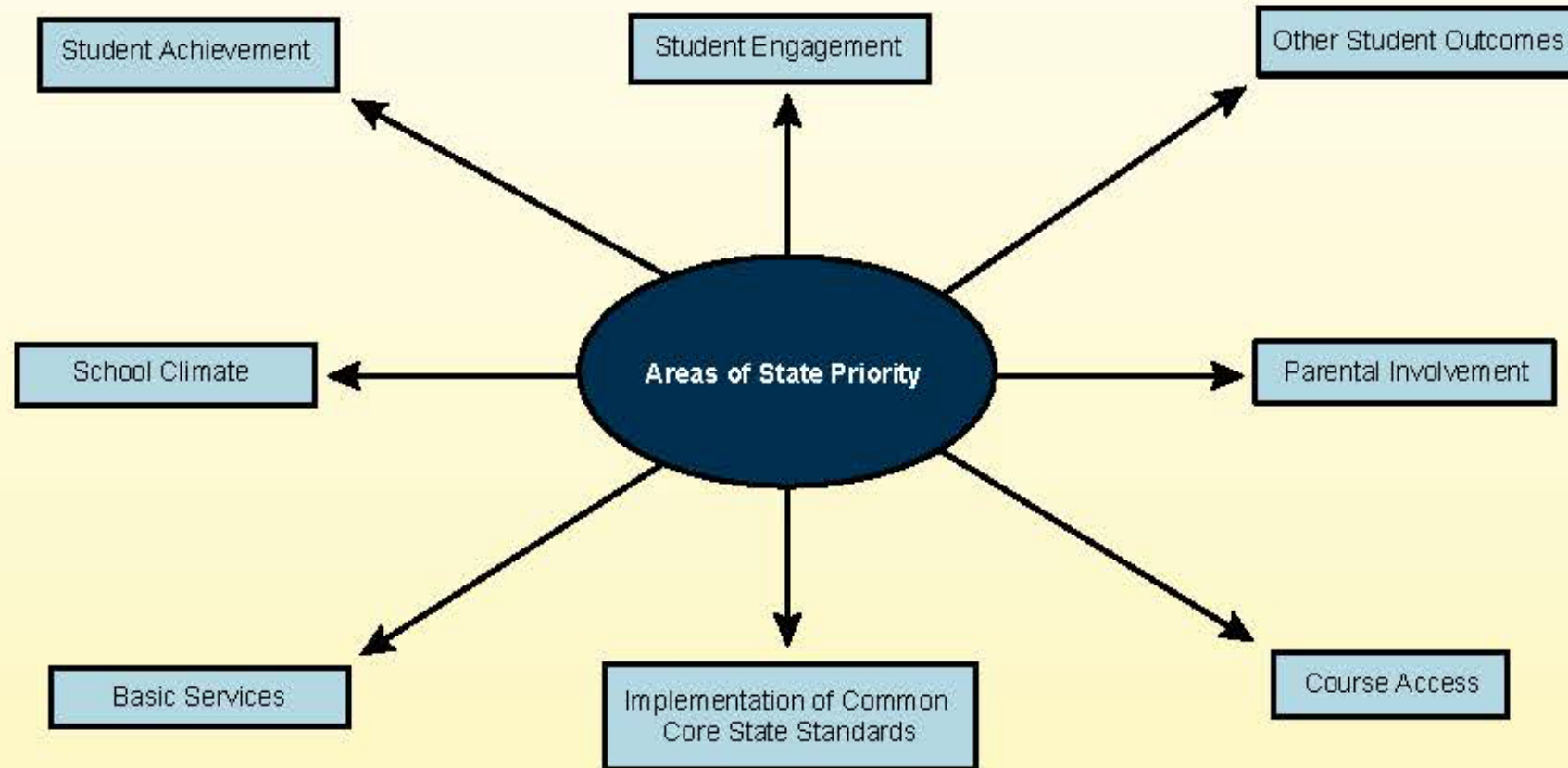
Consultation with: Teachers, Classified Staff, Bargaining Units, Parents/Guardians, Stakeholders, District/Site Administrators, Students

Review and comment by Parent Advisory Committees

Input from the public through: Public Hearing process, community reports

Figure 7

Eight Areas of State Priority Must Be Addressed in LCAPs



State Priorities

The following eight areas must be addressed in LCAP

Student Achievement

Student Engagement

Other Student Outcomes

(performance on tests or other
required areas of student performance)

School Climate

Parental Involvement

**Implementation of Common Core
State Standards**

Course Access

Basic Services (teacher assignments
and care of facilities)

Required Data for Each of Eight State Priority Areas

Student Achievement

- Performance on standardized tests.
- Score on Academic Performance Index.
- Share of students that are college and career ready.
- Share of ELs that become English proficient.
- EL reclassification rate.
- Share of students that pass Advanced Placement exams with 3 or higher.
- Share of students determined prepared for college by the Early Assessment Program.

Student Engagement

- School attendance rates.
- Chronic absenteeism rates.
- Middle school dropout rates.
- High school dropout rates.
- High school graduation rates.

Other Student Outcomes

- Other indicators of student performance in required areas of study. May include performance on other exams.

School Climate

- Student suspension rates.
- Student expulsion rates.
- Other local measures.

Parental Involvement

- Efforts to seek parent input.
- Promotion of parental participation.

Basic Services

- Rate of teacher misassignment.
- Student access to standards-aligned instructional materials.
- Facilities in good repair.

Implementation of Common Core State Standards (CCSS)

- Implementation of CCSS for all students, including EL.

Course Access

- Student access and enrollment in all required areas of study.

Listening Campaign Feedback

High Priority Items Identified through Listening Campaign

Interventions to support student needs

Supportive adults to engage and motivate students

Access to technology

High Quality Instruction

Access to courses preparing students for College and Career

Student connection

Parent participation

Support for parents with technology

Major LCAP Goals

- ❑ All students, regardless of race, ethnicity, socio-economic status, or gender will be proficient/advanced and college/career ready upon graduation.
- ❑ We will optimize student learning by utilizing innovative technologies.
- ❑ Every student will feel safe, respected, and enjoy positive connections.

Major LCAP Goals

- ☐ All teachers will receive training and support in order to deliver high-quality instruction and progress toward full implementation of the CCSS.
- ☐ Parents will be able to support the learning of their students in the new standards and the 21st Century Classroom.

Systemic Data Sources

Academic Performance Index (API) *

4-Year Graduation Rate

College Eligibility: a-g Course Completion

EAP Results

Advanced Placement: Exams & Enrollment

California Healthy Kids Survey

Actions and Services to Support All Learners

Students will be provided high-quality opportunities for learning, along with support to succeed

Infrastructure will be provided for teachers to grow in their use and mastery of technology as an instructional tool in their classrooms

Students will have the opportunity to explore greater opportunities for their futures through technology.

Classified and Certificated Professional Development regarding effective student engagement strategies will be offered in order to increase student engagement and sense of connectedness.

Actions and Services to Support All Learners

Restorative Justice will provide opportunities for student personal growth in order to provide student positive connections and a sense of efficacy.

District efforts will continue to provide support for the transition to and implementation of the Common core State Standards (CCSS).

Supplemental Funding

Supplemental funding is to be used specifically to provide increased services to improve the academic achievement of the following student sub-groups:

- English Learners (EL) and Reclassified Fluent English Proficient (RFEP) students
- Socio-economically Disadvantaged (SED) students
- Foster Youth

Actions and Services to Support Targeted Students

Targeted support will be provided to ensure greater success of English Learners (EL), including Reclassified Fluent English Proficient (RFEP) students, and Socio-economically Disadvantaged (SED) students.

Targeted students, including Socio-Economically Disadvantaged, Foster Youth, and English Learners, will be supported in courses and programs increasing college and career readiness, with the goal of raising the number of underserved students completing high school college/career ready.

Actions and Services to Support Targeted Students

Increased outreach to Foster Youth will allow students to be better supported within our District and allow these students to be better prepared for college and career.

To increase the use of innovative technology by our students, we must ensure that all students have access to technology and devices.

Increased levels of participation will provide students with greater positive connections to school.

Actions and Services to Support Targeted Students

Providing necessary academic assistance to students whose skills indicate a need for additional support will allow these students to access the curriculum in the mainstream and reduced the likelihood that they may need to be placed in a more restrictive environment.

All teachers will receive training and support in order to deliver high-quality instruction and progress toward full implementation of the CCSS.

Parent engagement and connectedness will be improved through increased outreach and educational opportunities for the parents of our EL and RFEP students.

Details of Services to Targeted Students : EL and RFEP

K-12 EL Instructional Content Coach

K – 12 Response to Intervention (RTI) Instructional Content Coach

Instructional Strategies Professional Development for Teachers

Before and After School and Evening Tutoring

College Boot Camp Academy

Counseling support to monitor success and course selection

College and Career Guidance Technician

Increased Site-level and District-wide Parent Liaisons

Details of Services to Targeted Students : EL and RFEP

Parent Education, including technology training

PTA School Smarts in Spanish

Details of Services to Targeted Students : SED

K – 12 Response to Intervention (RTI) Instructional Content Coach

Instructional Strategies Professional Development for Teachers

Before and After School and Evening Tutoring

College Boot Camp Academy

Counseling support to monitor success and course selection

College and Career Guidance Technician

Outreach to provide greater participation in Instrumental Music to increase connectedness

Details of Services to Targeted Students : SED

Parent Education, including technology training

PTA School Smarts

Details of Services to Targeted Students : Foster Youth

Social Work Intern to support the needs of Foster Youth and serve as liaison for students and guardians in our schools

K – 12 Response to Intervention (RTI) Instructional Content Coach

Instructional Strategies Professional Development for Teachers

Before and After School and Evening Tutoring

College Boot Camp Academy

Counseling support to monitor success and course selection

College and Career Guidance Technician