

Introduction:

LEA: Pleasanton Unified School District **Contact (Name, Title, Email, Phone Number):** Jim Hansen, Interim Superintendent, jhansen@pleasantonusd.net, 925.426.4334 **LCAP Year:** 2016-2019

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. The LCAP and Annual Update Template must be completed by all LEAs each year.

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. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. 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 shall comply with instructions and should 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. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. 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 and English language development 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:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, 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 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 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 consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; 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? How was the information made available?
- 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 representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated 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 original Local Control Accountability Committee (LCAC) was made up of 15 members , 8 of whom had one or more children in our District and one member who was a student.</p> <p>In 2015-16 the LCAC has grown to consist of 36 members and is considered out Parent Advisory Committee (PAC): 20 Community/Parent members, including representation from Unduplicated students 1 Parent Liaison 3 Student Members; 1 from each school and 5 alternates 2 CSEA Classified members 1 APT Certificated member 4 District Office Staff</p> <p>The LCAC held 9 meetings between September 2015, and June 2016. Appendix A is the LCAC member list and Appendix B is the schedule of committee meetings for 2015-16.</p> <p>Another crucial parent committee is our District English Learner Advisory Committee (DELAC), as they represent our English Learner Parent Advisory Committee (ELPAC). Descriptions of PUSD's educational programs, LCAP goals and actions are described and questions are answered. Outcome data and any additional information that is shared with the LCAC is also shared with DELAC. Parent Liaison translators are made available to provided primary language support as needed. Parents are given the opportunity to provide input regarding the outcome data about each action within the LCAP. Parents voice their ideas and ask questions. Requesting the addition of a Korean Parent</p>	<p>The annual data collection for LCAP actions were presented within a PowerPoint that informed our community of the implementation of all LCAP actions and the barriers, progress and/or success to date. Some LCAP actions are being fully implemented and are in the monitoring and trend analysis stage, other actions are in the beginning stages of implementations and are being refined, some of which have been adjusted to collect more in-depth data collections by sub-groups for the 2016-17 school year, Appendix E. In analyzing the data regarding the LCAP actions, adjustments to the type of data collected has been made for the 2016-17 school year to better monitor overall progress with an emphasis on sub-group data.</p> <p>The LCAP action data and input from the Listening Campaign was shared with Educational Services Team, CCSS Implementation Team and the LCAC. All collected input was analyzed to provide a focus for thorough data collection, Appendix G, and the LCAP has been adjusted to incorporate requests. In addition to input meetings, the LCAP and all Single Plans for Student Achievement (SPSA) have been aligned to provide a streamlined focus on achievement, with the goal of college and career readiness for all students.</p> <p>During the development of the 2016-2017 LCAP, stakeholders have requested an additional Korean Parent Liaison and to add an additional .5 FTE Spanish Parent Liaison to better enhance parent communication and provide additional support for parental involvement of all families. There continues to be high support for retaining the district's instructional coaches that were funded with one-time funds during the 2015-16 school year as their work was shown to support student progress in many capacities. Working collaboratively with Pleasanton Partnerships In Education Foundation (PPIE), retaining grant awards, and restructuring of coaches services, we were able to adjust funding resources and retain the instructional coaches. Students in Village high school are our most "at risk" students of the district and after discussing their most essential needs it was clear that a media center was needed. LCAC has requested that a Library Media Tech be hired to support Village and the Technology Department. This position will provide additional access to 21st century instructional technology to our most "at risk" students and over all by supporting the Technology Department. The need for Library Assistants across the district still remains and will be added if funding becomes available</p>

Liaison and the expansion of the Spanish Parent Liaison will be realized in the 2016-17 school year.

Students were fully involved in providing insight into their needs specifically through the Superintendents Listening Campaigns (Appendix C). Students are shown how to analyze the outcome data and provided an opportunity in small groups to discuss the outcome data, ask questions and provide input as to what would provide more opportunities for them. They are encouraged to share barriers they encounter. The student campaigns were held at each middle school and each high school. This input guided adjustments made in the 2016-17 LCAP.

After all 18 Listening Campaign meetings are held (Appendix D), the Local Control Advisory Committee is the stakeholder group who approves the final adjustments to the LCAP prior to presenting it to the Board of Trustees. Business presents the district's budget and informs the committee of all liabilities and regulations that impact the financial status of the district. The LCAC committee is responsible for making all final adjustments based on input from all committees, as well as determining final budget allocations. This process is monitored throughout the year as presentations are presented each month regarding the LCAP goals, as well as budget updates when appropriate.

Reports of progress and barriers around implementation of all actions and gathering of data are shared with the committee. The Campaign provides an opportunity for parents, staff, students and the community to not only receive an update on the current actions in the LCAP, but also allow for two-way communication regarding all aspects of the district. Appendix E provides outcome data on each Action within the LCAP.

The Listening Campaign presentations are organized so that all representatives of our community are provided an opportunity to provide input, make comments and ask questions about LCAP goals and actions. Listed below are the major representatives for each Listening Campaign presentation:

1. Local Control Accountability Committee: 66% Community & Parents, 25% students & 9% Certificated & Classified representation
2. Counselors & Social Workers: 100% of the positions

following the release of the District's LCAP allocation from the state or if other funding resource are secured as directed by the LCAC.

The following changes were made prior to review and final adoption by our Board of Trustees:

1. Additional data points identified to allow for greater results-based accountability.
2. Materials & supply budgets were added to some LCAP Actions to support implementation of the actions
3. Refinement of LCAP actions was needed in some cases to provided clarity
4. To better clarify some positions, some LCAP actions were combined with the activities supported by the position

Additionally, stakeholder suggestions for additional student support have been considered and, while found to be valuable, have not been incorporated into our LCAP due to financial challenges:

1. Library Assistants
2. Addition collaboration time to analyze student outcomes by sub-group, and adjust instructional lessons to meet the needs of all students

3. Parent Communication Council: The venue for all parent organizations send their representative, as well as the PTA Council
4. Classified Employees Communication Council: 13 classified representatives
5. Faculty Communication Council: Association of Pleasanton Teachers site representatives
6. District English Language Advisory Committee (DELAC): All school sites send their representatives. Four representatives bring their husbands as well
7. Seeking Education Equity and Diversity (SEED): Self-selected teachers and classified staff and student representatives from all secondary sites
8. CCSS District Implementation Team: Representatives from teachers, administrators, instructional coaches, vice principals and District staff
9. Community Open Forums: Community members at large
10. Mariachi Meeting: Approx. 60-100 Spanish English Learner Parents
11. Special Needs PTA: Special Needs community members
12. Amador Valley High School Students: Open forum with the Superintendent
13. Foothill High School Students: Open forum with the Superintendent
14. Village High School Students: Open forum with the Superintendent
15. Hart Middle School Students: Open forum with the Superintendent
16. Harvest Park Middle School Students: Open forum with the Superintendent
17. Pleasanton Middle School Students: Open forum with the Superintendent
18. Toy Library: Approx. 20-30 English Learner Parents

During each Listening Campaign, attendees are asked to work in small groups and participate in a three step process. They are presented the PowerPoint that shares the District's demographic data, including disaggregated data focused around Summer School. Participants were asked to share their thoughts on the following three questions:

1. What do you notice from the student demographic data results?
2. What are some possible reasons why we may not be reaching all student sub-groups during the school year?
3. How can we continue to prepare ALL students to be college and career ready upon high school graduation?

The Listening Campaign includes parents/guardians, classified and certificated employee groups, and students who represented a variety of populations in our schools. The presentation is interpreted for targeted outreach to Spanish & Mandarin speaking parent groups, but available in other languages as needed.

The feedback from all of the Listening Campaign meetings is posted to our District website and is available to the larger community. As feedback was 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 the LCAP actions, state, local and national goals for all students was disaggregated and shared with the LCAC and other stakeholder groups. The data includes: State and District summative assessment data, data reflecting student college readiness, student engagement, and a wide variety of data listed in the attached tables; A1-2, B1-7, E1-2, S1-6 and projected goals in table C1-3. Areas of need are indicated as metrics within our LCAP to enable further monitoring for improvement with a focus on English Learners, Foster Youth and Kinship, Special Education and our Low Income populations. Focused progress reports were presented to the appropriate committees (at their scheduled meeting dates) and at the LCAC meetings as follows:

September 15, 2015; Parent Liaisons, Mariachi Program, Extended Day Academic Interventions Reports
 October 20, 2015; CAASPP Results, RtI Steering Committee Report
 December 15, 2015; English Learner Systemic Program Report
 January 19, 2016; College & Career Specialists Action Plan Report
 February 16, 2016; Youth Development Specialist-Foster/Kinship Report
 March 15, 2016; English Learner Systemic Program Report & English Learner Master Plan
 April 19, 2016; Extended Day Academic Interventions Report
 May 17, 2016; RtI Steering Committee Report & Final 2016-2019 PUSD LCAP
 June 14, 2016 Board Presentation for the First Reading and Public Hearing, LCAC invited to attend
 June 21, 2016; Final discussion with LCAC
 June 28, 2016 Board Approval

There are numerous Education Code sections that apply to the requirements to elicit input for the LCAP and, now that the initial plan has been developed, Pleasanton Unified School District

the requirement focus is in making the plan available for feedback prior to the plan being submitted to the Board of Trustees each year. A Public Hearing to solicit recommendations and comment from the at large community will be June 14, 2016, followed with the final LCAP and Budget approval from the Board of Trustees on June 28, 2016.

Annual Update:

The PUSD's LCAP is monitored throughout the year and data reports are provided to the appropriate committees as ongoing updates. The Local Control Accountability Committee (LCAC), a cross section of all stakeholders, continually monitors the plan at each monthly meeting by receiving presentations on the various actions throughout the year. During each presentation the LCAC Committee is able to ask clarifying questions and provide direction on how to improve, maintain current actions or is provided the opportunity to request additional data for further review. Data collected through the Listening Campaign is analyzed and requests have been included in this revised plan, Appendix G. These improvements are focused on how to improve the educational system as a whole, with a particular focus on our Unduplicated Students and in supporting parents.

An analysis of our Summer School Data presented an opportunity to reflect on services provided during the school year and allowed for refinement of the LCAP actions to better address the academic and social needs of all students during the school year. In preparing for the Annual Update, data was collected and presented to major committees which include staff, students, parents and community members such as the LCAC, District English Learner Advisory Committee (DELAC) which is our ELPAC, Student Inter-Schools Action Council (SIAC), Seeking Educational Equality and Diversity (SEED) program and Administrator Meetings.

Annual Update:

During LCAC meetings, input and direction has been given regarding success and additional needs regarding programs underway. This input has contributed to adjustments in LCAP actions and activities. A high emphasis on the need for in-depth sub-group data was requested by stakeholders. Data points during the year need to be created for some LCAP actions and refined for others, in order to monitor specific student progress by sub-groups.

Assessment calendars have been aligned to the new instructional calendar for 2016-17. Inclusion of formative assessments during instructional units, need to be generated to provide students with immediate feedback on their performance while the opportunity to improve their learning is still available. In order to provided students this feedback and provide an opportunity for instructional practices to be adjusted, Formative Benchmark Assessments need to be refined and/or created for some content areas. Working with the instructional staff, this will remain a focus for the 2016-17 school year.

This LCAP reflects the goals of our District Strategic Plan, Common Core State Standards implementation plan, Technology Plan and District wide work, as well as, the planned activities of all of our schools through alignment of their SPSA. 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."

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table 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.

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, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

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, schoolsite-level advisory groups, as applicable (e.g., schoolsite 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.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites 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 schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. 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 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 parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes 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?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) 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?

GOAL 1:	1: All students, regardless of race, ethnicity, socio-economic status, or gender will be proficient/advanced and college/career ready upon graduation		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
Identified Need :	Our District Strategic Plan, created with broad stakeholder input, identifies the need for all students to be at or above proficient, and prepared for college and/or career. Our state assessment program allows us to identify student progress towards College and Career Readiness by sub-groups: <ul style="list-style-type: none"> English Learners (EL) and Low Income (LI) students, as well as other identified subgroups, including students requiring special education services, are not reaching levels of proficiency as compared with other subgroups and data collected needs to be enhanced in order to determine sub-group progress and success towards college and career readiness District data indicates that not all of our students are progressing towards College and Career Readiness at the same level. Additional academic supports and outreach are seen, through feedback sessions, as key to closing this readiness achievement gap. Analyzing and monitoring student placement and clustering of underserved students needs to be implemented to provide the most effective and efficient services 		
Goal Applies to:	Schools: All schools, LEA-wide Applicable Pupil Subgroups:	Action 1: All students Action 2: Unduplicated Students, Reclassified English Learners & Underserved Students Action 3: K-2 students Action 4: All sites Action 5: Unduplicated Students, Reclassified English Learners & Underserved Students Action 6: Unduplicated Students, Reclassified English Learners & Underserved Students Action 7: High School Unduplicated Students, Reclassified English Learners & Underserved Students Action 8: English Learners & Reclassified English Learners Action 9: Unduplicated Students, Reclassified English Learners & Underserved Students Action 10: High School Unduplicated Students, Reclassified English Learners & Underserved Students Action 11: Middle School & High School Unduplicated Students, Reclassified English Learners & Underserved Students	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Facilities are safe and in good repair: A. All school facilities in PUSD will continue to be maintained in good repair. ~All district sites will continue to be rated as Exemplary based on the Facilities Inspection Tool (FIT) PUSD Staff are Highly Qualified an assigned appropriately based B. Teachers in PUSD continue to be fully credentialed and properly assigned as reported by the Human Resource Department. ~Human Resources will only recommend to the Board of Trustees fully credentialed and properly assigned instructional staff for hire. C. All students in PUSD were provided with sufficient access to standards-aligned instructional materials as required by the Williams Act.		

~PUSD will continue to provide access to standards-aligned instructional materials for all students
 ~PUSD will participate in the ELA/ELD adoption cycle. The English Language Arts/English Language Development (ELA/ELD) Adoption Committee will designate curriculum to be piloted throughout the 2016-17 school year.
 A final determination of which curriculum will be purchased will be made in the winter of 2017.
 D. Continued progress will be made toward improving College and Career Readiness of targeted populations by monitoring and reaching goals presented in Table C1-C3

Summer School

Demographics of Summer School enrollment will continue to be monitored, but more detailed data is needed to determine how to improve services during the school year. Data collection during Summer School will be refined to reflect detailed Summer School data as it was absent this time.

1. Demographics 2014-15 Summer School

~362 Elementary students attended: 5% African American, 35% Asian, 30% Hispanic, 1% Indian, 1% Pacific Islander & 28% White; 47% English Learners

~139 Middle School students attended: 6% African American, 25% Asian, 24% Hispanic, 0% Indian, 0% Pacific Islander & 45% White; 17% English Learners

~547 High School students attended: 8% African American, 25% Asian, 20% Hispanic, 1% Indian, 1% Pacific Islander & 45% White; 9% English Learners

2. EL students' language levels who attend summer school will be compared to the 2016-17 CELDT level growth and Reclassifications to confirm improved services for EL students.

3. Academic data of units recovered by Unduplicated students will be gathered to show increased access to curriculum.

4. A student survey will provide an opportunity for students to express what additional supports may be needed during the school year to improve services for them

During the 2016-17 school year, a systematic monitoring system of sub-groups will be implemented to determine what sheltered courses should be offered in the 2016-17 Summer School to accelerate graduation requirements. Continuing ELD courses that support acceleration of language acquisition will remain a goal.

In the 2016-17 Before & After School Intervention Program

1. Demographic data will be gathered by sub-groups to monitor disproportionality and access to additional supports:

2. To determine what specific "gap" academic content will be covered in the program, the following data will be monitored:

a. Student outcome data in grades K-3 that supports proficiency in 3rd grade reading

b. Specific student performance data in mathematics that support proficiency in 8th grade mathematics

3. Access to VAPA and extracurricular activities, clubs will be included to support access to a broader course of study

4. To accelerate language development, ELD support will be provided

Changes to this action consist of adding a supply budget, refining academic services beyond homework in order to address academic gaps. More thorough academic data will be gathered to determine these services are the most effective. In the 2016-17 school year, research proven accelerated programs will be used to close academic gaps for underserved students. Assessing of specific "gap" skills will be implemented. Monitoring, training and adjustments will be made to continue to implement a systematic comprehensive program that still addresses individual site needs. Extending the program to include specific academic "gaps" will increase access to more interventions as requested by the Listening Campaign participants. More detailed description of the collaborative programs will be presented during the year to support stronger communication with parents/guardians and staff as requested by the Listening Campaigns.

Table C1-3 in the Appendix, designate PUSD's Goals based on state & local key indicators, some may be added as the state is still finalizing their chosen indicators. The indicators have been determined by state and the district as crucial data points in predicting student success. PUSD will monitor these data points to determine student success, as well as other local data points. Based on the analysis of the district's current status regarding these key indicators, Table C1-3 displays our projected short & long-term goals.

The following Actions were developed after in-depth analysis of the appropriate tables in the Appendix (listed below), formal input from the Listening Campaign, anecdotal observations of research proven strategies and programs being implemented, as well as current needs to support providing access to 21st Century opportunities for our students.

Tables analyzed and in the Appendix are:

Table E1 (EL AMAO Data) & Table E2 (EL Data by site including Reclassified data)

1. In analyzing the English Learner AMAOs, slow progress is being made each year. A focus on acceleration of language is being implemented by developing a full EL program which will designate a delineated pathway and provide staff development in instructional strategies that support language acquisition, including student monitoring for progress. There will also be a focus on providing access to core subjects using strategies that support ELs in accessing the core. A potential pilot using AVID Excel will be considered for 2017-18. Investigating the program and successes in other districts will be investigated this year. Meanwhile, ELs will be supported in core classes by implementing instructional routines, scaffold supports and strategies proven as successful for EL.

2. A drop in reclassification of English Learners has occurred across the district with the exception of middle school. A goal of monitoring instruction in language acquisition, oral language opportunities, active student engagement and vocabulary building for English Learners will be implemented, resulting in an increase of reclassification overall.

PUSD will continue to increase percentage of student proficient in all academic areas by sub-group, based on District Formative Benchmarks during the year for monitoring and SBAC as the summative measure. The State API and Federal AYP is no longer calculated or used as a valid data point as we move into the new SBAC Accountability System. The 2015-16 data tables listed below are available in the Appendix and are considered Baseline Data:

Table A1 (District ELA & Math Benchmarks)

ELA

1. Elementary ELA Trimester 2 data presents disproportionality between all sub-groups except White & Asian. However, all student outcomes are low. A goal of increasing the overall score with a focus on increasing the African American, Hispanic, ELs, LTELs & LI for 2016-17.
2. A District Benchmark will be determined for Kindergarten, First Grade and Second grade level that will predict 3rd grade outcomes as the 3rd grade Reading data is low over all. There is disproportionality between African Americans, Hispanic, ELs, LTELs & LI. A focus on strategies that support these populations to access CCSS will be implemented. Minimum growth was experienced between the November and March assessments, interventions to address the academic gaps will be determined. See Table C1-3
3. Semester 1 scores for both middle school and high school are extremely low. A goal of increasing student outcomes by 15% has been set with a focus on disproportional sub-groups.

Math

1. The same disproportionality witnessed in ELA is also seen in Elementary mathematics. A goal of increasing student outcomes by 10% overall has been set with a focus on disproportionate sub-groups.

2. 8th grade math scores are extremely low. A goal of increasing student outcomes by 15% has been set with a focus on disproportional sub-groups
3. Semester 1 scores for both middle school and high school are extremely low. A goal of increasing student outcomes by 15% has been set with a focus on disproportional sub-groups. Determining why the high school scores are so low will be made and addressed.

Table A2 (SBAC ELA & Math)

1. The SBAC outcomes will be addressed by the focus on District Benchmarks.

The following data serves as indicators of College and Career Readiness of students district-wide by major sub-groups:

Table B1 (EAP ELA & Math Data)

ELA

1. A focus on supporting ELs, LTELs and LI students by implementing strategies that provide these students with access to CCSS and build vocabulary will be implemented next year. The goal of increasing the EAP scores for these sub-groups by 10% has been set.

Math

1. There is a disproportionality between African Americans, Hispanic, ELs and LTELs regarding Math EAP scores. A focus on strategies that support improved understanding of EAP content will support the goal of increasing the student outcomes. Interventions will be focused on closing the academic gap.

Table B2 (High School Graduation Rate)

1. Addressing the Graduation rate for all subs-groups lower than 95% will begin with data analysis to determine cause. Once causation is determined, interventions will be implemented to support increasing all sub-groups.

Table B3 (High School Dropout Rate)

1. Maintain supports

Table B4 (Middle School Dropout Rate)

1. Maintain supports

Table B5 (Advanced Placement Enrollment)

Table B6 (Advanced Placement Exams with a 3 or higher score)

1. Curriculum structures and approaches will be examined to support the increase and success of Hispanic, ELs, LTELs and LI students in AP classes.

Table B7 (8th gr SAT, 10th gr PSAT & 11th gr SAT & UC/CSU Completion Rate/A-G Requirements)

1. A focus on causation for 8th grade SAT scores to be so low will be determined and addressed. The goal of increasing 8th grade scores is the focus.

2. There has been little to no improvement in UC/CSU Completion. Determining how to increase success for all sub-groups and implementing strategies that address the disproportionality will occur.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 1.1: Continue to provide students with highly qualified teachers. Engage in focused recruitment of highly-qualified teachers who share our District vision. PUSD's hiring practices support hiring bilingual staff in all school site offices to better service all parents. Bilingual teachers are hired when proven as the best candidate for the position.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Salaries 1000-1999: Certificated Personnel Salaries Base \$51,055,285 Certificated Benefits 3000-3999: Employee Benefits Base \$8,378,172
Action 1.2: Summer School will be offered as an intervention to students who are identified as in need of remediation or additional support. Servicing Grades 2-12, including a focus on English Language Development for English Learners. An articulated curriculum supports English learners and access to course that qualify for graduation are made available. Fully develop the systematic monitoring during the school year of sub-groups that will drive a focused entrance criteria and exit expectation for Summer School. Data collection during Summer School will be refined to reflect detailed Summer School data. Increasing expectations and refining interventions provided.	At elementary sites LEA- wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Underserved Students</u>	Certificated Salaries 1000-1999: Certificated Personnel Salaries Base \$144,326 Classified Salaries 2000-2999: Classified Personnel Salaries Base \$53,589 Certificated & Classified Benefits 3000-3999: Employee Benefits Base \$23,629 Certificated Salaries 1000-1999: Certificated Personnel Salaries Title I \$57,968 Certificated Benefits 3000-3999: Employee Benefits Title I \$9,513 Supplies & Materials 4000-4999: Books And Supplies Base \$6,000 Services 5000-5999: Services And Other Operating Expenditures Base \$11,860
Action 1.3: Early elementary literacy intervention programs such as Sound Partners will be offered through use of trained volunteers, with assistance from Early Literacy Coach. A focus on determining a diagnostic assessment or assessments that will provide informative student data that supports all 3rd grade students reaching proficiency is a refinement for this year.	At elementary sites LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Materials & Supplies 4000-4999: Books And Supplies Base \$5,000

<p>Action 1.4: Provide additional resources for site libraries. Increasing greater access to materials and content, particularly high-interest non-fiction to support CCSS. Include providing access to online resources. A focus this year will be on cultural diversity, alignment to the new ELA/ELD adoption and 21st century multi-media opportunities to further support college and career readiness.</p> <p>A Media Center Library Technician will provide additional access to the media center at Village so that students have extended access to the Internet for research, leveled content aligned expository text and to provide a safe space for students to collaborate on projects.</p>	At all sites LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Classified Salary (.5 FTE) 2000-2999: Classified Personnel Salaries Supplemental \$24,167</p> <p>Classified Benefits 3000-3999: Employee Benefits Supplemental \$10,283</p> <p>Materials & Supplies 4000-4999: Books And Supplies Base \$61,305</p>
<p>Action 1.5: Before and After School, evening tutoring and homework support will be provided to support student learning at all levels. Tutoring services will be provided through hourly services of credentialed teachers, classified instructional staff and peer tutors, including supplies and materials as needed. To provide access to a broader course of study, VAPA and extracurricular sessions will be offered. ELD will remain a focus to accelerate language acquisition. The Ascend intervention math program will provides leveled access for students. This program self-adjusts with student progress and provides access in areas of academic gap. A more detailed description of the collaborative programs will be presented during the year to support stronger communication with parents/guardians and staff as requested by the Listening Campaign.</p>	At all sites LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Underserved Students</u>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$94,504</p> <p>Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental \$15,200</p> <p>Certificated & Classified Benefits 3000-3999: Employee Benefits Supplemental \$22,623</p> <p>Materials & Supplies 4000-4999: Books And Supplies Supplemental Carryover \$20,000</p> <p>Ascend Math License 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$35,000</p>
<p>Action 1.6: The position of Extended Day Academic Intervention Program Coordinator oversees the Before & After School Program District-wide, Summer School, District Student Leadership Committee's and the District's Diversity Awareness Programs. The Coordinator assures the programs are fully equitably implemented across the district, including hiring, finalizing program content, assessments and monitoring. The Coordinator addresses, district-wide, opportunities to close the achievement gap and/or provides access to courses not available during the school year due to</p>	At all sites LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Underserved Students</u>	<p>Certificated Salary 1000-1999: Certificated Personnel Salaries Supplemental \$129,142</p> <p>Certificated Benefits 3000-3999: Employee Benefits Supplemental \$21,192</p> <p>Materials & Supplies 4000-4999: Books And Supplies Supplemental 2,800</p>

<p>scheduling conflict for Unduplicated and underserved students.</p> <p>This position supports the District's Strategic Plan in the area of Learning Environment & Personal Growth by overseeing professional development for diversity, student leadership and the parent liaisons. Programs and councils, such as SEED & SIAC are supervised by this position. The focus for this work is to provide learning environments that foster positive connections and ensure a cultural climate that promotes passionate learners and educators as stated in the District's Strategic Plan.</p> <p>This position manages supplies, conferences and trainings associated to the areas supervised.</p>			
<p>Action 1.7: Underserved students will be monitored by counselors and provided access and success in high level courses with a focus on A-G completion for high school students. This action has been extended to also include an AVID pilot program to support underserved students.</p> <p>A systematic monitoring protocol that will focus on addressing the differing needs within the Unduplicated student population will be developed. LCAP carryover funds will be used to support providing staff development around the unique needs of Unduplicated students and to develop the monitoring protocol. The systematic monitoring protocol will utilizing data that indicates interventions are warranted such as; D & F lists, benchmark assessments, chronic absenteeism, etc. on a regular basis.</p> <p>AVID Training and time for collaboration will be needed to develop this program, Goal 4)</p>	<p>At all secondary sites LEA- wide</p>	<p><u> </u> All OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u> </u> Redesignated fluent English proficient <u>X</u> Other Subgroups: (Specify) <u>Underserved Students</u></p>	<p>Certificated Salaries (hourly) 1000-1999: Certificated Personnel Salaries Supplemental Carryover \$2,000</p> <p>Certificated Benefits 3000-3999: Employee Benefits Supplemental Carryover \$400</p> <p>AVID Training 5800: Professional/Consulting Services And Operating Expenditures Supplemental Carryover \$20,000</p>
<p>Action 1.8: Maintain the position of English Learner (EL) Instructional Coach to support the unique instructional needs of English Learners (EL), including Reclassified Fluent English Proficient Learners (RFEP) as needed. (Title III Plan)</p>	<p>LEA-wide</p>	<p><u> </u> All OR: <u> </u> Low Income pupils <u>X</u> English Learners <u> </u> Foster Youth</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Title II \$18,708</p> <p>Certificated Benefits 3000-3999: Employee Benefits Title II \$3,069</p>

<p>Community input from our Listening Campaigns, asked to increase motivation and expectations, as well as the needs assessment disclosing the need to provide explicit lesson design planning around Integrated English Language Development (ELD) Standards. A restructuring of the EL Coach position will better provide clear understanding of instructional expectations and refine instruction for the needs of English Learners by language levels. The position will provide a more collaborative instructional modeling approach both in the classroom and as staff development support. Clarifying the focus of this position in this way better aligns to the specific needs for our district. Clear instructional routines up and beyond that of standard lesson design and addressing specific content by language levels as we implement ELD across the curriculum. (EL Coach, Title III Plan alignment)</p> <p>The position will now act as the catalyst of two-way communication as the lead for the District's EL Committee & the parent District English Learner Advisory Committee (DELAC), as well as the site's EL Liaisons that provide monitoring and support for all English Learners by site, at the site.</p>		<p><input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Title III \$56,113</p> <p>Certificated Benefits 3000-3999: Employee Benefits Title III \$9,208</p>
<p>Action 1.9: Implement the position of Assessment Analyst to collect and analyze data on targeted populations in order to drive instructional improvement efforts and work with sites for implementation to better support student academic growth and success.</p> <p>The Assessment Analyst will continue to support all staff as needed by providing support in accessing the dynamic data assessment platform. Refining the Assessment Accountability System to determine which data points are the BEST indicators to collect (research proven indicators which will include those required by the state), how often to collect the data, as well as continuing to provide the data by sub-groups for analysis of major goals. All data presented will be by sub-group so that an analysis of the data can be made to determine that ALL students are being served within all programs.</p>	LEA-wide	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Underserved Students</u></p>	<p>Classified Salary 2000-2999: Classified Personnel Salaries Supplemental \$67,737</p> <p>Classified Benefits 3000-3999: Employee Benefits Supplemental \$24,218</p>

Action 1.10: College Boot Camp Academy make certain Unduplicated students & their parents receive guidance leading to greater opportunities and preparation for college admission by attending the summer College Boot Camp.	At all comprehensive high schools LEA-wide, with outreach at middle schools	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Materials & Supplies 4000-4999: Books And Supplies Supplemental \$1,500 Services - Bus 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$8,500
Action 1.11: Providing additional hours for the College and Career Education Specialists they will: a. Continue to provide access to the Naviance program b. Guide families through how to complete the FAFSA c. Focus on recruiting and supporting Unduplicated students in successfully taking the EAP d. Build 8th grade confidence in taking the SAT by guiding students in ways that promote their success and confidence. Consider providing scholarships and incentive for our Unduplicated students as needed. e. Focus on increasing the number of 8th graders taking the SAT and in improving 8th grade success on the SAT Sub-group data will be analyzed determine this Actions progress for the intended subgroup of Unduplicated students. Setting defined goals for course decisions during the school year and for the future will define college and career pathways for our Unduplicated students. This year an analysis of the offered pathways will occur to determine if curricular options completely serve ALL of our students, community needs and future occupational demands.	At all high schools LEA-wide, with outreach at middle schools	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Consultant/professional services (Hired through TVROP): 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$67,875 Scholarships to take the SAT 5000-5999: Services And Other Operating Expenditures Supplemental \$5,000
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	Facilities are safe and in good repair: A. All school facilities in PUSD will continue to be maintained in good repair. ~All district sites will continue to be rated as Exemplary based on the Facilities Inspection Tool (FIT) PUSD Staff are Highly Qualified an assigned appropriately based B. Teachers in PUSD continue to be fully credentialed and properly assigned as reported by the Human Resource Department. ~Human Resources will only recommend to the Board of Trustees fully credentialed and properly assigned instructional staff for hire. C. All students in PUSD were provided with sufficient access to standards-aligned instructional materials as required by the Williams Act. ~PUSD will continue to provide access to standards-aligned instructional materials for all students ~PUSD will implement the newly adopted ELA/ELD curriculum.		

D. Continued progress will be made toward improving College and Career Readiness of targeted populations by monitoring and reaching goals presented in Table C1-C3

Summer School

Demographics of Summer School enrollment will continue to be monitored using more detailed data to determine how to improve services during the school year. Data collection during Summer School will be refined to reflect detailed Summer School data by sub-groups.

A systematic monitoring system of sub-groups will be implemented to determine what sheltered courses should be offered the following summer to accelerate graduation requirements. Continuing ELD courses that support acceleration of language acquisition will remain a goal.

In Before & After School Intervention Program

1. Demographic data will be gathered by sub-groups to monitor disproportionality and access to additional supports:
2. To determine what specific "gap" academic content will be covered in the program, the following data will be monitored:
 - a. Student outcome data in grades K-3 that supports proficiency in 3rd grade reading
 - b. Specific student performance data in mathematics that support proficiency in 8th grade mathematics
3. Access to VAPA and extracurricular activities, clubs will be included to support access to a broader course of study
4. To accelerate language development, ELD support will be provided

Academic services beyond homework will be offered in order to address academic gaps. Academic data will determine what services are the most effective. Research proven accelerated programs will continue to be used to close academic gaps for underserved students to address specific "gap" skills. Monitoring, training and adjustments will be made to continue to implement a systematic comprehensive program that still addresses individual site needs. Extending the program to include specific academic "gaps" will increase access to more interventions as requested by the Listening Campaign participants. More detailed description of the collaborative programs will be presented during the year to support stronger communication with parents/guardians and staff as requested by the Listening Campaigns.

Table C1-3 in the Appendix, designate PUSD's Goals based on state & local key indicators, some may be added as the state is still finalizing their chosen indicators. The indicators have been determined by state and the district as crucial data points in predicting student success. PUSD will monitor these data points to determine student success, as well as other local data points. Based on the analysis of the district's current status regarding these key indicators, Table C1-3 displays our projected short & long-term goals.

The following Actions were developed after in-depth analysis of the appropriate tables in the Appendix (listed below), formal input from the Listening Campaign, anecdotal observations of research proven strategies and programs being implemented, as well as current needs to support providing access to 21st Century opportunities for our students.

Tables analyzed and in the Appendix are:

Table E1 (EL AMAO Data) & Table E2 (EL Data by site including Reclassified data)

1. In analyzing the English Learner AMAOs, slow progress is being made each year. A focus on acceleration of language is being implemented by developing a full EL program which will designate a delineated pathway and provide staff development in instructional strategies that support language acquisition, including student monitoring for progress. There will also be a focus on providing access to core subjects using strategies that support ELs in accessing the core. A potential pilot using AVID Excel will be considered for 2017-18. Investigating the program and successes in other districts will be investigated this year. Meanwhile, ELs will be supported in core classes by implementing instructional routines, scaffold supports and strategies proven as successful for EL.

2. A drop in reclassification of English Learners has occurred across the district with the exception of middle school. A goal of monitoring instruction in language acquisition, oral language opportunities, active student engagement and vocabulary building for English Learners will be implemented, resulting in an increase of reclassification overall.

PUSD will continue to increase percentage of student proficient in all academic areas by sub-group, based on District Formative Benchmarks during the year for monitoring and SBAC as the summative measure. The State API and Federal AYP is no longer calculated or used as a valid data point as we move into the new SBAC Accountability System. The 2015-16 data tables listed below are available in the Appendix and are considered Baseline Data:

Table A1 (District ELA & Math BM)

ELA

1. Elementary ELA Trimester 2 data presents disproportionality between all sub-groups except White & Asian. However, all student outcomes are low. A goal of increasing the overall score with a focus on increasing the African American, Hispanic, ELs, LTELs & LI for 2016-17.
2. A District Benchmark will be determined for Kindergarten, First Grade and Second grade level that will predict 3rd grade outcomes as the 3rd grade Reading data is low over all. There is disproportionality between African Americans, Hispanic, ELs, LTELs & LI. A focus on strategies that support these populations to access CCSS will be implemented. Minimum growth was experienced between the November and March assessments, interventions to address the academic gaps will be determined. Improving the stated sub-groups outcomes by 10% minimally is the stated Goal for 2016-17.
3. Semester 1 scores for both middle school and high school are extremely low. A goal of increasing student outcomes by 15% has been set with a focus on disproportional sub-groups.

Math

1. The same disproportionality witnessed in ELA is also seen in Elementary mathematics. A goal of increasing student outcomes by 10% overall has been set with a focus on disproportionate sub-groups.
2. 8th grade math scores are extremely low. A goal of increasing student outcomes by 15% has been set with a focus on disproportional sub-groups
3. Semester 1 scores for both middle school and high school are extremely low. A goal of increasing student outcomes by 15% has been set with a focus on disproportional sub-groups. Determining why the high school scores are so low will be made and addressed.

Table A2 (SBAC ELA & Math)

1. The SBAC outcomes will be addressed by the focus on District Benchmarks.

The following data serves as indicators of College and Career Readiness of students district-wide by major sub-groups:

Table B1 (EAP ELA & Math Data)

ELA

1. A focus on supporting ELs, LTELs and LI students by implementing strategies that provide these students with access to CCSS and build vocabulary will be implemented next year. The goal of increasing the EAP scores for these sub-groups by 10% has been set.

Math

1. There is a disproportionality between African Americans, Hispanic, ELs and LTELs regarding Math EAP scores. A focus on strategies that support improved understanding of EAP content will support the goal of increasing the student outcomes. Interventions will be focused on closing the academic gap.

Table B2 (High School Graduation Rate)

1. Addressing the Graduation rate for all subs-groups lower than 95% will begin with data analysis to determine cause. Once causation is determined, interventions will be implemented to support increasing all sub-groups.

Table B3 (High School Dropout Rate)

1. Maintain supports

Table B4 (Middle School Dropout Rate)

1. Maintain supports

Table B5 (Advanced Placement Enrollment)

Table B6 (Advanced Placement Exams with a 3 or higher score)

1. Curriculum structures and approaches will be examined to support the increase and success of Hispanic, ELs, LTELs and LI students in AP classes.

Table B7 (8th gr SAT, 10th gr PSAT & 11th gr SAT & UC/CSU Completion Rate/A-G Requirements)

1. A focus on causation for 8th grade SAT scores to be so low will be determined and addressed. The goal of increasing 8th grade scores is the focus.

2. There has been little to no improvement in UC/CSU Completion. Determining how to increase success for all sub-groups and implementing strategies that address the disproportionality will occur.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 1.1: Continue to provide students with highly qualified teachers. Engage in focused recruitment of highly-qualified teachers who share our District vision.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Certificated Salaries 1000-1999: Certificated Personnel Salaries Base \$51,667,948

PUSD's hiring practices support hiring bilingual staff in all school site offices to better service all parents. Bilingual teachers are hired when proven as the best candidate for the position.		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Benefits 3000-3999: Employee Benefits Base \$8,478,710
Action 1.2: Summer School will be offered as an intervention to students who are identified as in need of remediation or additional support. Servicing Grades 2-12, including a focus on English Language Development for English Learners. An articulated curriculum supports English learners and access to course that qualify for graduation are made available. Fully develop the systematic monitoring during the school year of sub-groups that will drive a focused entrance criteria and exit expectation for Summer School. Data collection during Summer School will be refined to reflect detailed Summer School data. Increasing expectations and refining interventions provided.	At elementary sites LEA- wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Underserved Students</u>	Certificated Salaries 1000-1999: Certificated Personnel Salaries Base \$144,326 Classified Salaries 2000-2999: Classified Personnel Salaries Base \$53,589 Certificated & Classified Benefits 3000-3999: Employee Benefits Base \$23,629 Certificated Salaries 1000-1999: Certificated Personnel Salaries Title I \$57,968 Certificated Benefits 3000-3999: Employee Benefits Title I \$9,513 Supplies & Materials 4000-4999: Books And Supplies Base \$6,000 Supplies & Materials 4000-4999: Books And Supplies Base \$11,860
Action 1.3: Early elementary literacy intervention programs such as Sound Partners will be offered through use of trained volunteers, with assistance from Instructional Literacy Coach. A focus on determining a diagnostic assessment or assessments that will provide informative student data that supports all 3rd grade students reaching proficiency is a refinement for this year.	At elementary sites LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplies & Materials 4000-4999: Books And Supplies Base \$5,000
Action 1.4: Provide additional resources for site libraries. Increasing greater access to materials and content, particularly high-interest non-fiction to support CCSS. Include providing access to online resources. A focus this year will be on cultural diversity, alignment to the new ELA/ELD adoption and 21st century multi-media opportunities to further support college and career readiness.	At all sites LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Classified Salaries 2000-2999: Classified Personnel Salaries Base \$24,167 Classified Benefits 3000-3999: Employee Benefits Supplemental \$10,283 Supplies & Materials 4000-4999: Books And Supplies Base \$61,305

A Media Center Library Technician will provide additional access to the media center at Village so that students have extended access to the Internet for research, leveled content aligned expository text and to provide a safe space for students to collaborate on projects.			
Action 1.5: Before and After School, evening tutoring and homework support will be provided to support student learning at all levels. Tutoring services will be provided through hourly services of credentialed teachers, classified instructional staff and peer tutors, including supplies and materials as needed. To provide access to a broader course of study, VAPA and extracurricular sessions will be offered. ELD will remain a focus to accelerate language acquisition. A more detailed description of the collaborative programs will be presented during the year to support stronger communication with parents/guardians and staff as requested by the Listening Campaign.	At all sites LEA-wide	<u> </u> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Underserved Students</u>	Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$94,504 Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental \$15,200 Certificated & Classified Benefits 3000-3999: Employee Benefits Supplemental \$22,623 Materials & Supplies 4000-4999: Books And Supplies Supplemental Carryover \$0 Ascend Math License 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$35,000
Action 1.6: The position of Extended Day Academic Intervention Program Coordinator oversees the Before & After School Program District-wide, Summer School, District Student Leadership Committee's and the District's Diversity Awareness Programs. The Coordinator assures the programs are fully equitably implemented across the district, including hiring, finalizing program content, assessments and monitoring. The Coordinator addresses, district-wide, opportunities to close the achievement gap and/or provides access to courses not available during the school year due to scheduling conflict for Unduplicated and underserved students. This position supports the District's Strategic Plan in the area of Learning Environment & Personal Growth by overseeing professional development for diversity, student leadership and the parent liaisons. Programs and councils such as SEED & SIAC are supervised by this position. The focus for this work is to provide learning environments that foster positive connections and ensure a cultural climate that promotes passionate learners and educators as stated in the District's Strategic Plan.	At all sites LEA-wide	<u> </u> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Underserved Students</u>	Certificated Salary 1000-1999: Certificated Personnel Salaries Supplemental \$130,692 Certificated Benefits 3000-3999: Employee Benefits Supplemental \$21,446 Supplies 4000-4999: Books And Supplies Supplemental \$2,800

This position manages supplies, conferences and trainings associated to the areas supervised.			
<p>Action 1.7: Underserved students will be monitored by counselors and provided access and success in high level courses with a focus on A-G completion for high school students. This action has been extended to also include an AVID pilot program to support underserved students.</p> <p>A systematic monitoring protocol that will focus on addressing the differing needs within the Unduplicated student population will be developed. LCAP carryover funds will be used to support providing staff development around the unique needs of Unduplicated students and to develop the monitoring protocol. The systematic monitoring protocol will utilizing data that indicates interventions are warranted such as; D & F lists, benchmark assessments, chronic absenteeism, etc. on a regular basis.</p> <p>AVID Training and time for collaboration will be needed to develop this program.</p>	At all secondary sites LEA- wide	<p><u> </u> All</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Underserved Students</u></p>	<p>Certificated Salaries (hourly) 1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <hr/> <p>Certificated Benefits 3000-3999: Employee Benefits Supplemental \$0</p> <hr/> <p>AVID Training 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$0</p>
<p>Action 1.8: Maintain the position of English Learner (EL) Instructional Coach to support the unique instructional needs of English Learners (EL), including Reclassified Fluent English Proficient Learners (RFEP) as needed.</p> <p>Community input from our Listening Campaigns, asked to increase motivation and expectations, as well as the needs assessment disclosing the need to provide explicit lesson design planning around Integrated English Language Development (ELD) Standards. A restructuring of the EL Coach position will better provide clear understanding of instructional expectations and refine instruction for the needs of English Learners by language levels. The position will provide a more collaborative instructional modeling approach both in the classroom and as staff development support. Clarifying the focus of this position in this way better aligns to the specific needs for our district. Clear instructional routines up and beyond that of standard lesson design and</p>	LEA-wide	<p><u> </u> All</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><u> </u> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: (Specify)</p>	<p>Certificated Salaries 0001-0999: Unrestricted: Locally Defined Title II \$18,932</p> <hr/> <p>Benefits 3000-3999: Employee Benefits Title II \$3,106</p> <hr/> <p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Title III \$56,786</p> <hr/> <p>Benefits 3000-3999: Employee Benefits Title III \$9,318</p>

addressing specific content by language levels as we implement ELD across the curriculum. (EL Coach, Title III Plan alignment)			
The position will now act as the catalyst of two-way communication as the lead for the District's EL Committee & the parent District English Learner Advisory Committee (DELAC), as well as the site's EL Liaisons that provide monitoring and support for all English Learners by site, at the site.			
<p>Action 1.9: Implement the position of Assessment Analyst to collect and analyze data on targeted populations in order to drive instructional improvement efforts and work with sites for implementation to better support student academic growth and success.</p> <p>The Assessment Analyst will continue to support all staff as needed by providing support in accessing the dynamic data assessment platform. Refining the Assessment Accountability System to determine which data points are the BEST indicators to collect (research proven indicators which will include those required by the state), how often to collect the data, as well as continuing to provide the data by sub-groups for analysis of major goals. All data presented will be by sub-group so that an analysis of the data can be made to determine that ALL students are being served within all programs.</p>	LEA-wide	<p><u> </u> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Underserved Students</u></p>	<p>Classified Salary 2000-2999: Classified Personnel Salaries Supplemental \$68,550</p> <p>Classified Benefits 3000-3999: Employee Benefits Supplemental \$24,508</p>
Action 1.10: College Boot Camp Academy make certain Unduplicated students & their parents receive guidance leading to greater opportunities and preparation for college admission by attending the summer College Boot Camp.	At all comprehensive high schools LEA-wide, with outreach at middle schools	<p><u> </u> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: (Specify)</p>	<p>Materials & Supplies 4000-4999: Books And Supplies Supplemental \$1,500</p> <p>Services - Bus 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$8,500</p>
Action 1.11: Providing additional hours for the College and Career Education Specialists they will:	At all high schools LEA-	<p><u> </u> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p>	<p>Consultant/professional services (Hired through TVROP): 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$68,690</p>

<p>a. Continue to provide access to the Naviance program</p> <p>b. Guide families through how to complete the FAFSA</p> <p>c. Focus on recruiting and supporting Unduplicated students in successfully taking the EAP</p> <p>d. Build 8th grade confidence in taking the SAT by guiding students in ways that promote their success and confidence. Consider providing scholarships and incentive for our Unduplicated students as needed.</p> <p>e. Focus on increasing the number of 8th graders taking the SAT and in improving 8th grade success on the SAT</p> <p>Sub-group data will be analyzed determine this Actions progress for the intended subgroup of Unduplicated students. Setting defined goals for course decisions during the school year and for the future will define college and career pathways for our Unduplicated students. This year an analysis of the offered pathways will occur to determine if curricular options completely serve ALL of our students, community needs and future occupational demands.</p>	wide, with outreach at middle schools	<p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scholarships to take the SAT 5000-5999: Services And Other Operating Expenditures Supplemental \$5,000
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LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<p>Facilities are safe and in good repair:</p> <p>A. All school facilities in PUSD will continue to be maintained in good repair.</p> <p>~All district sites will continue to be rated as Exemplary based on the Facilities Inspection Tool (FIT)</p> <p>PUSD Staff are Highly Qualified an assigned appropriately based</p> <p>B. Teachers in PUSD continue to be fully credentialed and properly assigned as reported by the Human Resource Department.</p> <p>~Human Resources will only recommend to the Board of Trustees fully credentialed and properly assigned instructional staff for hire.</p> <p>C. All students in PUSD were provided with sufficient access to standards-aligned instructional materials as required by the Williams Act.</p> <p>~PUSD will continue to provide access to standards-aligned instructional materials for all students</p> <p>~PUSD will implement the newly adopted ELA/ELD curriculum.</p> <p>D. Continued progress will be made toward improving College and Career Readiness of targeted populations by monitoring and reaching goals presented in Table C1-C3</p> <hr/> <p>Summer School</p> <p>Demographics of Summer School enrollment will continue to be monitored using more detailed data to determine how to improve services during the school year. Data collection during Summer School will be refined to reflect detailed Summer School data by sub-groups.</p> <p>A systematic monitoring system of sub-groups will be implemented to determine what sheltered courses should be offered the following summer to accelerate graduation requirements. Continuing ELD courses that support acceleration of language acquisition will remain a goal.</p> <hr/> <p>In Before & After School Intervention Program</p> <p>1. Demographic data will be gathered by sub-groups to monitor disproportionality and access to additional supports:</p>
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2. To determine what specific "gap" academic content will be covered in the program, the following data will be monitored:
 - a. Student outcome data in grades K-3 that supports proficiency in 3rd grade reading
 - b. Specific student performance data in mathematics that support proficiency in 8th grade mathematics
3. Access to VAPA and extracurricular activities, clubs will be included to support access to a broader course of study
4. To accelerate language development, ELD support will be provided

Academic services beyond homework will be offered in order to address academic gaps. Academic data will determine what services are the most effective. Research proven accelerated programs will continue to be used to close academic gaps for underserved students to address specific "gap" skills. Monitoring, training and adjustments will be made to continue to implement a systematic comprehensive program that still addresses individual site needs. Extending the program to include specific academic "gaps" will increase access to more interventions as requested by the Listening Campaign participants. More detailed description of the collaborative programs will be presented during the year to support stronger communication with parents/guardians and staff as requested by the Listening Campaigns.

Table C1-3 in the Appendix, designate PUSD's Goals based on state & local key indicators, some may be added as the state is still finalizing their chosen indicators. The indicators have been determined by state and the district as crucial data points in predicting student success. PUSD will monitor these data points to determine student success, as well as other local data points. Based on the analysis of the district's current status regarding these key indicators, Table C1-3 displays our projected short & long-term goals.

The following Actions were developed after in-depth analysis of the appropriate tables in the Appendix (listed below), formal input from the Listening Campaign, anecdotal observations of research proven strategies and programs being implemented, as well as current needs to support providing access to 21st Century opportunities for our students.

Tables analyzed and in the Appendix are:

Table E1 (EL AMAO Data) & Table E2 (EL Data by site including Reclassified data)

1. In analyzing the English Learner AMAOs, slow progress is being made each year. A focus on acceleration of language is being implemented by developing a full EL program which will designate a delineated pathway and provide staff development in instructional strategies that support language acquisition, including student monitoring for progress. There will also be a focus on providing access to core subjects using strategies that support ELs in accessing the core. A potential pilot using AVID Excel will be considered for 2017-18. Investigating the program and successes in other districts will be investigated this year. Meanwhile, ELs will be supported in core classes by implementing instructional routines, scaffold supports and strategies proven as successful for EL.
 2. A drop in reclassification of English Learners has occurred across the district with the exception of middle school. A goal of monitoring instruction in language acquisition, oral language opportunities, active student engagement and vocabulary building for English Learners will be implemented, resulting in an increase of reclassification overall.
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PUSD will continue to increase percentage of student proficient in all academic areas by sub-group, based on District Formative Benchmarks during the year for monitoring and SBAC as the summative measure. The State API and Federal AYP is no longer calculated or used as a valid data point as we move into the new SBAC Accountability System. The 2015-16 data tables listed below are available in the Appendix and are considered Baseline Data:

Table A1 (District ELA & Math Benchmark)

ELA

1. Elementary ELA Trimester 2 data presents disproportionality between all sub-groups except White & Asian. However, all student outcomes are low. A goal of increasing the overall score with a focus on increasing the African American, Hispanic, ELs, LTELs & LI for 2016-17.
2. A District Benchmark will be determined for Kindergarten, First Grade and Second grade level that will predict 3rd grade outcomes as the 3rd grade Reading data is low over all. There is disproportionality between African Americans, Hispanic, ELs, LTELs & LI. A focus on strategies that support these populations to access CCSS will be implemented. Minimum growth was experienced between the November and March assessments, interventions to address the academic gaps will be determined. Improving the stated sub-groups outcomes by 10% minimally is the stated Goal for 2016-17.
3. Semester 1 scores for both middle school and high school are extremely low. A goal of increasing student outcomes by 15% has been set with a focus on disproportional sub-groups.

Math

1. The same disproportionality witnessed in ELA is also seen in Elementary mathematics. A goal of increasing student outcomes by 10% overall has been set with a focus on disproportionate sub-groups.
2. 8th grade math scores are extremely low. A goal of increasing student outcomes by 15% has been set with a focus on disproportional sub-groups
3. Semester 1 scores for both middle school and high school are extremely low. A goal of increasing student outcomes by 15% has been set with a focus on disproportional sub-groups. Determining why the high school scores are so low will be made and addressed.

Table A2 (SBAC ELA & Math)

1. The SBAC outcomes will be addressed by the focus on District Benchmarks.

The following data serves as indicators of College and Career Readiness of students district-wide by major sub-groups:

Table B1 (EAP ELA & Math Data)

ELA

1. A focus on supporting ELs, LTELs and LI students by implementing strategies that provide these students with access to CCSS and build vocabulary will be implemented next year. The goal of increasing the EAP scores for these sub-groups by 10% has been set.

Math

1. There is a disproportionality between African Americans, Hispanic, ELs and LTELs regarding Math EAP scores. A focus on strategies that support improved understanding of EAP content will support the goal of increasing the student outcomes. Interventions will be focused on closing the academic gap.

Table B2 (High School Graduation Rate)

1. Addressing the Graduation rate for all subs-groups lower than 95% will begin with data analysis to determine cause. Once causation is determined, interventions will be implemented to support increasing all sub-groups.

Table B3 (High School Dropout Rate)

1. Maintain supports

Table B4 (Middle School Dropout Rate)

1. Maintain supports

Table B5 (Advanced Placement Enrollment)

Table B6 (Advanced Placement Exams with a 3 or higher score)

1. Curriculum structures and approaches will be examined to support the increase and success of Hispanic, ELs, LTELs and LI students in AP classes.

Table B7 (8th gr SAT, 10th gr PSAT & 11th gr SAT & UC/CSU Completion Rate/A-G Requirements)

1. A focus on causation for 8th grade SAT scores to be so low will be determined and addressed. The goal of increasing 8th grade scores is the focus.

2. There has been little to no improvement in UC/CSU Completion. Determining how to increase success for all sub-groups and implementing strategies that address the disproportionality will occur.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 1.1: Continue to provide students with highly qualified teachers. Engage in focused recruitment of highly-qualified teachers who share our District vision. PUSD's hiring practices support hiring bilingual staff in all school site offices to better service all parents. Bilingual teachers are hired when proven as the best candidate for the position.	LEA-wide	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Certificated Salaries 1000-1999: Certificated Personnel Salaries Base \$52,287,963 Certificated Benefits 3000-3999: Employee Benefits Base \$8,580,455
Action 1.2: Summer School will be offered as an intervention to students who are identified as in need of remediation or additional support. Servicing Grades 2-12, including a focus on English Language Development for English Learners. An articulated curriculum supports English learners and access to course that qualify for	At elementary sites LEA- wide	<u> </u> All OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth	Certificated Salaries 1000-1999: Certificated Personnel Salaries Base \$144,326 Classified Salaries 2000-2999: Classified Personnel Salaries Base \$53,589

graduation are made available. Fully develop the systematic monitoring during the school year of sub-groups that will drive a focused entrance criteria and exit expectation for Summer School. Data collection during Summer School will be refined to reflect detailed Summer School data. Increasing expectations and refining interventions provided.		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Underserved Students</u>	Certificated & Classified Benefits 3000-3999: Employee Benefits Base \$23,629 Certificated Salaries 1000-1999: Certificated Personnel Salaries Title I \$57,968 Certificated Benefits 3000-3999: Employee Benefits Title I \$9,513 Materials & Supplies 4000-4999: Books And Supplies Base \$6,000 Services 5000-5999: Services And Other Operating Expenditures Base \$11,860
Action 1.3: Early elementary literacy intervention programs such as Sound Partners will be offered through use of trained volunteers, with assistance from Instructional Literacy Coach. A focus on determining a diagnostic assessment or assessments that will provide informative student data that supports all 3rd grade students reaching proficiency is a refinement for this year.	At elementary sites LEA wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Supplies & Materials 4000-4999: Books And Supplies Base \$5,000
Action 1.4: Provide additional resources for site libraries. Increasing greater access to materials and content, particularly high-interest non-fiction to support CCSS. Include providing access to online resources. A focus this year will be on cultural diversity, alignment to the new ELA/ELD adoption and 21st century multi-media opportunities to further support college and career readiness. A Media Center Library Technician will provide additional access to the media center at Village so that students have extended access to the Internet for research, leveled content aligned expository text and to provide a safe space for students to collaborate on projects.	At all sites LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental \$24,167 Classified Benefits 3000-3999: Employee Benefits Supplemental \$10,283 Supplies & Materials 4000-4999: Books And Supplies Base \$61,305
Action 1.5: Before and After School, evening tutoring and homework support will be provided to support student learning at all levels. Tutoring services will be provided through hourly services of credentialed teachers, classified instructional staff and peer tutors, including supplies and materials as needed. To provide	At all sites LEA-wide	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth	Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$94,504 Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental \$15,200

access to a broader course of study, VAPA and extracurricular sessions will be offered. ELD will remain a focus to accelerate language acquisition. A more detailed description of the collaborative programs will be presented during the year to support stronger communication with parents/guardians and staff as requested by the Listening Campaign.		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Underserved Students</u>	Certificated & Classified Benefits 3000-3999: Employee Benefits Supplemental \$22,623 Materials & Supplies 4000-4999: Books And Supplies Supplemental Carryover \$0 Ascend Math License 4000-4999: Books And Supplies Supplemental \$35,000
<p>Action 1.6: The position of Extended Day Academic Intervention Program Coordinator oversees the Before & After School Program District-wide, Summer School, District Student Leadership Committee's and the District's Diversity Awareness Programs. The Coordinator assures the programs are fully equitably implemented across the district, including hiring, finalizing program content, assessments and monitoring. The Coordinator addresses, district-wide, opportunities to close the achievement gap and/or provides access to courses not available during the school year due to scheduling conflict for Unduplicated and underserved students.</p> <p>This position supports the District's Strategic Plan in the area of Learning Environment & Personal Growth by overseeing professional development for diversity, student leadership and the parent liaisons. Programs and councils such as SEED & SIAC are supervised by this position. The focus for this work is to provide learning environments that foster positive connections and ensure a cultural climate that promotes passionate learners and educators as stated in the District's Strategic Plan.</p> <p>This position manages supplies, conferences and trainings associated to the areas supervised.</p>	At all sites LEA-wide	<u>All</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Underserved Students</u>	Certificated Salary 1000-1999: Certificated Personnel Salaries Supplemental \$132,260 Certificated Benefits 3000-3999: Employee Benefits Supplemental \$21,704 Materials & Supplies 4000-4999: Books And Supplies Supplemental \$2,800
<p>Action 1.7: Underserved students will be monitored by counselors and provided access and success in high level courses with a focus on A-G completion for high school students. This action has been extended to also include an AVID pilot program to support underserved students.</p> <p>A systematic monitoring protocol that will focus on addressing the differing needs within the Unduplicated</p>	At all secondary sites LEA- wide	<u>All</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)	Certificated Salaries (hourly) 1000-1999: Certificated Personnel Salaries Supplemental \$0 Certificated Benefits 3000-3999: Employee Benefits Supplemental \$0 AVID Training 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$0

<p>student population will be developed. LCAP carryover funds will be used to support providing staff development around the unique needs of Unduplicated students and to develop the monitoring protocol. The systematic monitoring protocol will utilize data that indicates interventions are warranted such as; D & F lists, benchmark assessments, chronic absenteeism, etc. on a regular basis.</p> <p>AVID Training and time for collaboration will be needed to develop this program.</p>		<p><u>Underserved Students</u></p>	
<p>Action 1.8: Maintain the position of English Learner (EL) Instructional Coach to support the unique instructional needs of English Learners (EL), including Reclassified Fluent English Proficient Learners (RFEP) as needed.</p> <p>Community input from our Listening Campaigns, asked to increase motivation and expectations, as well as the needs assessment disclosing the need to provide explicit lesson design planning around Integrated English Language Development (ELD) Standards. A restructuring of the EL Coach position will better provide clear understanding of instructional expectations and refine instruction for the needs of English Learners by language levels. The position will provide a more collaborative instructional modeling approach both in the classroom and as staff development support. Clarifying the focus of this position in this way better aligns to the specific needs for our district. Clear instructional routines up and beyond that of standard lesson design and addressing specific content by language levels as we implement ELD across the curriculum. (EL Coach, Title III Plan alignment)</p> <p>The position will now act as the catalyst of two-way communication as the lead for the District's EL Committee & the parent District English Learner Advisory Committee (DELAC), as well as the site's EL Liaisons that provide monitoring and support for all English Learners by site, at the site.</p>	LEA-wide	<p>All OR: Low Income pupils <u>X</u> English Learners Foster Youth <u>X</u> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Title II \$19,160</p> <p>Benefits 3000-3999: Employee Benefits Title II \$3,143</p> <p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Title III \$57,468</p> <p>Benefits 3000-3999: Employee Benefits Title III \$9,430</p>

<p>Action 1.9: Implement the position of Assessment Analyst to collect and analyze data on targeted populations in order to drive instructional improvement efforts and work with sites for implementation to better support student academic growth and success.</p> <p>The Assessment Analyst will continue to support all staff as needed by providing support in accessing the dynamic data assessment platform. Refining the Assessment Accountability System to determine which data points are the BEST indicators to collect (research proven indicators which will include those required by the state), how often to collect the data, as well as continuing to provide the data by sub-groups for analysis of major goals. All data presented will be by sub-group so that an analysis of the data can be made to determine that ALL students are being served within all programs.</p>	LEA-wide	<p>All</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Underserved Students</u></p>	<p>Classified Salary 2000-2999: Classified Personnel Salaries Supplemental \$69,373</p> <hr/> <p>Classified Benefits 3000-3999: Employee Benefits Supplemental \$24,802</p>
<p>Action 1.10: College Boot Camp Academy make certain Unduplicated students & their parents receive guidance leading to greater opportunities and preparation for college admission by attending the summer College Boot Camp.</p>	At all comprehensive high schools LEA-wide, with outreach at middle schools	<p>All</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p>Other Subgroups: (Specify)</p>	<p>Materials & Supplies 4000-4999: Books And Supplies Supplemental \$1,500</p> <hr/> <p>Services - Bus 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$8,500</p>
<p>Action 1.11: Providing additional hours for the College and Career Education Specialists they will:</p> <p>a. Continue to provide access to the Naviance program</p> <p>b. Guide families through how to complete the FAFSA</p> <p>c. Focus on recruiting and supporting Unduplicated students in successfully taking the EAP</p> <p>d. Build 8th grade confidence in taking the SAT by guiding students in ways that promote their success and confidence. Consider providing scholarships and incentive for our Unduplicated students as needed.</p> <p>e. Focus on increasing the number of 8th graders taking the SAT and in improving 8th grade success on the SAT</p> <p>Sub-group data will be analyzed determine this Actions progress for the intended subgroup of Unduplicated</p>	At all high schools LEA-wide, with outreach at middle schools	<p><u>All</u></p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><u>Other Subgroups: (Specify)</u></p>	<p>Consultant/professional services (Hired through TVROP): 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$69,514</p> <hr/> <p>Scholarships to take the SAT 5000-5999: Services And Other Operating Expenditures Supplemental \$5,000</p>

students. Setting defined goals for course decisions during the school year and for the future will define college and career pathways for our Unduplicated students. This year an analysis of the offered pathways will occur to determine if curricular options completely serve ALL of our students, community needs and future occupational demands.			
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Complete a copy of this table for each of the LEA’s goals. Duplicate and expand the fields as necessary.

GOAL 2:	2: We will optimize learning by utilizing innovative technologies.		Related State and/or Local Priorities: 1 _ 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 _ 7 <u>X</u> 8 COE only: 9 _ 10 _ Local : Specify
Identified Need :	<ul style="list-style-type: none"> • In order to prepare all of our students to be 21st Century learners and meet the shifts necessary to be college and career ready, students must have regular access to library resources such as expository text, content rich, high interest and leveled for students' ability to access the content. Providing safe areas to collaborate and receive additional support, while accessing instructional technology must be provided. • Teachers report a need for opportunities for continued professional development to increase their meaningful and effective use of technology in instruction and classroom activities. • Our English Learner (EL), Low Income (LI) students and parents report that they do not have regular access to technology and library resources. This lack of access can prevent these students from being fully able to participate in learning opportunities and prevent them from being prepared for College and Career. Listening Campaign feedback, as well as surveys conducted at every school in our District in 2015/2016 and site data collected, confirms that this need exists. Additionally, students need access to internet to access online resources necessary for interacting with curriculum. Surveys of students and parents indicate that some students do not have internet access in the home, primarily due to financial challenges. 		
Goal Applies to:	Schools:	Action 1: All sites, LEA-Wide Action 2: All sites, LEA-Wide Action 3: All sites, LEA-Wide Action 4: All sites, LEA-Wide Action 5: Comprehensive high schools Action 6: All middle schools Action 7: Mohr Elementary School, with pilot at Alisal, Lydiksen, and Walnut Grove Elementaries Action 8: All high schools, LEA-Wide Action 9: LEA-Wide, with training location to facilitate attendance of targeted audience	
	Applicable Pupil Subgroups:	Action 1-3, 5-8: All students Action 4: Low Income students Action 9: Low Income, English Learner, Foster Kinship Youth & Reclassified Fluent English Proficient students	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<p>A. Based on annual survey and targeted outreach, laptops, including those equipped with mobile hotspots to allow internet connectivity, will be provided for all students in need.</p> <p>B. Teachers will have professional development available and offered on technology and its use in classrooms based on the annual survey.</p> <ul style="list-style-type: none"> ~OARS/Illuminate experts meet 4 times a year for ongoing training on the system ~Professional development will be provided by Instructional coaches and OARS/Illuminate Experts during: ~CCSS Cohort Meetings (4 meetings [mtgs]) ~District Professional Development Days (2 mtgs) ~Summer Institute Professional Development Days (2 days) ~Grade level/Subject Matter Committee meetings (Varying sessions) ~Wednesday Late Start Collaboration Time <p>C. District Benchmarks will be entered into the OARS/Illuminate system to allow for monitoring of student progress.</p> <ul style="list-style-type: none"> ~OARS/Illuminate Experts support sites in data entry and in accessing information ~Data entry is based on district-wide calendared due dates ~Educational Services & Sites will analyze data and implement changes in programs and instruction to meet students' needs <p>D. Trainings for parents/guardians will be provided in accordance with need. Trainings will include integrated technology regardless of topic to increase knowledge of available technology and deepen knowledge</p> <ul style="list-style-type: none"> ~Parent Liaisons, site staff & District staff provide input on who needs assistance and aid in arranging trainings as needed based on parental requests, budget updates or educational system shifts. This may go beyond that of technology. ~Parent University will continue to offer parent workshops based on parent survey requests through Adult Education
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 2.1: Technology Instructional Content Coaches will provide support to teachers, classified instructional staff and students for 2016-2017 as we continue to shift to the 21st century blended learning approach of instruction. Providing integrated technology not only provides access to innovative learning, it also motivates students to be more engaged in their own learning and encourages attendance in class. Our goal is to systematically incorporate the reflective rubric for combining technology standards and instructional best practices. Utilizing the rubric to reflect on lessons developed during collaborative data analysis sessions will continue to support further implementation of the District's Technology Plan. Supplies and material will be provided as funding permits.	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	<p>Certificated Salarie 1000-1999: Certificated Personnel Salaries California Career Pathways Trust \$192,367</p> <p>Certificated Benefits 3000-3999: Employee Benefits California Career Pathways Trust \$31,567</p>

<p>Action 2.2: OARS/Illuminate Data System will continue to be utilized to allow for data collection and analysis of results, including revisions and creation of Benchmark tests for grades 2-12 to better align with CCSS and provide formative data that will guide instruction. Adjusting the student data that we gather and monitor will need to be align with the state matrix once it is released. The data will be monitored for our LCAP and SPSA.</p> <p>The Listening Campaign input requested that there is an increase of motivation and expectations. In order to maintain motivation, students need to be engaged and encouraged. Students preserver when they encounter success. When learning, success is measured in smaller increments, students are encouraged. By analyzing data throughout the year it will provide opportunities to adjust for student needs early and often. Catching the lack of progress early is key in preventing long term intervention needs and avoiding the stunting of motivation in students.</p> <p>Determining which assessments and performance tasks best provide the FORMATIVE information needed to project student success in summative accomplishments (i.e. state assessments, college and career predictors, graduation, etc.) early is needed. The Assessment System needs to support our teachers so that they have the information early enough to capitalize on staff expertise by addressing instructional needs for students who have not reached a proficient understanding of a concept during the instructional sequence, not after it has ended. Making the information available and using it in a systematic cycle of inquiry model, allows for the necessary adjustments to instruction or development of early interventions. An early indicator of student success is to provide frequent feedback on student progress.</p>	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Operating Expense (License): 5800: Professional/Consulting Services And Operating Expenditures Base \$90,000</p>
<p>Action 2.3: OARS/Illuminate Experts will continue to provide teacher training in the use of the system, OARS/Illuminate Experts provide immediate support as needed by site and additional support during grade level/subject area analysis meetings. Consideration to increase OARS/Illuminate Experts for each high school</p>	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>	<p>Certificated Salaries 0001-0999: Unrestricted: Locally Defined Base \$10,000</p> <p>Certificated Benefits 3000-3999: Employee Benefits Base \$1,456</p> <p>Supplies 4000-4999: Books And Supplies Base \$7,000</p>

subject area to support more efficiency in benchmark development and in retrieving student data outcomes if funds permit.		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Action 2.4: Ensure that all students have access to technology and devices. Survey and outreach indicates that not all students, particularly those who are Low Income (LI), have access to devices. This adversely impacts learning outcomes. Continue to survey students and provide outreach through District Parent Liaisons and other district staff to discover which do not have access to computers in their home. Provide technology on loan as needed, including laptops equipped with mobile hotspots to enable internet connectivity.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Equipment and services 5000-5999: Services And Other Operating Expenditures Supplemental \$30,000
Action 2.5: Project Lead the Way programs will continue at both comprehensive high schools.	Both comprehensive high schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Equipment, Materials and Supplies 4000-4999: Books And Supplies Base \$41,000 Operating Expense (License 5800: Professional/Consulting Services And Operating Expenditures Base \$10,000
Action 2.6: Gateway to Technology will be offered at all three middle schools as part of their Wheel 6 & 7 as sites deem appropriate.	All three middle schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Equipment, Materials and Supplies 4000-4999: Books And Supplies Base \$4,500 Operating Expense (License): 5800: Professional/Consulting Services And Operating Expenditures Base \$2,250
Action 2.7: Launch will be offered at Mohr Elementary School, with expansion to Alisal, Lydiksen, and Walnut Grove Elementary Schools (pending pilot 2015/16).	Mohr Elementary; Alisal, Lydiksen, and Walnut Grove Elementary	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Equipment, Materials and Supplies 4000-4999: Books And Supplies Base 24,000 Operating Expense (License): 5800: Professional/Consulting Services And Operating Expenditures Base 4,500

	y Schools (pending pilot 2015/16)	_ Other Subgroups: (Specify)	
Action 2.8: Naviance program at high schools will assist all students in selecting college and career pathways based upon student skills and interests. Providing access to this program will continue to support Action 1.10.	All Highschools LEA-wide	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Operating Expense 5800: Professional/Consulting Services And Operating Expenditures Base \$11,723 Operating Expense 5800: Professional/Consulting Services And Operating Expenditures Other Local Funding \$11,723
Action 2.9: Parent/Guardian Trainings: This action will be extended to areas of request, even beyond technology. Parent University will provide the major trainings, but other trainings will be provided through parent committees and or councils. Childcare will be provided to facilitate attendance and supplies are included for copies, materials, etc. as needed.	LEA-wide, with training to take place in locations selected to facilitate attendance of targeted populations	_ All OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups: (Specify) <u>Underserved Students</u>	Classified Salary 2000-2999: Classified Personnel Salaries Supplemental \$1,000 Classified Benefits 3000-3999: Employee Benefits Supplemental \$217 Supplies and Materials: 4000-4999: Books And Supplies Supplemental \$3,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<p>A. Based on annual survey and targeted outreach, laptops, including those equipped with mobile hotspots to allow internet connectivity, will be provided for all students in need.</p> <p>B. Teachers will have professional development available and offered on technology and its use in classrooms.</p> <ul style="list-style-type: none"> ~OARS/Illuminate experts meet 4 times a year for ongoing training on the system ~Professional development will be provided by Instructional coaches and OARS/Illuminate Experts during: ~CCSS Cohort Meetings (4 meetings [mtgs]) ~District Professional Development Days (2 mtgs) ~Summer Institute Professional Development Days (2 days) ~Grade level/Subject Matter Committee meetings (Varying sessions) ~Wednesday Late Start Collaboration Time <p>C. District Benchmarks will be entered into the OARS/Illuminate system to allow for monitoring of student progress.</p> <ul style="list-style-type: none"> ~OARS/Illuminate Experts support sites in data entry and in accessing information ~Data entry is based on district-wide calendared due dates ~Educational Services & Sites will analyze data and implement changes in programs and instruction to meet students' needs <p>D. Trainings for parents/guardians will be provided in accordance with need. Trainings will include integrated technology regardless of topic to increase knowledge of available technology and deepen knowledge</p> <ul style="list-style-type: none"> ~Parent Liaisons, site staff & District staff provide input on who needs assistance and aid in arranging trainings as needed based on parental requests, budget updates or educational system shifts. This may go beyond that of technology.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 2.1: Technology Instructional Content Coaches will provide support to teachers, classified instructional staff and students for 2016-2017 as we continue to shift to the 21st century blended learning approach of instruction. Providing integrated technology not only provides access to innovative learning, it also motivates students to be more engaged in their own learning and encourages attendance in class. Our goal is to systematically incorporate the reflective rubric for combining technology standards and instructional best practices. Utilizing the rubric to reflect on lessons developed during collaborative data analysis sessions will continue to support further implementation of the District's Technology Plan. Supplies and material will be provided as funding permits. Light refreshments may be offered.	LEA-wide	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Certificated Salarie 1000-1999: Certificated Personnel Salaries California Career Pathways Trust \$194,676 Certificated Benefits 3000-3999: Employee Benefits California Career Pathways Trust \$31,946

<p>Action 2.2: Illuminate Data System will continue to be utilized to allow for data collection and analysis of results, including revisions and creation of Benchmark tests for grades 2-12 to better align with CCSS and provide formative data that will guide instruction. Adjusting the student data that we gather and monitor will need to be align with the state matrix once it is released. The data will be monitored for our LCAP and SPSA.</p> <p>The Listening Campaign input requested that there is an increase of motivation and expectations. In order to maintain motivation, students need to be engaged and encouraged. Students preserver when they encounter success. When learning, success is measured in smaller increments, students are encouraged. By analyzing data throughout the year it will provide opportunities to adjust for student needs early and often. Catching the lack of progress early is key in preventing long term intervention needs and avoiding the stunting of motivation in students.</p> <p>Determining which assessments and performance tasks best provide the FORMATIVE information needed to project student success in summative accomplishments (i.e. state assessments, college and career predictors, graduation, etc.) early is needed. The Assessment System needs to support our teachers so that they have the information early enough to capitalize on staff expertise by addressing instructional needs for students who have not reached a proficient understanding of a concept during the instructional sequence, not after it has ended. Making the information available and using it in a systematic cycle of inquiry model, allows for the necessary adjustments to instruction or development of early interventions. An early indicator of student success is to provide frequent feedback on student progress.</p>	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Operating Expense (License): 5800: Professional/Consulting Services And Operating Expenditures Base \$90,000
<p>Action 2.3: Illuminate Experts will continue to provide teacher training in the use of the system, OARS/Illuminate Experts provide immediate support as needed by site and additional support during grade level/subject area analysis meetings. Consideration to increase Illuminate Experts for each high school subject</p>	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Base \$10,000</p> <p>Certificated Benefits 3000-3999: Employee Benefits Base \$1,456</p> <p>Supplies 4000-4999: Books And Supplies Base \$7,000</p>

area to support more efficiency in benchmark development and in retrieving student data outcomes if funds permit.		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Action 2.4: Ensure that all students have access to technology and devices. Survey and outreach indicates that not all students, particularly those who are Socio-economically Disadvantaged (SED), have access to devices. This adversely impacts learning outcomes. Continue to survey students and provide outreach through District Parent Liaisons and other district staff to discover which do not have access to computers in their home. Provide technology on loan as needed, including laptops equipped with mobile hotspots to enable internet connectivity.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Equipment and services 5000-5999: Services And Other Operating Expenditures Supplemental \$37,500
Action 2.5: Project Lead the Way programs will continue at both comprehensive high schools. Data will be collected by sub-group to support access for all students.	Both comprehensive high schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Equipment, Materials and Supplies 4000-4999: Books And Supplies Base \$41,000 Operating Expense (License 5800: Professional/Consulting Services And Operating Expenditures Base \$10,000
Action 2.6: Gateway to Technology will be offered at all three middle schools. Data will be collected by sub-group to support access for all students.	All three middle schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Equipment, Materials and Supplies 4000-4999: Books And Supplies Base \$4,500 Operating Expense (License): 5800: Professional/Consulting Services And Operating Expenditures Base \$2,250
Action 2.7: Launch will be offered at Mohr Elementary School, with expansion to Alisal, Lydiksen, and Walnut Grove Elementary Schools. Data will be collected by sub-group to support access for all students.	Mohr Elementary; Alisal, Lydiksen, and Walnut Grove	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Equipment, Materials and Supplies 4000-4999: Books And Supplies Base \$24,000 Operating Expense (License): 5800: Professional/Consulting Services And Operating Expenditures Base \$4,500

	Elementary Schools (pending pilot 2015/16)	_ Other Subgroups: (Specify)	
Action 2.8: Naviance program at high schools will assist all students in selecting college and career pathways based upon student skills and interests. Providing access to this program will continue to support Action 1.10.	All Highschools LEA-wide	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Operating Expense 5800: Professional/Consulting Services And Operating Expenditures Base \$11,723 Operating Expense 5000-5999: Services And Other Operating Expenditures Other Local Funding \$11,723
Action 2.9: Parent/Guardian Trainings: This action will be extended to areas of request, even beyond technology. Child care will be provided to facilitate attendance and supplies are included for copies, materials, etc. as needed.	LEA-wide, with training to take place in locations selected to facilitate attendance of targeted populations	_ All OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Underserved Students</u>	Classified Salary 2000-2999: Classified Personnel Salaries Supplemental \$1,000 Classified Benefits 3000-3999: Employee Benefits Supplemental \$217 Materials & Supplies 4000-4999: Books And Supplies Supplemental \$3,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<p>A. Based on annual survey and targeted outreach, laptops, including those equipped with mobile hotspots to allow internet connectivity, will be provided for all students in need.</p> <p>B. Teachers will have professional development available and offered on technology and its use in classrooms.</p> <ul style="list-style-type: none"> ~OARS/Illuminate experts meet 4 times a year for ongoing training on the system ~Professional development will be provided by Instructional coaches and OARS/Illuminate Experts during: ~CCSS Cohort Meetings (4 meetings [mtgs]) ~District Professional Development Days (2 mtgs) ~Summer Institute Professional Development Days (2 days) ~Grade level/Subject Matter Committee meetings (Varying sessions) ~Wednesday Late Start Collaboration Time <p>C. District Benchmarks will be entered into the OARS/Illuminate system to allow for monitoring of student progress.</p> <ul style="list-style-type: none"> ~OARS/Illuminate Experts support sites in data entry and in accessing information ~Data entry is based on district-wide calendared due dates ~Educational Services & Sites will analyze data and implement changes in programs and instruction to meet students' needs <p>D. Trainings for parents/guardians will be provided in accordance with need. Trainings will include integrated technology regardless of topic to increase knowledge of available technology and deepen knowledge</p> <ul style="list-style-type: none"> ~Parent Liaisons, site staff & District staff provide input on who needs assistance and aid in arranging trainings as needed based on parental requests, budget updates or educational system shifts. This may go beyond that of technology.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 2.1: Technology Instructional Content Coaches will provide support to teachers, classified instructional staff and students for 2016-2017 as we continue to shift to the 21st century blended learning approach of instruction. Providing integrated technology not only provides access to innovative learning, it also motivates students to be more engaged in their own learning and encourages attendance in class. Our goal is to systematically incorporate the reflective rubric for combining technology standards and instructional best practices. Utilizing the rubric to reflect on lessons developed during collaborative data analysis sessions will continue to support further implementation of the District's Technology Plan. Supplies and material will be provided as funding permits. Light refreshments may be offered.	LEA-wide	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Certificated Salaries 1000-1999: Certificated Personnel Salaries California Career Pathways Trust \$197,012 Certificated Benefits 3000-3999: Employee Benefits California Career Pathways Trust \$32,330 Materials & Supplies 4000-4999: Books And Supplies Base \$0

<p>Action 2.2: Illuminate Data System will continue to be utilized to allow for data collection and analysis of results, including revisions and creation of Benchmark tests for grades 2-12 to better align with CCSS and provide formative data that will guide instruction. Adjusting the student data that we gather and monitor will need to be align with the state matrix once it is released. The data will be monitored for our LCAP and SPSA.</p> <p>The Listening Campaign input requested that there is an increase of motivation and expectations. In order to maintain motivation, students need to be engaged and encouraged. Students preserver when they encounter success. When learning, success is measured in smaller increments, students are encouraged. By analyzing data throughout the year it will provide opportunities to adjust for student needs early and often. Catching the lack of progress early is key in preventing long term intervention needs and avoiding the stunting of motivation in students.</p> <p>Determining which assessments and performance tasks best provide the FORMATIVE information needed to project student success in summative accomplishments (i.e. state assessments, college and career predictors, graduation, etc.) early is needed. The Assessment System needs to support our teachers so that they have the information early enough to capitalize on staff expertise by addressing instructional needs for students who have not reached a proficient understanding of a concept during the instructional sequence, not after it has ended. Making the information available and using it in a systematic cycle of inquiry model, allows for the necessary adjustments to instruction or development of early interventions. An early indicator of student success is to provide frequent feedback on student progress.</p>	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p>Low Income pupils</p> <p>English Learners</p> <p>Foster Youth</p> <p>Redesignated fluent</p> <p>English proficient</p> <p>Other Subgroups:</p> <p>(Specify)</p>	<p>Operating Expense (License): 5800: Professional/Consulting Services And Operating Expenditures Base \$90,000</p>
<p>Action 2.3: Illuminate Experts will continue to provide teacher training in the use of the system, OARS/Illuminate Experts provide immediate support as needed by site and additional support during grade level/subject area analysis meetings. Consideration to increase Illuminate Experts for each high school subject</p>	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p>Low Income pupils</p> <p>English Learners</p> <p>Foster Youth</p>	<p>Certificated Salaries 0001-0999: Unrestricted: Locally Defined Base \$10,000</p> <p>Certificated Benefits 3000-3999: Employee Benefits Base \$1,456</p> <p>Supplies 4000-4999: Books And Supplies Base \$7,000</p>

area to support more efficiency in benchmark development and in retrieving student data outcomes if funds permit.		Redesignated fluent English proficient Other Subgroups: (Specify)	
Action 2.4: Ensure that all students have access to technology and devices. Survey and outreach indicates that not all students, particularly those who are Socio-economically Disadvantaged (SED), have access to devices. This adversely impacts learning outcomes. Continue to survey students and provide outreach through District Parent Liaisons and other district staff to discover which do not have access to computers in their home. Provide technology on loan as needed, including laptops equipped with mobile hotspots to enable internet connectivity.	LEA-wide	All OR: <input checked="" type="checkbox"/> Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Equipment and services 5000-5999: Services And Other Operating Expenditures Supplemental \$46,875
Action 2.5: Project Lead the Way programs will continue at both comprehensive high schools.	Both comprehensive high schools	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Equipment, Materials and Supplies 4000-4999: Books And Supplies Base \$41,000 Operating Expense (License 5800: Professional/Consulting Services And Operating Expenditures Base \$10,000
Action 2.6: Gateway to Technology will be offered at all three middle schools.	All three middle schools	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Equipment, Materials and Supplies 4000-4999: Books And Supplies Base \$4,500 Operating Expense (License): 5800: Professional/Consulting Services And Operating Expenditures Base \$2,250
Action 2.7: Launch will be offered at Mohr Elementary School, with expansion to Alisal, Lydiksen, and Walnut Grove Elementary Schools (pending pilot 2015/16).	Mohr Elementary; Alisal, Lydiksen, and Walnut Grove	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient	Equipment, Materials and Supplies 4000-4999: Books And Supplies Base \$24,000 Operating Expense (License): 5800: Professional/Consulting Services And Operating Expenditures Base \$4,500

	Elementary Schools (pending pilot 2015/16)	Other Subgroups: (Specify)	
Action 2.8: Naviance program at high schools will assist all students in selecting college and career pathways based upon student skills and interests. Providing access to this program will continue to support Action 1.10.	All Highschools LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Operating Expense 5800: Professional/Consulting Services And Operating Expenditures Base \$11,273 <hr/> Operating Expense 5000-5999: Services And Other Operating Expenditures Other Local Funding \$11,273
Action 2.9: Parent/Guardian Trainings: This action will be extended to areas of request, even beyond technology. Child care will be provided to facilitate attendance and supplies are included for copies, materials, etc. as needed.	LEA-wide, with training to take place in locations selected to facilitate attendance of targeted populations	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify) <u>Underserved Students</u>	Classified Salary 2000-2999: Classified Personnel Salaries Supplemental \$1,000 <hr/> Classified Benefits 3000-3999: Employee Benefits Supplemental \$217 <hr/> Materials & Supplies 4000-4999: Books And Supplies Supplemental \$3,000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	3. Every student will feel safe, respected, and enjoy positive connections.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE only: 9 _ 10 _ Local : Specify	
Identified Need :	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. Action 1: Classified and Certificated Professional Development regarding strategies to further enhance effective student engagement and cultural competency will be offered in order to increase student engagement and sense of connectedness. Action 2: Increased levels of participation provide students with greater positive connections to school. Low Income, English Learners (EL) and Hispanic students are underrepresented in our District music program. Parent input indicates students in targeted subgroups, particularly LI, are reluctant to participate in the Instrumental Music program due to the expense participation would incur. Action 4: 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 reduces the likelihood that they may need to be placed in a more restrictive environment. Action 5: Increased outreach to Foster Youth/ Kinship students and guardians will allow students to be further supported within and coconnected to community resources our District and allow these students to be better prepared for college and career Action 6: Outreach efforts indicate that targeted student population experiences difficulties participating in after-school activities at Foothill High School due to a lack of transportation available at this site after school hours. Additional transportation opportunities are needed in order to provide greater access to participation for these students.			
Goal Applies to:	Schools:	Action 1: LEA-Wide Action 2: Foothill High School Action 3: a. LEA-Wide, grades 5 – 12 b. LEA-Wide, grades 5-12 c. LEA-Wide, grades 3-12 Action 4: LEA-Wide Action 5: LEA-Wide Action 6: Foothill High School		
	Applicable Pupil Subgroups:	Action 1 & 2: All students Action 3, 4 & 6: Low Income Pupils, English Learners, Foster and Kinship Youth and Reclassified Fluent English Proficient Action 5: Foster and Kinship Youth (Those residing with a family other than a parent)		

LCAP Year 1: 2016-17

Expected Annual
Measurable
Outcomes:

- Staff participation in professional development opportunities designed to increase student engagement and cultural competency will be monitored and maintained or improved by 5%.
 - Music participation rate of targeted subgroups to improve by 5% or better over previous year.
 - Numbers of students participating in enrichment and support activities will be monitored and improved by 5% or greater as compared with the 2015-2016 benchmark year.
- The following measures of school climate and student engagement will be maintained or improved:

Please place Table S1 here, thanks! (Attendance/Chronic/Expulsion Rates)
 Please place Table S2 here, thanks! (2 Year Suspension Data by Race)
 Please place Table S3 here, thanks! (2 Year Suspension Data by Subgroup)
 Please place Table S4 here, thanks! (2 Year Percentage of Suspension of Students with IEPs)
 Please place Table S5 here, thanks! (District Truancy Rate Comparison)
 Please place Table S6 here, thanks! (Truancy Report by Site)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 3.1: Classified and Certificated Professional Development regarding strategies to further enhance effective student engagement and cultural competency will be offered in order to increase student engagement and sense of connectedness. Strategies include those offered through Guided Language Acquisition Development (GLAD) strategies, and Seeking Educational Equity and Diversity (SEED) Program. The focus will be to continue professional develop for ELD teachers around the ELD curriculum used for designated ELD and with SPED staff to support interventions. An additional focus will be to provide training to increase staff knowledge and skills in implementing integrated ELD. Continued support for SEED and SIAC will remain.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Salaries 1000-1999: Certificated Personnel Salaries Base \$470,699 Classified Salaries 2000-2999: Classified Personnel Salaries Base \$3,130 Certificated & Classified Benefits 3000-3999: Employee Benefits Base \$92,104 Services 5000-5999: Services And Other Operating Expenditures Base \$135,719
Action 3.2: Low Income, English Learner (EL) and Hispanic students are underrepresented in our District music program. This action provides additional musical opportunities for underrepresented students, a. Music tutors will be hired to work with targeted students to support their success through Collaborative Music Support at sites	LEA wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient	Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$4,823 Certificated Benefits 3000-3999: Employee Benefits Supplemental \$574 Operating Expense (Lease) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$9,000

<p>b. Instruments will be provided for students as needed. Funds for instrument lease will be allocated to support student need.</p> <p>c. Mariachi Program will continue to provide further opportunity for musical interaction and enrichment for underrepresented student groups and to provide culturally relevant connections for Hispanic students Grade 3-12</p> <p>The instrument purchasing budget is reduced as a foundation of loaner instruments has been established.</p>		<p><input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Underserved Students</u></p>	<p>Materials & Supplies 4000-4999: Books And Supplies Supplemental \$45,320</p>
<p>Action 3.3: The position of a K -12 Response to Intervention (RTI) Instructional Coach will be retained to provide assistance to teachers in working with students whose skills and performance scores indicate greater need of academic support. As the program continues, refinement to intervention serves and monitoring assessments will occur. Possible expansion of the program to more sites is under consideration.</p>	LEA-wide	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Underserved Students</u></p>	<p>Certificated Salary 1000-1999: Certificated Personnel Salaries Supplemental \$87,514</p> <p>Certificated Benefits 3000-3999: Employee Benefits Supplemental \$14,361</p> <p>Materials & Supplies 4000-4999: Books And Supplies Supplemental \$1,250</p>
<p>Action 3.4: The position of Youth Development Specialist will be maintained to support the needs of Foster Youth/Kinship students in our schools and serve as a liaison for the student and his or her guardians.</p> <p>Partnerships with outside agencies supporting Foster and Kinship youth will be maintained and expanded. Providing access to AVID support will be a focus and monitoring opportunities provided for students will be recorded so that services can be monitored and analyzed to determine success.</p>	LEA-wide	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Kinship</u></p>	<p>Classified Salary 2000-2999: Classified Personnel Salaries Supplemental \$68,026</p> <p>Classified Benefits 3000-3999: Employee Benefits Supplemental \$24,220</p> <p>Materials & Supplies 4000-4999: Books And Supplies Supplemental \$2,000</p>
<p>Action 3.5: Transportation will be provided for targeted populations to allow student participation in after-school support and enrichment opportunities. This bus will continue to provide equal opportunity to participate in after-school interventions and activities for students who live beyond walking distance and do not have access to other transportation.</p>	Foothill High School	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Classified Salary 2000-2999: Classified Personnel Salaries Supplemental \$8,070</p> <p>Classified Benefits 3000-3999: Employee Benefits Supplemental \$1,930</p> <p>Materials and Supplies 4000-4999: Books And Supplies Supplemental \$5,000</p>

Underserved Students

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Staff participation in professional development opportunities designed to increase student engagement and cultural competency will be monitored and maintained or improved by 5%. Music participation rate of targeted subgroups to improve by 5% or better over previous year. Numbers of students participating in enrichment and support activities will be monitored and improved by 5% or greater as compared with the 2015-2016 benchmark year. <p>The following measures of school climate and student engagement will be maintained or improved:</p> <p>Please place Table S1 here, thanks! (Attendance/Chronic/Expulsion Rates) Please place Table S2 here, thanks! (2 Year Suspension Data by Race) Please place Table S3 here, thanks! (2 Year Suspension Data by Subgroup) Please place Table S4 here, thanks! (2 Year Percentage of Suspension of Students with IEPs) Please place Table S5 here, thanks! (District Truancy Rate Comparison) Please place Table S6 here, thanks! (Truancy Report by Site)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 3.1: Classified and Certificated Professional Development regarding strategies to further enhance effective student engagement and cultural competency will be offered in order to increase student engagement and sense of connectedness. Strategies include those offered through Guided Language Acquisition Development (GLAD) strategies, and Seeking Educational Equity and Diversity (SEED) Program. The focus will be to continue professional develop for ELD teachers around the ELD curriculum used for designated ELD and with SPED staff to support interventions. An additional focus will be to provide training to increase staff knowledge and skills in implementing integrated ELD. Continued support for SEED and SIAC will remain.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Salaries 1000-1999: Certificated Personnel Salaries Base \$470,699 Classified Salaries 2000-2999: Classified Personnel Salaries Base \$3,130 Certificated & Classified Benefits 3000-3999: Employee Benefits Base \$92,104 Services 5000-5999: Services And Other Operating Expenditures Base \$135,719
Action 3.2: Low Income, English Learner (EL) and Hispanic students are underrepresented in our District music program. This action provides additional musical opportunities for underrepresented students,	LEA wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth	Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$4,823 Certificated Benefits 3000-3999: Employee Benefits Supplemental \$574 Operating Expense (Lease) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$9,000

<p>a. Music tutors will be hired to work with targeted students to support their success through Collaborative Music Support at sites</p> <p>b. Instruments will be provided for students as needed. Funds for instrument lease will be allocated to support student need.</p> <p>c. Mariachi Program will continue to provide further opportunity for musical interaction and enrichment for underrepresented student groups and to provide culturally relevant connections for Hispanic students Grade 3-12</p> <p>The instrument purchasing budget is reduced as a foundation of instruments has been established.</p>		<p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Underserved Students</u></p>	<p>Supplies and Materials 4000-4999: Books And Supplies Supplemental 45,320</p>
<p>Action 3.3: The position of a K -12 Response to Intervention (RTI) Instructional Coach will be retained to provide assistance to teachers in working with students whose skills and performance scores indicate greater need of academic support. As the program continues, refinement to intervention serves and monitoring assessments will occur. Possible expansion of the program to more sites is under consideration.</p>	LEA-wide	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Underserved Students</u></p>	<p>Certificated Salary 1000-1999: Certificated Personnel Salaries Supplemental \$88,565</p> <p>Certificated Benefits 3000-3999: Employee Benefits Supplemental \$14,533</p> <p>Supplies 4000-4999: Books And Supplies Supplemental \$1,250</p>
<p>Action 3.4: The position of Youth Development Specialist will be maintained to support the needs of Foster Youth/Kinship students in our schools and serve as a liaison for the student and his or her guardians.</p> <p>Partnerships with outside agencies supporting Foster and Kinship youth will be maintained and expanded. Providing access to AVID support will be a focus and monitoring opportunities provided for students will be recorded so that services can be monitored and analyzed to determine success.</p>	LEA-wide	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Kinship</u></p>	<p>Classified Salary 2000-2999: Classified Personnel Salaries Supplemental \$68,842</p> <p>Classified Benefits 3000-3999: Employee Benefits Supplemental \$24,326</p> <p>Supplies 4000-4999: Books And Supplies Supplemental \$2,000</p>
<p>Action 3.5: Transportation will be provided for targeted populations to allow student participation in after-school support and enrichment opportunities. This bus will continue to provide equal opportunity to participate in after-school interventions and activities for students who</p>	Foothill High School	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p>	<p>Classified Salary 2000-2999: Classified Personnel Salaries Supplemental \$8,070</p> <p>Classified Benefits 3000-3999: Employee Benefits Supplemental \$1,930</p>

live beyond walking distance and do not have access to other transportation.		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Underserved Students</u>	Materials and Supplies 4000-4999: Books And Supplies Supplemental \$5,000
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Staff participation in professional development opportunities designed to increase student engagement and cultural competency will be monitored and maintained or improved by 5%. Music participation rate of targeted subgroups to improve by 5% or better over previous year. Numbers of students participating in enrichment and support activities will be monitored and improved by 5% or greater as compared with the 2015-2016 benchmark year. <p>The following measures of school climate and student engagement will be maintained or improved:</p> <p>Please place Table S1 here, thanks! (Attendance/Chronic/Expulsion Rates) Please place Table S2 here, thanks! (2 Year Suspension Data by Race) Please place Table S3 here, thanks! (2 Year Suspension Data by Subgroup) Please place Table S4 here, thanks! (2 Year Percentage of Suspension of Students with IEPs) Please place Table S5 here, thanks! (District Truancy Rate Comparison) Please place Table S6 here, thanks! (Truancy Report by Site)</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 3.1: Classified and Certificated Professional Development regarding strategies to further enhance effective student engagement and cultural competency will be offered in order to increase student engagement and sense of connectedness. Strategies include those offered through Guided Language Acquisition Development (GLAD) strategies, and Seeking Educational Equity and Diversity (SEED) Program. The focus will be to continue professional develop for ELD teachers around the ELD curriculum used for designated ELD and with SPED staff to support interventions. An additional focus will be to provide training to increase staff knowledge and skills in implementing integrated ELD. Continued support for SEED and SIAC will remain.	LEA-Wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Certificated Salaries 1000-1999: Certificated Personnel Salaries Base \$470,699 Classified Salaries 2000-2999: Classified Personnel Salaries Base \$3,130 Certificated & Classified Benefits 3000-3999: Employee Benefits Base \$92,104 Services 5800: Professional/Consulting Services And Operating Expenditures Base \$135,719
Action 3.2: Low Income, English Learner (EL) and Hispanic students are underrepresented in our District	LEA wide	<input type="checkbox"/> All OR:	Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$4,823

<p>music program. This action provides additional musical opportunities for underrepresented students,</p> <p>a. Music tutors will be hired to work with targeted students to support their success through Collaborative Music Support at sites</p> <p>b. Instruments will be provided for students as needed. Funds for instrument lease will be allocated to support student need.</p> <p>c. Mariachi Program will continue to provide further opportunity for musical interaction and enrichment for underrepresented student groups and to provide culturally relevant connections for Hispanic students Grade 3-12</p> <p>The instrument purchasing budget is reduced as a foundation of instruments has been established.</p>		<p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Underserved Students</u></p>	<p>Certificated Benefits 3000-3999: Employee Benefits Supplemental \$574</p> <p>Operating Expense (Lease) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$9,000</p> <p>Materials & Supplies 4000-4999: Books And Supplies Supplemental \$45,320</p>
<p>Action 3.3: The position of a K -12 Response to Intervention (RTI) Instructional Coach will be retained to provide assistance to teachers in working with students whose skills and performance scores indicate greater need of academic support. As the program continues, refinement to intervention serves and monitoring assessments will occur. Possible expansion of the program to more sites is under consideration.</p>	LEA-wide	<p>All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Underserved Students</u></p>	<p>Certificated Salary 1000-1999: Certificated Personnel Salaries Supplemental \$89,627</p> <p>Certificated Benefits: 3000-3999: Employee Benefits Supplemental \$14,708</p> <p>Supplies 4000-4999: Books And Supplies Supplemental \$1,250</p>
<p>Action 3.4: The position of Youth Development Specialist will be maintained to support the needs of Foster Youth/Kinship students in our schools and serve as a liaison for the student and his or her guardians.</p> <p>Partnerships with outside agencies supporting Foster and Kinship youth will be maintained and expanded. Providing access to AVID support will be a focus and monitoring opportunities provided for students will be recorded so that services can be monitored and analyzed to determine success.</p>	LEA-wide	<p>All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Kinship</u></p>	<p>Classified Salary 2000-2999: Classified Personnel Salaries Supplemental \$69,668</p> <p>Classified Benefits 3000-3999: Employee Benefits Supplemental \$24,432</p> <p>Supplies 4000-4999: Books And Supplies Supplemental \$2,000</p>
<p>Action 3.5: Transportation will be provided for targeted populations to allow student participation in after-school support and enrichment opportunities. This bus will continue to provide equal opportunity to participate in</p>	Foothill High School	<p>All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p>	<p>Classified Salary 2000-2999: Classified Personnel Salaries Supplemental \$8,070</p> <p>Classified Benefits 3000-3999: Employee Benefits Supplemental \$1,930</p>

after-school interventions and activities for students who live beyond walking distance and do not have access to other transportation.		<input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Underserved Students</u>	Materials and Supplies 4000-4999: Books And Supplies Supplemental \$5,000
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 4:	4. All teachers and classified instructional staff will have an opportunity to receive training and support in order to deliver high-quality instruction and progress toward full implementation of the CA Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and how to support language acquisition by implementing ELD standards in both designated and integrated approaches across all curricular subjects		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 _ 4 <u>X</u> 5 _ 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> COE only: 9 _ 10 _ Local : Specify	
Identified Need :	All of our teachers and classified instructional staff are not fully trained in a wide variety of instructional strategies that support underserved and English language learners. Making significant shifts in teaching to align practice to the CCSS approach and in understanding designated and integrated ELD standards will provide more opportunities for students,providing them greater College and Career Readiness and enable our students to have the skills and abilities necessary to be successful in the 21st Century.			
Goal Applies to:	Schools:	Action 1: LEA-Wide Action2; LEA-Wide Action3: All middle and comprehensive high schools LEA-Wide Action 4 Elementary sites of greatest need Action 5 LEA-Wide		
	Applicable Pupil Subgroups:	Action 1: All students Action 2: Low Income Pupils, English Learners, Foster and Kinship Youth, Reclassified Fluent English Proficient Action 3 & 5: English Learners Action 4: English Learners & Reclassified Fluent English Proficient		
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	Table C1-3 in the Appendix, designate PUSD's Goals based on state & local key indicators, some may be added as the state is still finalizing their chosen indicators. The indicators have been determined by state and the district as crucial data points in predicting student success. PUSD will monitor these data points to determine student success, as well as other local data points. Based on the analysis of the district's current status regarding these key indicators, Table C1-3 displays our projected short & long-term goals. The following Actions were developed after in-depth analysis of the appropriate tables in the Appendix (listed below), formal input from the Listening Campaign, anecdotal observations of research proven strategies and programs being implemented, as well as current needs to support providing access to 21st Century opportunities for our students. Tables analyzed and in the Appendix are: Table E1 (EL AMAO Data) & Table E2 (EL Data by site including Reclassified data)			

1. In analyzing the English Learner AMAOs, slow progress is being made each year. A focus on acceleration of language is being implemented by developing a full EL program which will designate a delineated pathway and provide staff development in instructional strategies that support language acquisition, including student monitoring for progress. There will also be a focus on providing access to core subjects using strategies that support ELs in accessing the core. A potential pilot using AVID Excel will be considered for 2017-18. Investigating the program and successes in other districts will be investigated this year. Meanwhile, ELs will be supported in core classes by implementing instructional routines, scaffold supports and strategies proven as successful for EL.

2. A drop in reclassification of English Learners has occurred across the district with the exception of middle school. A goal of monitoring instruction in language acquisition, oral language opportunities, active student engagement and vocabulary building for English Learners will be implemented, resulting in an increase of reclassification overall.

PUSD will continue to increase percentage of student proficient in all academic areas by sub-group, based on District Formative Benchmarks during the year for monitoring and SBAC as the summative measure. The State API and Federal AYP is no longer calculated or used as a valid data point as we move into the new SBAC Accountability System. The 2015-16 data tables listed below are available in the Appendix and are considered Baseline Data:

Table A1 (District ELA & Math Benchmarks)

ELA

1. Elementary ELA Trimester 2 data presents disproportionality between all sub-groups except White & Asian. However, all student outcomes are low. A goal of increasing the overall score with a focus on increasing the African American, Hispanic, ELs, LTELs & LI for 2016-17.
2. A District Benchmark will be determined for Kindergarten, First Grade and Second grade level that will predict 3rd grade outcomes as the 3rd grade Reading data is low over all. There is disproportionality between African Americans, Hispanic, ELs, LTELs & LI. A focus on strategies that support these populations to access CCSS will be implemented. Minimum growth was experienced between the November and March assessments, interventions to address the academic gaps will be determined. Improving the stated sub-groups outcomes by 10% minimally is the stated Goal for 2016-17.
3. Semester 1 scores for both middle school and high school are extremely low. A goal of increasing student outcomes by 15% has been set with a focus on disproportional sub-groups.

Math

1. The same disproportionality witnessed in ELA is also seen in Elementary mathematics. A goal of increasing student outcomes by 10% overall has been set with a focus on disproportionate sub-groups.
2. 8th grade math scores are extremely low. A goal of increasing student outcomes by 15% has been set with a focus on disproportional sub-groups
3. Semester 1 scores for both middle school and high school are extremely low. A goal of increasing student outcomes by 15% has been set with a focus on disproportional sub-groups. Determining why the high school scores are so low will be made and addressed.

Table A2 (SBAC ELA & Math)

1. The SBAC outcomes will be addressed by the focus on District Benchmarks.

The following data serves as indicators of College and Career Readiness of students district-wide by major sub-groups:

Table B1 (EAP ELA & Math Data)

ELA

1. A focus on supporting ELs, LTELs and LI students by implementing strategies that provide these students with access to CCSS and build vocabulary will be implemented next year. The goal of increasing the EAP scores for these sub-groups by 10% has been set.

Math

1. There is a disproportionality between African Americans, Hispanic, ELs and LTELs regarding Math EAP scores. A focus on strategies that support improved understanding of EAP content will support the goal of increasing the student outcomes. Interventions will be focused on closing the academic gap.

Table B2 (High School Graduation Rate)

1. Addressing the Graduation rate for all subs-groups lower than 95% will begin with data analysis to determine cause. Once causation is determined, interventions will be implemented to support increasing all sub-groups.

Table B3 (High School Dropout Rate)

1. Maintain supports

Table B4 (Middle School Dropout Rate)

1. Maintain supports

Table B5 (Advanced Placement Enrollment)

Table B6 (Advanced Placement Exams with a 3 or higher score)

1. Curriculum structures and approaches will be examined to support the increase and success of Hispanic, ELs, LTELs and LI students in AP classes.

Table B7 (8th gr SAT, 10th gr PSAT & 11th gr SAT & UC/CSU Completion Rate/A-G Requirements)

1. A focus on causation for 8th grade SAT scores to be so low will be determined and addressed. The goal of increasing 8th grade scores is the focus.

2. There has been little to no improvement in UC/CSU Completion. Determining how to increase success for all sub-groups and implementing strategies that address the disproportionality will occur.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 4.1: District efforts will continue to provide support for the transition to and implementation of CCSS & NGSS. Securing the instructional coaches allow us to continue to build capacity and provide the needed professional development that supports math teachers	LEA-Wide	<u> All</u> OR: <u> Low Income pupils</u> <u> English Learners</u>	Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$103,084 Certificated Benefits 3000-3999: Employee Benefits Supplemental \$16,917

<p>with implementation of the recently adopted instructional materials, conducting the ELA/ELD adoption pilot, implementing the EL Master Plan Program and integrating 21st century technology into the instructional program. We will continue our focus on aligning the grade level/subject area assessments to the new curriculum, CA CCSS, NGSS, ELD Standards and in developing the systematic data collection needed to monitor the LCAP sub-groups and supporting actions. Refining what data is collected, when the data is collected and how to use the data to implement change in instruction and programs will remain a focus.</p> <p>Instructional coaches will provide the professional development throughout the year. This year there will be a focus on the ELA/ELD adoption, implementing the EL Master Plan, clarifying designated & integrated ELD and continuing the needed math adoption training. Staff new to positions will also be trained to support their transition.</p>		<p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Other Local Funding \$104,802</p> <p>Certificated Benefits 3000-3999: Employee Benefits Other Local Funding \$17,198</p> <p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$21,331</p>
<p>Action 4.2: Teachers and classified instructional staff will be supported in effective instructional strategies to promote success for targeted Unduplicated, underserved students by the EL and RTI Coaches. A focus on RtI Tier I instruction and delineating what Tier II needs are arising. The rollout of the EL Master Plan will consist of PD around protocols and requirements and in defining the difference between designated and integrated ELD across all content. Developing the monitoring system for both areas will remain a focus. (EL Coach, Title III Plan alignment)</p>	LEA-Wide	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated Salaries (Action 1.8 & 3.3)</p> <p>Certificated Benefits (Action 1.8 & 3.3)</p>
<p>Action 4.3 Additional teachers and sections provided to sites to support smaller class sizes at the secondary sites for English Learner classes will continue. Curricular, district and state assessment data will be used to move students as needed to meet their English Learner language levels throughout the year, at semester and the beginning of each school year. Formative assessments need to be determined this year now that the curriculum is fully being piloted. Staff will be encouraged to move students into higher levels of ELD or into Core classes regardless of the instructional calendar. This will establish a flexible continuum that is</p>	All middle and High Schools	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$449,188</p> <p>Certificated Benefits: 3000-3999: Employee Benefits Supplemental \$73,712</p> <p>AVID Training 5800: Professional/Consulting Services And Operating Expenditures Supplemental Carryover \$20,000</p>

<p>based on student progress, not the instructional calendar.</p> <p>Program delivery will consist of using AVID to support students. AVID develops learning, study and academic behavioral skills that are essential to success in rigorous coursework. It acts as a catalyst for schools to develop a culture of college readiness for all students across the campus. In the AVID Support classes, students receive daily instruction and support to prepare them for college from a trained AVID Elective teacher. AVID impacts students school-wide as academic strategies like writing to learn, inquiry, collaboration, organizational skills, and critical reading (WICOR) are taught in all classes by teachers who have been trained to use AVID strategies in their specific content areas.</p>			
<p>Action 4.4 Retain classroom Reading/English Learner (EL) Support Paraprofessionals to support English Learners and Underserved students at the elementary level. Based on research that shows the quicker language acquisition is obtained and the earlier interventions are provided, there is an increased opportunity for student success in closing their achievement gap. The positions utilize supplemental curriculum, materials & supplies as needed to meet the needs of students. Professional development will be provided as needed. Benchmark, classroom, curriculum and state assessment data will be used to determine students served and areas of focus.</p>	<p>Six elementary sites of greatest need, five secondary sites</p>	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Underserved Students</u></p>	<p>Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental \$215,605</p> <p>Classified Benefits 3000-3999: Employee Benefits Supplemental \$95,637</p>
<p>Action 4.5: Provide supplemental curriculum resources for English Learners, including materials for support, intervention and assessment/RTI, and professional development aligned to the implementation of the resources</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplies and Materials 4000-4999: Books And Supplies Supplemental \$87,500</p>

LCAP Year 2: 2017-18**Expected Annual
Measurable
Outcomes:**

Table C1-3 in the Appendix, designate PUSD's Goals based on state & local key indicators, some may be added as the state is still finalizing their chosen indicators. The indicators have been determined by state and the district as crucial data points in predicting student success. PUSD will monitor these data points to determine student success, as well as other local data points. Based on the analysis of the district's current status regarding these key indicators, Table C1-3 displays our projected short & long-term goals.

The following Actions were developed after in-depth analysis of the appropriate tables in the Appendix (listed below), formal input from the Listening Campaign, anecdotal observations of research proven strategies and programs being implemented, as well as current needs to support providing access to 21st Century opportunities for our students.

Tables analyzed and in the Appendix are:

Table E1 (EL AMAO Data) & Table E2 (EL Data by site including Reclassified data)

1. In analyzing the English Learner AMAOs, slow progress is being made each year. A focus on acceleration of language is being implemented by developing a full EL program which will designate a delineated pathway and provide staff development in instructional strategies that support language acquisition, including student monitoring for progress. There will also be a focus on providing access to core subjects using strategies that support ELs in accessing the core. Implementing the AVID Excel program will be considered depending on the results of the investigation. ELs will be supported in core classes by implementing instructional routines, scaffold supports and strategies proven as successful for EL.

2. A drop in reclassification of English Learners has occurred across the district with the exception of middle school. A goal of monitoring instruction in language acquisition, oral language opportunities, active student engagement and vocabulary building for English Learners will be implemented, resulting in an increase of reclassification overall.

PUSD will continue to increase percentage of student proficient in all academic areas by sub-group, based on District Formative Benchmarks during the year for monitoring and SBAC as the summative measure. The State API and Federal AYP is no longer calculated or used as a valid data point as we move into the new SBAC Accountability System. The 2015-16 data tables listed below are available in the Appendix and are considered Baseline Data:

Table A1 (District ELA & Math BM)

ELA

1. Elementary ELA Trimester 2 data presents disproportionality between all sub-groups except White & Asian. However, all student outcomes are low. A goal of increasing the overall score with a focus on increasing the African American, Hispanic, ELs, LTELs & LI for 2016-17.

2. A District Benchmark will be determined for Kindergarten, First Grade and Second grade level that will predict 3rd grade outcomes as the 3rd grade Reading data is low over all. There is disproportionality between African Americans, Hispanic, ELs, LTELs & LI. A focus on strategies that support these populations to access CCSS will be implemented. Minimum growth was experienced between the November and March assessments, interventions to address the academic gaps will be determined. Improving the stated sub-groups outcomes by 10% minimally is the stated Goal for 2016-17.

3. Semester 1 scores for both middle school and high school are extremely low. A goal of increasing student outcomes by 15% has been set with a focus on disproportional sub-groups.

Math

1. The same disproportionality witnessed in ELA is also seen in Elementary mathematics. A goal of increasing student outcomes by 10% overall has been set with a focus on disproportionate sub-groups.
2. 8th grade math scores are extremely low. A goal of increasing student outcomes by 15% has been set with a focus on disproportional sub-groups
3. Semester 1 scores for both middle school and high school are extremely low. A goal of increasing student outcomes by 15% has been set with a focus on disproportional sub-groups. Determining why the high school scores are so low will be made and addressed.

Table A2 (SBAC ELA & Math)

1. The SBAC outcomes will be addressed by the focus on District Benchmarks.

The following data serves as indicators of College and Career Readiness of students district-wide by major sub-groups:

Table B1 (EAP ELA & Math Data)

ELA

1. A focus on supporting ELs, LTELs and LI students by implementing strategies that provide these students with access to CCSS and build vocabulary will be implemented next year. The goal of increasing the EAP scores for these sub-groups by 10% has been set.

Math

1. There is a disproportionality between African Americans, Hispanic, ELs and LTELs regarding Math EAP scores. A focus on strategies that support improved understanding of EAP content will support the goal of increasing the student outcomes. Interventions will be focused on closing the academic gap.

Table B2 (High School Graduation Rate)

1. Addressing the Graduation rate for all subs-groups lower than 95% will begin with data analysis to determine cause. Once causation is determined, interventions will be implemented to support increasing all sub-groups.

Table B3 (High School Dropout Rate)

1. Maintain supports

Table B4 (Middle School Dropout Rate)

1. Maintain supports

Table B5 (Advanced Placement Enrollment)

Table B6 (Advanced Placement Exams with a 3 or higher score)

1. Curriculum structures and approaches will be examined to support the increase and success of Hispanic, ELs, LTELs and LI students in AP classes.

Table B7 (8th gr SAT, 10th gr PSAT & 11th gr SAT & UC/CSU Completion Rate/A-G Requirements)

1. A focus on causation for 8th grade SAT scores to be so low will be determined and addressed. The goal of increasing 8th grade scores is the focus.
2. There has been little to no improvement in UC/CSU Completion. Determining how to increase success for all sub-groups and implementing strategies that address the disproportionality will occur.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 4.1: District efforts will continue to provide support for the transition to and implementation of CCSS & NGSS. Securing the instructional coaches allow us to continue to build capacity and provide the needed PD for completing the Math implementation, conducting the ELA/ELD adoption pilot, Implementing the EL Master Plan Program, integrating 21st century technology into the instructional program. We will continue our focus on aligning the grade level/subject area assessments to the new curriculum, CA CCSS, NGSS, ELD Standards and in developing the systematic data collection needed to monitor the LCAP sub-groups and supporting actions. Refining what data is collected, when the data is collected and how to use the data to implement change in instruction and programs will remain a focus.</p> <p>This year there will be a focus on the ELA/ELD adoption, implementing the EL Master Plan, clarifying designated & integrated ELD and continuing the needed math adoption training. Staff new to positions will also be trained to support their transition.</p>	LEA-Wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$103,084</p> <p>Certificated Benefits 3000-3999: Employee Benefits Supplemental \$16,916</p> <p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Other Local Funding \$104,802</p> <p>Certificated Benefits 3000-3999: Employee Benefits Other Local Funding \$17,198</p> <p>Professional Development 4000-4999: Books And Supplies Supplemental \$324,580</p>
<p>Action 4.2: Teachers and classified instructional staff will be supported in effective instructional strategies to promote success for targeted Unduplicated, underserved students by the EL and RTI Coaches. A focus on RtI Tier I instruction and delineating what Tier II needs are arising. The rollout of the EL Master Plan will consist of PD around protocols and requirements and in defining the difference between designated and integrated ELD across all content. Developing the monitoring system for both areas will remain a focus. (EL Coach, Title III Plan alignment)</p>	LEA-Wide	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated Salaries (See Action 3.3)</p> <p>Certificated Benefits (See Action 3.3)</p>

<p>Action 4.3 Additional teachers and sections provided to sites to support smaller class sizes at the secondary sites for English Learner classes will continue. Curricular, district and state assessment data will be used to move students as needed to meet their English Learner language levels throughout the year, at semester and the beginning of each school year. Formative assessments need to be determined this year now that the curriculum is fully being piloted. Staff will be encouraged to move students into higher levels of ELD or into Core classes regardless of the instructional calendar. This will establish a flexible continuum that is based on student progress, not the instructional calendar.</p>	All middle and High Schools	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$454,579</p> <p>Certificated Benefits: 3000-3999: Employee Benefits Supplemental \$74,596</p> <p>AVID Training 5800: Professional/Consulting Services And Operating Expenditures Supplemental Carryover \$0</p>
<p>Action 4.4 Retain classroom Reading/English Learner (EL) Support Paraprofessionals to support English Learners and Underserved students at the elementary level. Based on research that shows the quicker language acquisition is obtained and the earlier interventions are provided, there is an increased opportunity for student success in closing their achievement gap. The positions utilize supplemental curriculum, materials & supplies as needed to meet the needs of students. Professional development will be provided as needed. Benchmark, classroom, curriculum and state assessment data will be used to determine students served and areas of focus.</p>	Six elementary sites of greatest need, five secondary sites	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Underserved Students</u></p>	<p>Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental \$218,192</p> <p>Classified Benefits 3000-3999: Employee Benefits Supplemental \$96,785</p>
<p>Action 4.5: Provide supplemental curriculum resources for English Learners, including materials for support, intervention and assessment/RTI, and professional development aligned to the implementation of the resources</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplies and Materials 4000-4999: Books And Supplies Supplemental \$87,500</p>
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	<p>Table C1-3 in the Appendix, designate PUSD's Goals based on state & local key indicators, some may be added as the state is still finalizing their chosen indicators. The indicators have been determined by state and the district as crucial data points in predicting student success. PUSD will monitor these data points to determine student success, as well as other local data points. Based on the analysis of the district's current status regarding these key indicators, Table C1-3 displays our projected short & long-term goals.</p>		

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PUSD will continue to increase percentage of student proficient in all academic areas by sub-group, based on District Formative Benchmarks during the year for monitoring and SBAC as the summative measure. The State API and Federal AYP is no longer calculated or used as a valid data point as we move into the new SBAC Accountability System. The 2015-16 data tables listed below are available in the Appendix and are considered Baseline Data:

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Table B4 (Middle School Dropout Rate)

1. Maintain supports

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Table B6 (Advanced Placement Exams with a 3 or higher score)

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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 4.1: District efforts will continue to provide support for the transition to and implementation of CCSS & NGSS. Securing the instructional coaches allow us to continue to build capacity and provide the needed PD for completing the Math implementation, conducting the ELA/ELD adoption pilot, Implementing the EL Master Plan Program, integrating 21st century technology into the instructional program. We will continue our focus on aligning the grade level/subject area assessments to the new curriculum, CA CCSS, NGSS, ELD Standards and in developing the systematic data collection needed to monitor the LCAP sub-groups and supporting actions. Refining what data is collected, when the data is collected and how to use the data to implement change in instruction and programs will remain a focus.</p> <p>This year there will be a focus on the ELA/ELD adoption, implementing the EL Master Plan, clarifying designated & integrated ELD and continuing the needed math adoption training. Staff new to positions will also be trained to support their transition.</p>	LEA-Wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p>Low Income pupils</p> <p>English Learners</p> <p>Foster Youth</p> <p>Redesignated fluent English proficient</p> <p>Other Subgroups: (Specify)</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$103,084</p> <p>Certificated Benefits 3000-3999: Employee Benefits Supplemental \$16,916</p> <p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Other Local Funding \$104,802</p> <p>Certificated Benefits 3000-3999: Employee Benefits Other Local Funding \$17,198</p> <p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$440,459</p>
<p>Action 4.2: Teachers and classified instructional staff will be supported in effective instructional strategies to promote success for targeted Unduplicated, underserved students by the EL and RTI Coaches. A focus on RtI Tier I instruction and delineating what Tier II needs are arising. The rollout of the EL Master Plan will consist of PD around protocols and requirements and in defining the difference between designated and integrated ELD across all content. Developing the monitoring system for both areas will remain a focus. (EL Coach, Title III Plan alignment)</p>	LEA-Wide	<p>All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p>Other Subgroups: (Specify)</p>	<p>Certificated Salaries (Action 1.8 & 3.3)</p> <p>Certificated Benefits (Action 1.8 & 3.3)</p>
<p>Action 4.3 Additional teachers and sections provided to sites to support smaller class sizes at the secondary sites for English Learner classes will continue. Curricular, district and state assessment data will be used to move students as needed to meet their English Learner language levels throughout the year, at</p>	All middle and High Schools	<p>All</p> <p>OR:</p> <p>Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p>Foster Youth</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$460,034</p> <p>Certificated Benefits: 3000-3999: Employee Benefits Supplemental \$75,491</p>

semester and the beginning of each school year. Formative assessments need to be determined this year now that the curriculum is fully being piloted. Staff will be encouraged to move students into higher levels of ELD or into Core classes regardless of the instructional calendar. This will establish a flexible continuum that is based on student progress, not the instructional calendar.		Redesignated fluent English proficient Other Subgroups: (Specify)	AVID Training 5800: Professional/Consulting Services And Operating Expenditures Supplemental Carryover \$0
Action 4.4 Retain classroom Reading/English Learner (EL) Support Paraprofessionals to support English Learners and Underserved students at the elementary level. Based on research that shows the quicker language acquisition is obtained and the earlier interventions are provided, there is an increased opportunity for student success in closing their achievement gap. The positions utilize supplemental curriculum, materials & supplies as needed to meet the needs of students. Professional development will be provided as needed. Benchmark, classroom, curriculum and state assessment data will be used to determine students served and areas of focus.	Six elementary sites of greatest need, five secondary sites	All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Underserved Students</u>	Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental \$220,810 Classified Benefits 3000-3999: Employee Benefits Supplemental \$97,946
Action 4.5: Provide supplemental curriculum resources for English Learners, including materials for support, intervention and assessment/RTI, and professional development aligned to the implementation of the resources		All OR: Low Income pupils <input type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Supplies and Materials 4000-4999: Books And Supplies Supplemental \$87,500

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 5:	5. Parents/Guardians will be able to support the learning of their children in the new CCSS & NGSS standards and the 21st Century classroom by developing a deeper understanding of the educational system, LCAP and in understanding support opportunities for their children by becoming more involved in all aspects of their child's and their own learning.		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :	There needs to be an increase in the amount and quality of parent involvement and parent education opportunities in the District. There is an increase of new families arriving to PUSD. Many families are new to the US educational system in general. There is great need to provide opportunities for families to gain a foundational knowledge of how the US educational system works, how they can support their children, further develop their own learning and their parental rights. The parents/guardians of several subgroups 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.		
Goal Applies to:	Schools:	Action 1: All eligible PTA affiliated elementary schools LEA-wide Action 2: LEA-Wide Action 3: LEA-Wide, additional support to Valley View, Pleasanton Middle, Foothill, and Amador Action 4: LEA-Wide Action 5: LEA-Wide Action 6: LEA-Wide	
	Applicable Pupil Subgroups:	Action 1: All students Action 2: All students, with additional training target to English Learners and Reclassified Fluent English Learners Action 3 & 4: Low Income Pupils, English Learners, Foster Youth and Kinship Youth, Reclassified Fluent English Learners Action 5: English Learners & Reclassified Fluent English Learners	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<p>Parent engagement and connectedness will be improved through increased outreach and educational opportunities for all parents/guardians, including those of our targeted subgroups. Based on the analysis of the district's current status regarding key indicators Table C1-3 displays our projected short & long-term goals for parent involvement under state priority 3a & 3b in Table C2.</p> <p>5.1 A focus on expanding the numbers of School Smarts sites will increase from 5 sites (2015-16) to all 9 sites (2016-17). Additional data will be gathered in 2016-17 to better monitor involvement</p> <ul style="list-style-type: none"> • How many parents participated by site and by program, sign-in sheets • How many graduate from School Smarts • How many demonstrate leadership by participating on committees, either at the site or district level • A survey will be given to parents asking how their participation in School Smarts supported their child's education <p>5.2 Loving Solutions & Parent Project: The goal is to have all referred parents graduate from the program. An analysis of the Unit Evaluations will provide feedback regarding the programs success.</p> <p>5.3 Parent Liaisons will continue to support parents in becoming more involved in their child's education and more knowledgeable about the US educational system by providing access to the following programs: School Smarts, Parent Project/Loving Solutions, & the Mariachi Program. Success is measured by parent participation, graduation and completion of the curriculum and positions of leadership held by parents. A parent survey regarding Mariachi participation provides feedback on increasing parent participation in their child's education and provides input about student opportunities. Liaisons will continue to provide access to technology for students who qualify for Chrombooks.</p> <p>5.5 Spanish speaking Social Worker will provide support for all qualifying parents based on a needs assessment. Success will be measured by parental contact data and offered trainings</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 5.1: Train and implement School Smarts program at all eligible elementary sites, including offering it in Spanish for parents of EL and RFEP students. In the 2016-17 school year the goal is to have all 9 elementary schools participating in this program.</p> <p>Additional data will be gathered in 2016-17 to better monitor involvement</p> <ul style="list-style-type: none"> • How many parents participated by site and by program? • How many graduate from School Smarts? • How many demonstrate leadership by participating on committees, either at the site or district level? • A survey will be given to parents asking how their participation in School 	All eligible PTA affiliated elementary schools LEA- wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Materials and Supplies 4000-4999: Books And Supplies Base \$10,000

<p>Smarts supported their child's education</p> <p>School Smarts is an inclusive parent engagement program that brings parents together in support of their common interest, helping their children and schools succeed. It fosters parent engagement in schools, support parents as children's first teachers, develop future parent leaders and encourages parents to advocate for a complete and quality education that includes the arts.</p> <p>~Parent Involvement supports: ~Preparing for a Lifetime of Learning ~Understanding our School ~Understanding our Education System ~Becoming an Effective Communicator ~Standing up for a Quality Education/Taking Action</p> <p>Parents attend and participate in 7 sessions that are 2 hours long. At the end of the year, parents participate in a celebration of leadership, graduation. During the graduation parents share their "Action Plans" of how they will be involved in the school and their child's education, how they will connect to next-level engagement opportunities and how they will continue to network with school administration and district leadership.</p>			
<p>Action 5.2: Train facilitators and implement Loving Solutions program at elementary level and Parent Project at secondary level to better empower parents/guardians to support their children, including presentations of these programs in Spanish. Parent Liaisons will continue to support families who are referred by the SARB process. Due to confidentiality this data cannot be gathered by subgroups.</p> <p>~Changes to this action are around data analysis. Currently at the end of each curricular unit, parents complete and evaluation. For 2016-17, staff will analyze the evaluations to determine further needs or which part of the curriculum best supported positive change for the parents.</p>	LEA-wide	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Classified Salaries 2000-2999: Classified Personnel Salaries Base \$7,617</p> <p>Classified Benefits 3000-3999: Employee Benefits Base \$1,822</p> <p>Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental \$7,617</p> <p>Classified Benefits 3000-3999: Employee Benefits Supplemental \$1,822</p> <p>Materials & Supplies 4000-4999: Books And Supplies Base \$9,000</p> <p>Materials & Supplies 4000-4999: Books And Supplies Supplemental \$9,000</p>
<p>Action 5.3: Parent Liaison Program</p> <p>a. Continue the district-wide Parent Liaison services to provide greater support, including focused outreach to</p>	LEA-wide Additional support at	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils</p>	<p>Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental \$410,671</p>

<p>Unduplicated parents/guardians to ensure access to technology and content area parent education services. Services will include Childcare when necessary in order to allow parents to participate in programs and/or committees. A focused effort will continue in order to maximize access to the National School Lunch Program (NSLP) for qualified students to better meet student nutritional needs.</p> <p>b. Maintain Mandarin Parent Liaison to improve outreach to Mandarin Speaking parents/guardians.</p> <p>c. Provide an additional Korean Parent Liaison to improve outreach to Korean Speaking parents/guardians.</p> <p>d. Increase the Spanish Parent Liaison by .5 FTE to meet the greater need of Spanish speaking families</p> <p>In 2016-17, DELAC will be held every month as it is the catalyst for two-way communication and provides a venue for parent trainings around many different topics. Daycare will be provided to resolve that as a deterrent for participation. Light snacks and supplies will be provided. Topics to be addressed will focus on the English Learner Master Plan training and feedback regarding the ELA/ELD Adoption Pilot throughout the year. Parent/Guardian generated topics are welcomed.</p>	<p>Valley View, Pleasanton Middle, Foothill, and Amador</p>	<p><input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Classified Benefits 3000-3999: Employee Benefits Supplemental \$158,140</p> <p>Materials & Supplies 4000-4999: Books And Supplies Supplemental \$7,500</p> <p>Postage 5000-5999: Services And Other Operating Expenditures Supplemental \$6,595</p>
<p>Action 5.4: Retain Spanish-Speaking Social Worker to facilitate communication with families regarding education for their child or themselves, as well as providing additional health and welfare resources as needed. Maintain quantitative data as to how many families benefit from this service and/or how many trainings or workshops are presented to parents, collecting sign-ins as appropriate.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Underserved Students</u></p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$79,242</p> <p>Certificated Benefits 3000-3999: Employee Benefits Supplemental \$13,004</p> <p>Materials and Supplies 4000-4999: Books And Supplies Supplemental \$3,200</p>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<p>Parent engagement and connectedness will be improved through increased outreach and educational opportunities for all parents/guardians, including those of our targeted subgroups. Based on the analysis of the district's current status regarding key indicators Table C1-3 displays our projected short & long-term goals for parent involvement under state priority 3a & 3b in Table C2.</p> <p>5.1 A focus on expanding the numbers of School Smarts sites will increase from 5 sites (2015-16) to all 9 sites (2016-17). Additional data will be gathered in 2016-17 to better monitor involvement</p> <ul style="list-style-type: none"> • How many parents participated by site and by program, sign-in sheets • How many graduate from School Smarts • How many demonstrate leadership by participating on committees, either at the site or district level • A survey will be given to parents asking how their participation in School Smarts supported their child's education <p>5.2 Loving Solutions & Parent Project: The goal is to have all referred parents graduate from the program. An analysis of the Unit Evaluations will provide feedback regarding the programs success.</p> <p>5.3 Parent Liaisons will continue to support parents in becoming more involved in their child's education and more knowledgeable about the US educational system by providing access to the following programs: School Smarts, Parent Project/Loving Solutions, & the Mariachi Program. Success is measured by parent participation, graduation and completion of the curriculum and positions of leadership held by parents. A parent survey regarding Mariachi participation provides feedback on increasing parent participation in their child's education and provides input about student opportunities. Liaisons will continue to provide access to technology for students who qualify for Chrombooks.</p> <p>5.5 Spanish speaking Social Worker will provide support for all qualifying parents based on a needs assessment. Success will be measured by parental contact data and offered trainings</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 5.1: Train and implement School Smarts program at all eligible elementary sites, including offering it in Spanish for parents of EL and RFEP students. In the 2016-17 school year the goal is to have all 9 elementary schools participating in this program.</p> <p>Additional data will be gathered in 2016-17 to better monitor involvement</p> <ul style="list-style-type: none"> • How many parents participated by site and by program • How many graduate from School Smarts • How many demonstrate leadership by participating on committees, either at the site or district level • A survey will be given to parents asking how their participation in School 	All eligible PTA affiliated elementary schools LEA- wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Materials and Supplies 4000-4999: Books And Supplies Base \$10,000

<p>Smarts supported their child's education</p> <p>School Smarts is an inclusive parent engagement program that brings parents together in support of their common interest, helping their children and schools succeed. It fosters parent engagement in schools, support parents as children's first teachers, develop future parent leaders and encourages parents to advocate for a complete and quality education that includes the arts.</p> <p>~Parent Involvement supports: ~Preparing for a Lifetime of Learning ~Understanding our School ~Understanding our Education System ~Becoming an Effective Communicator ~Standing up for a Quality Education/Taking Action</p> <p>Parents attend and participate in 7 sessions that are 2 hours long. At the end of the year, parents participate in a celebration of leadership, graduation. During the graduation parents share their "Action Plans" of how they will be involved in the school and their child's education, how they will connect to next-level engagement opportunities and how they will continue to network with school administration and district leadership.</p>			
<p>Action 5.2: Train facilitators and implement Loving Solutions program at elementary level and Parent Project at secondary level to better empower parents/guardians to support their children, including presentations of these programs in Spanish. Parent Liaisons will continue to support families who are referred by the SARB process. Due to confidentiality this data cannot be gathered by subgroups.</p> <p>~Changes to this action are around data analysis. Currently at the end of each curricular unit, parents complete and evaluation. For 2016-17, staff will analyze the evaluations to determine further needs or which part of the curriculum best supported positive change for the parents.</p>	LEA-wide	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Classified Salaries 2000-2999: Classified Personnel Salaries Base \$7,617</p> <p>Classified Benefits 3000-3999: Employee Benefits Base \$1,822</p> <p>Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental \$7,617</p> <p>Classified Benefits 3000-3999: Employee Benefits Supplemental \$1,822</p> <p>Materials & Supplies 4000-4999: Books And Supplies Base \$9,000</p> <p>Materials & Supplies 4000-4999: Books And Supplies Supplemental \$9,000</p>
<p>Action 5.3: Parent Liaison Program</p> <p>a. Continue the district-wide Parent Liaison services to provide greater support, including focused outreach to</p>	LEA-wide Additional support at	<p><input type="checkbox"/> All OR:</p>	<p>Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental \$415,599</p>

<p>Unduplicated parents/guardians to ensure access to technology and content area parent education services. Services will include Childcare when necessary in order to allow parents to participate in programs and/or committees. A focused effort will continue in order to maximize access to the National School Lunch Program (NSLP) for qualified students to better meet student nutritional needs.</p> <p>b. Maintain Mandarin Parent Liaison to improve outreach to Mandarin Speaking parents/guardians.</p> <p>c. Provide an additional Korean Parent Liaison to improve outreach to Korean Speaking parents/guardians.</p> <p>d. Increase the Spanish Parent Liaison by .5 FTE to meet the greater need of Spanish speaking families</p> <p>In 2016-17, DELAC will be held every month as it is the catalyst for two-way communication and provides a venue for parent trainings around many different topics. Daycare will be provided to resolve that as a deterrent for participation. Light snacks and supplies will be provided. Topics to be addressed will focus on the English Learner Master Plan training and feedback regarding the ELA/ELD Adoption Pilot throughout the year. Parent/Guardian generated topics are welcomed.</p>	<p>Valley View, Pleasanton Middle, Foothill, and Amador</p>	<p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Classified Benefits 3000-3999: Employee Benefits Supplemental \$160,038</p> <p>Materials & Supplies 4000-4999: Books And Supplies Supplemental \$7,500</p> <p>Postage 5000-5999: Services And Other Operating Expenditures Supplemental \$6,595</p>
<p>Action 5.4: Retain Spanish-Speaking Social Worker to facilitate communication with families regarding education for their child or themselves, as well as providing additional health and welfare resources as needed. Maintain quantitative data as to how many families benefit from this service and/or how many trainings or workshops are presented to parents, collecting sign-ins as appropriate.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$80,193</p> <p>Certificated Benefits 3000-3999: Employee Benefits Supplemental \$13,160</p> <p>Materials and Supplies 4000-4999: Books And Supplies Supplemental \$3,200</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<p>Parent engagement and connectedness will be improved through increased outreach and educational opportunities for all parents/guardians, including those of our targeted subgroups. Based on the analysis of the district's current status regarding key indicators Table C1-3 displays our projected short & long-term goals for parent involvement under state priority 3a & 3b in Table C2.</p> <p>5.1 A focus on expanding the numbers of School Smarts sites will increase from 5 sites (2015-16) to all 9 sites (2016-17). Additional data will be gathered in 2016-17 to better monitor involvement</p> <ul style="list-style-type: none"> • How many parents participated by site and by program, sign-in sheets • How many graduate from School Smarts • How many demonstrate leadership by participating on committees, either at the site or district level • A survey will be given to parents asking how their participation in School Smarts supported their child's education <p>5.2 Loving Solutions & Parent Project: The goal is to have all referred parents graduate from the program. An analysis of the Unit Evaluations will provide feedback regarding the programs success.</p> <p>5.3 Parent Liaisons will continue to support parents in becoming more involved in their child's education and more knowledgeable about the US educational system by providing access to the following programs: School Smarts, Parent Project/Loving Solutions, & the Mariachi Program. Success is measured by parent participation, graduation and completion of the curriculum and positions of leadership held by parents. A parent survey regarding Mariachi participation provides feedback on increasing parent participation in their child's education and provides input about student opportunities. Liaisons will continue to provide access to technology for students who qualify for Chrombooks.</p> <p>5.5 Spanish speaking Social Worker will provide support for all qualifying parents based on a needs assessment. Success will be measured by parental contact data and offered trainings</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 5.1: Train and implement School Smarts program at all eligible elementary sites, including offering it in Spanish for parents of EL and RFEP students. In the 2016-17 school year the goal is to have all 9 elementary schools participating in this program.</p> <p>Additional data will be gathered in 2016-17 to better monitor involvement</p> <ul style="list-style-type: none"> • How many parents participated by site and by program • How many graduate from School Smarts • How many demonstrate leadership by participating on committees, either at the site or district level • A survey will be given to parents asking how their participation in School 	All eligible PTA affiliated elementary schools LEA- wide	<p><u>X</u> All</p> <p>OR:</p> <p>Low Income pupils</p> <p>English Learners</p> <p>Foster Youth</p> <p>Redesignated fluent English proficient</p> <p>Other Subgroups: (Specify)</p>	Materials and Supplies 4000-4999: Books And Supplies Base \$10,000

<p>Smarts supported their child's education</p> <p>School Smarts is an inclusive parent engagement program that brings parents together in support of their common interest, helping their children and schools succeed. It fosters parent engagement in schools, support parents as children's first teachers, develop future parent leaders and encourages parents to advocate for a complete and quality education that includes the arts.</p> <p>~Parent Involvement supports: ~Preparing for a Lifetime of Learning ~Understanding our School ~Understanding our Education System ~Becoming an Effective Communicator ~Standing up for a Quality Education/Taking Action</p> <p>Parents attend and participate in 7 sessions that are 2 hours long. At the end of the year, parents participate in a celebration of leadership, graduation. During the graduation parents share their "Action Plans" of how they will be involved in the school and their child's education, how they will connect to next-level engagement opportunities and how they will continue to network with school administration and district leadership.</p>			
<p>Action 5.2: Train facilitators and implement Loving Solutions program at elementary level and Parent Project at secondary level to better empower parents/guardians to support their children, including presentations of these programs in Spanish. Parent Liaisons will continue to support families who are referred by the SARB process. Due to confidentiality this data cannot be gathered by subgroups.</p> <p>~Changes to this action are around data analysis. Currently at the end of each curricular unit, parents complete and evaluation. For 2016-17, staff will analyze the evaluations to determine further needs or which part of the curriculum best supported positive change for the parents.</p>	LEA-wide	<p><u>X</u> All OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Classified Salaries 2000-2999: Classified Personnel Salaries Base \$7,617</p> <p>Classified Benefits 3000-3999: Employee Benefits Base \$1,822</p> <p>Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental \$7,617</p> <p>Classified Benefits 3000-3999: Employee Benefits Supplemental \$1,822</p> <p>Materials & Supplies 4000-4999: Books And Supplies Base \$9,000</p> <p>Materials & Supplies 4000-4999: Books And Supplies Supplemental \$9,000</p>
<p>Action 5.3: Parent Liaison Program</p> <p>a. Continue the district-wide Parent Liaison services to provide greater support, including focused outreach to</p>	LEA-wide Additional support at	<p>All OR:</p>	<p>Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental \$420,586</p>

<p>Unduplicated parents/guardians to ensure access to technology and content area parent education services. Services will include Childcare when necessary in order to allow parents to participate in programs and/or committees. A focused effort will continue in order to maximize access to the National School Lunch Program (NSLP) for qualified students to better meet student nutritional needs.</p> <p>b. Maintain Mandarin Parent Liaison to improve outreach to Mandarin Speaking parents/guardians.</p> <p>c. Provide an additional Korean Parent Liaison to improve outreach to Korean Speaking parents/guardians.</p> <p>d. Increase the Spanish Parent Liaison by .5 FTE to meet the greater need of Spanish speaking families</p> <p>In 2016-17, DELAC will be held every month as it is the catalyst for two-way communication and provides a venue for parent trainings around many different topics. Daycare will be provided to resolve that as a deterrent for participation. Light snacks and supplies will be provided. Topics to be addressed will focus on the English Learner Master Plan training and feedback regarding the ELA/ELD Adoption Pilot throughout the year. Parent/Guardian generated topics are welcomed.</p>	Valley View, Pleasanton Middle, Foothill, and Amador	<p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p>Other Subgroups: (Specify)</p>	<p>Classified Benefits 3000-3999: Employee Benefits Supplemental \$161,958</p> <p>Supplies and Materials 4000-4999: Books And Supplies Supplemental \$7,500</p> <p>Postage 5000-5999: Services And Other Operating Expenditures Supplemental \$6,595</p>
<p>Action 5.4: Retain Spanish-Speaking Social Worker to facilitate communication with families regarding education for their child or themselves, as well as providing additional health and welfare resources as needed. Maintain quantitative data as to how many families benefit from this service and/or how many trainings or workshops are presented to parents, collecting sign-ins as appropriate.</p>	LEA-wide	<p>All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p>Other Subgroups: (Specify)</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$81,155</p> <p>Certificated Benefits 3000-3999: Employee Benefits Supplemental \$13,318</p> <p>Materials and Supplies 4000-4999: Books And Supplies Supplemental \$3,200</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) 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?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	1: All students, regardless of race, ethnicity, socio-economic status, or gender will be proficient/advanced and college/career ready upon graduation		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools:	All schools, LEA-wide		
	Applicable Pupil Subgroups:	Action 1: All students Action 2: Unduplicated Students, Reclassified English Learners & Underserved Students Action 3: K-2 students Action 4: All sites Action 5: Unduplicated Students, Reclassified English Learners & Underserved Students Action 6: Unduplicated Students, Reclassified English Learners & Underserved Students Action 7: High School Unduplicated Students, Reclassified English Learners & Underserved Students Action 8: English Learners & Reclassified English Learners Action 9: Unduplicated Students, Reclassified English Learners & Underserved Students Action 10: High School Unduplicated Students, Reclassified English Learners & Underserved Students Action 11: Middle School & High School Unduplicated Students, Reclassified English Learners & Underserved Students		
Expected Annual Measurable Outcomes:	A. All school facilities in PUSD will continue to be maintained in good repair based on the Facilities Inspection Tool (FIT) B. Teachers in PUSD will continue to be fully credentialed and properly assigned as reported by Human Resources C. All students in PUSD will be provided with sufficient access to standards-aligned instructional materials. D. Progress will be made toward improving College and Career Readiness of targeted populations: 1. Summer school support 2. Before & After-school Intervention 3. Benchmark data 4. SBAC data The following data serves as indicators of College and Career Readiness of students: 1. Early Assessment Program (EAP) 2. High School Graduation Rate 3. High School Dropout Rate 4. Middle School Dropout Rate		Actual Annual Measurable Outcomes:	Facilities are safe and in good repair: A. All school facilities in PUSD will continue to be maintained in good repair. ~In 2016-17, All district sites will continue to be rated as Exemplary based on the FIT PUSD Staff are Highly Qualified an assigned appropriately based B. Teachers in PUSD continue to be fully credentialed and properly assigned as reported by the Human Resource Department. ~In 2016-17, Human Resources will only recommend to the Board of Trustees fully credentialed and properly assigned instructional staff for hire. C. All students in PUSD were provided with sufficient access to standards-aligned instructional materials as required by the Williams Act. ~In 2016-17, PUSD will continue to provide access to standards-aligned instructional materials for all students

5. Advanced Placement Exams with a 3 or higher score
6. Advanced Placement enrollment
7. UC/CSU (A-G Requirements) Completion Rate

~PUSD will participate in the ELA/ELD adoption cycle. The ELA/ELD Adoption Committee will designate curriculum to be piloted throughout the 2016-17 school year. A final determination will be made in the winter of 2017.

D. Continued progress will be made toward improving College and Career Readiness of targeted populations by monitoring and reaching goals presented in Table C1-C3

Summer School

Demographics of Summer School enrollment will continue to be monitored, but more detailed data is needed to determine how to improve services during the school year. Data collection during Summer School will be refined to reflect detailed Summer School data as it was absent this time.

1. Demographics 2014-15 Summer School

~362 Elementary students attended: 5% African American, 35% Asian, 30% Hispanic, 1% Indian, 1% Pacific Islander & 28% White; 47% English Learners

~139 Middle School students attended: 6% African American, 25% Asian, 24% Hispanic, 0% Indian, 0% Pacific Islander & 45% White; 17% English Learners

~547 High School students attended: 8% African American, 25% Asian, 20% Hispanic, 1% Indian, 1% Pacific Islander & 45% White; 9% English Learners

2. EL students' language levels who attend summer school will be compared to the 2016-17 CELDT level growth and Reclassifications to confirm improved services for EL students.
3. Academic data of units recovered by Unduplicated students will be gathered to show increased access to curriculum.
4. A student survey will provide an opportunity for students to express what additional supports may be needed during the school year to improve services for them

During the 2016-17 school year, a systematic monitoring system of sub-groups will be implemented to determine what sheltered courses should be offered in the 2016-17 Summer School to accelerate graduation requirements. Continuing ELD courses that support acceleration of language acquisition will remain a goal.

In the 2016-17 Before & After School Intervention Program

1. Demographic data will be gathered by sub-groups to monitor disproportionality and access to additional supports:

		<p>2. To determine what specific "gap" academic content will be covered in the program, the following data will be monitored:</p> <ol style="list-style-type: none"> Student outcome data in grades K-3 that supports proficiency in 3rd grade reading Specific student performance data in mathematics that support proficiency in 8th grade mathematics <p>3. Access to VAPA and extracurricular activities, clubs will be included to support access to a broader course of study</p> <p>4. To accelerate language development, ELD support will be provided</p> <p>Changes to this action consist of adding a supply budget, refining academic services beyond homework in order to address academic gaps. More thorough academic data will be gathered to determine these services are the most effective. In the 2016-17 school year, research proven accelerated programs will be used to close academic gaps for underserved students. Assessing of specific "gap" skills will be implemented. Monitoring, training and adjustments will be made to continue to implement a systematic comprehensive program that still addresses individual site needs. Extending the program to include specific academic "gaps" will increase access to more interventions as requested by the Listening Campaign participants. More detailed description of the collaborative programs will be presented during the year to support stronger communication with parents/guardians and staff as requested by the Listening Campaigns.</p> <hr/> <p>Table C1-3 in the Appendix, designate PUSD's Goals based on state & local key indicators, some may be added as the state is still finalizing their chosen indicators. The indicators have been determined by state and the district as crucial data points in predicting student success. PUSD will monitor these data points to determine student success, as well as other local data points. Based on the analysis of the district's current status regarding these key indicators, Table C1-3 displays our projected short & long-term goals.</p> <p>The following Actions were developed after in-depth analysis of the appropriate tables in the Appendix (listed below), formal input from the Listening Campaign, anecdotal observations of research proven strategies and programs being implemented, as</p>
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		<p>well as current needs to support providing access to 21st Century opportunities for our students.</p> <p>Tables analyzed and in the Appendix are:</p> <p>Table E1 (EL AMAO Data) & Table E2 (EL Data by site including Reclassified data)</p> <p>1. In analyzing the English Learner AMAOs, slow progress is being made each year. A focus on acceleration of language is being implemented by developing a full EL program which will designate a delineated pathway and provide staff development in instructional strategies that support language acquisition, including student monitoring for progress. There will also be a focus on providing access to core subjects using strategies that support ELs in accessing the core. A potential pilot using AVID Excel will be considered for 2017-18. Investigating the program and successes in other districts will be investigated this year. Meanwhile, ELs will be supported in core classes by implementing instructional routines, scaffold supports and strategies proven as successful for EL.</p> <p>2. A drop in reclassification of English Learners has occurred across the district with the exception of middle school. A goal of monitoring instruction in language acquisition, oral language opportunities, active student engagement and vocabulary building for English Learners will be implemented, resulting in an increase of reclassification overall.</p> <hr/> <p>PUSD will continue to increase percentage of student proficient in all academic areas by sub-group, based on District Formative Benchmarks during the year for monitoring and SBAC as the summative measure. The State API and Federal AYP is no longer calculated or used as a valid data point as we move into the new SBAC Accountability System. The 2015-16 data tables listed below are available in the Appendix and are considered Baseline Data:</p> <p>Table A1 (District ELA & Math BM)</p> <p>ELA</p> <p>1. Elementary ELA Trimester 2 data presents disproportionality between all sub-groups except White & Asian. However, all</p>
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		<p>student outcomes are low. A goal of increasing the overall score with a focus on increasing the African American, Hispanic, ELs, LTELs & LI for 2016-17.</p> <p>2. A District Benchmark will be determined for Kindergarten, First Grade and Second grade level that will predict 3rd grade outcomes as the 3rd grade Reading data is low over all. There is disproportionality between African Americans, Hispanic, ELs, LTELs & LI. A focus on strategies that support these populations to access CCSS will be implemented. Minimum growth was experienced between the November and March assessments, interventions to address the academic gaps will be determined. Improving the stated sub-groups outcomes by 10% minimally is the stated Goal for 2016-17.</p> <p>3. Semester 1 scores for both middle school and high school are extremely low. A goal of increasing student outcomes by 15% has been set with a focus on disproportional sub-groups.</p> <p>Math</p> <p>1. The same disproportionality witnessed in ELA is also seen in Elementary mathematics. A goal of increasing student outcomes by 10% overall has been set with a focus on disproportionate sub-groups.</p> <p>2. 8th grade math scores are extremely low. A goal of increasing student outcomes by 15% has been set with a focus on disproportional sub-groups</p> <p>3. Semester 1 scores for both middle school and high school are extremely low. A goal of increasing student outcomes by 15% has been set with a focus on disproportional sub-groups. Determining why the high school scores are so low will be made and addressed.</p> <p>Table A2 (SBAC ELA & Math)</p> <p>1.The SBAC outcomes will be addressed by the focus on District Benchmarks.</p> <p>The following data serves as indicators of College and Career Readiness of students district-wide by major sub-groups:</p> <p>Table B1 (EAP ELA & Math Data)</p> <p>ELA</p> <p>1.A focus on supporting ELs, LTELs and LI students by implementing strategies that provide these students with access</p>
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to CCSS and build vocabulary will be implemented next year. The goal of increasing the EAP scores for these sub-groups by 10% has been set.

Math

1. There is a disproportionality between African Americans, Hispanic, ELs and LTELs regarding Math EAP scores. A focus on strategies that support improved understanding of EAP content will support the goal of increasing the student outcomes. Interventions will be focused on closing the academic gap.

Table B2 (High School Graduation Rate)

1. Addressing the Graduation rate for all subs-groups lower than 95% will begin with data analysis to determine cause. Once causation is determined, interventions will be implemented to support increasing all sub-groups.

Table B3 (High School Dropout Rate)

1. Maintain supports

Table B4 (Middle School Dropout Rate)

1. Maintain supports

Table B5 (Advanced Placement Enrollment)

Table B6 (Advanced Placement Exams with a 3 or higher score)

1. Curriculum structures and approaches will be examined to support the increase and success of Hispanic, ELs, LTELs and LI students in AP classes.

Table B7 (8th gr SAT, 10th gr PSAT & 11th gr SAT & UC/CSU Completion Rate/A-G Requirements)

1. A focus on causation for 8th grade SAT scores to be so low will be determined and addressed. The goal of increasing 8th grade scores is the focus.

2. There has been little to no improvement in UC/CSU Completion. Determining how to increase success for all sub-groups and implementing strategies that address the disproportionality will occur.

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Update Action 1.1: Continue to provide students with highly qualified teachers. Engage in focused recruitment of highly-qualified teachers who share our District vision.	Certificated Salaries 1000-1999: Certificated Personnel Salaries Base \$50,746,983 Certificated Benefits 3000-3999: Employee Benefits Base \$7,312,639	1.1 PUSD continues to hire highly qualified teachers and staff. In addition, many staff members are provided the opportunity to be certified in specialty areas such as AVID, CTE, and etc. Staff is provided professional development, mandatory and voluntary options, throughout the year and summer to continue to deepen knowledge of the latest research and educational opportunities. Staff Development Reimbursement hours are provided for Certificated employees and Classified are paid hourly for their attendance at professional development sessions so that they are able to continue to build their own skills in the latest research and instructional approaches.	Certificated Salaries 1000-1999: Certificated Personnel Salaries Base \$49,995,092 Certificated Benefits 3000-3999: Employee Benefits Base \$7,204,293
Scope of Service LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Update Action 1.2: Summer School will be offered as an intervention to students who are identified as in need of remediation or additional support. Servicing Grades 2-12, including a focus on English Language Development for English Learners.	Certificated Salaries 1000-1999: Certificated Personnel Salaries Base \$144,326 Classified Salaries 2000-2999: Classified Personnel Salaries Base \$43,512	1.2 Summer school was held during the 2014-15 summer and served 1,048 PUSD students (1.2). There were 362 Elementary students, including Kindergarteners who had not attended preschool served. The demographic make-up for elementary was 30% Hispanic, 1% Indian, 35% Asian, 1%	Certificated Salaries 1000-1999: Certificated Personnel Salaries Base \$99,593 Classified Salaries 2000-2999: Classified Personnel Salaries Base \$37,510

	<p>Certificated & Classified Benefits 3000-3999: Employee Benefits Base \$23,630</p> <p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Title I \$43,702</p> <p>Certificated & Classified Benefits 3000-3999: Employee Benefits Title I \$6,298</p> <p>Supplies & Materials 4000-4999: Books And Supplies Base \$6,779</p>	<p>Pacific Islander, 5% African American, 28% White & 47% English Learners. For middle school there were 139 students served; 24% Hispanic, 0% Indian, 25% Asian, 0% Pacific Islander, 6% African American, 45% White & 17% English Learners and 547 High School students; 20% Hispanic, 1% Indian, 25% Asian, 1% Pacific Islander, 8% African American, 45% White & 9% English Learners. The elementary program provides academic support in core subjects for underserved students, as well as English Language Development (ELD) for the English Learners. Providing access to the Mariachi Program during the summer provides an opportunity for students to access music who during the school year are not afforded such an opportunity.</p> <p>During the summer Special Education students are provided an opportunity to attend Special Day Classes as a way of extending their school year. Summer school for secondary students provides an opportunity for credit recovery via virtual academy and access to a higher mathematics seminar. English Language Development (ELD) and a Special Day Class is offered for them as well. During the 2015-16 summer school pre and post-assessments will be given to elementary students to determine student progress. Unit completion will be tracked for secondary students to determine how many students gained additional units towards graduation. English Learners, both elementary and secondary are provided daily language practice and vocabulary building to increase opportunities for language acquisition.</p>	<p>Certificated & Classified Benefits 3000-3999: Employee Benefits Base \$19,473</p> <p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Title I \$44,136</p> <p>Certificated Benefits 3000-3999: Employee Benefits Title I \$6,298</p> <p>Supplies & Material 4000-4999: Books And Supplies Base \$6,313</p> <p>Services 5000-5999: Services And Other Operating Expenditures Base \$21,594</p>
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<div>Scope of Service</div> <div>LEA-wide</div>		<div>Scope of Service</div> <div>LEA-wide</div>	
<div> <div> <div>All</div> <div>OR:</div> <div> <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) </div> </div> <div>Underserved Students</div> </div>		<div> <div> <div>All</div> <div>OR:</div> <div> <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) </div> </div> <div>Underserved Students</div> </div>	
<div>Update Action 1.3: Early Elementary Literacy Intervention Programs such as Sound Partners will be offered through use of trained volunteers, with assistance from Instructional Literacy Coach.</div>	<div>Materials 4000-4999: Books And Supplies Base \$45,000</div>	<div>1.3 PUSD is establishing a systematic approach to supporting students in their early years so that an academic gap is not created. A team approach to program alignment and professional development is necessary. Two huge questions are asked when analyzing student data and determining areas of academic gaps. The student data drives our ability to answer the questions; 1. Why is their an achievement gap in this area, is it due to lack of the program addressing the area sufficiently? 2. Is this an area that we need staff development opportunities?</div> <div>1. Curricular programs are designed to address standards and suggest multiple ways to provide instruction. Student data will reveal if the instruction was enough and the most effective. Sometimes supplemental materials are needed to provided additional opportunities either by extending the access (more time with the content) or by providing access in a different way (varying backgrounds require differing approaches). Pacing guides/maps and formative assessments giving while</div>	<div>Materials 4000-4999: Books And Supplies Base \$500</div>

		<p>content instruction is occurring allow for monitoring students' needs and can provide immediate support before the academic gap grows.</p> <p>2. As students enter our educational system they come with varying backgrounds and knowledge. When sites and the district office collaboratively analyze student data, it provides an opportunity to align instructional strategies to the varying student needs. It also allows the educational staff to align professional development, either due to new content or when a new conceptual approach is needed to address the varying student backgrounds. The following supplemental materials were purchased to support this year's students:</p> <p>Triumph Comprehension Support Teach Bright Sorting Sounds EPS Pub Making Connections Pro Ed Visualizing I Can Read Read Naturally Voyager (Sound Partners) Curriculum & a Assoc. Phonics In the USA (EL Learners) Signs for Sounds</p> <p>Many materials and supplies needed for this action were also used in other programs. Supplies were purchased utilizing other funding.</p>			
Scope of Service	Elementary sites LEA-wide		Scope of Service	Elementary sites LEA-wide	
<input type="checkbox"/> All			<input type="checkbox"/> All		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth		

<p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Underserved Students</u></p>		<p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Underserved Students</u></p>	
<p>Update Action 1.4: Provide additional resources for site libraries. Increasing greater access to materials and content, particularly high-interest non-fiction to support CCSS. Include providing access to online resources.</p>	<p>Library Resources and Technology for Media Centers 4000-4999: Books And Supplies Base \$61,305</p>	<p>1.4 Sites purchased a range of materials based on each of their school community needs. Some needed to provide access to more expository text, subject specific text, culturally diverse or a wider range of 21st century materials. Expository text that aligned with content core subjects (i.e. Science, Social Studies), but are leveled by differing reading levels so that all students can access the content. Purchasing books that focus on cultural diversity supports the development of safe welcoming school environments. Th exposure to understanding other cultures and the unique needs of other students, builds an understanding and appreciation for all students. There were needs to provide access to a multi-media opportunities. Playaway devices were purchased to support access to academic content, much of which is non-fiction. Texts assigned in student's course work are often too high level and difficult to read independently for underserved students. Playaway devices allow students to listen to the text being read while they following along visually looking at the book. Playaway devices also have the capability to be slowed down for students reading and comprehension levels. It allows students to be independent in accessing college and career materials, as well as core required text. The media center also provides access to the internet for research and provides an area for students to collaborate regarding performance tasks and group projects.</p>	<p>Library Resources and Technology for Media Centers 4000-4999: Books And Supplies Base \$53,838</p>

		Additional support is needed within the Technology Department in order to continue to provide increased use of technology and provide all students with their development of 21st Century skills by providing more instructional technology access.	
Scope of Service	All sites LEA-wide	Scope of Service	All sites LEA-wide
X All		X All	
OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Update Action 1.5: Before and After School, evening tutoring and homework support will be provided to support student learning at all levels. Tutoring services will be provided through hourly services of credentialed teachers and classified instructional staff.	Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$146,235 Certificated8 Benefits 3000-3999: Employee Benefits Supplemental \$21,072	1.5 The focus this year was to develop a systematic comprehensive program across all sites within the district that addressed the needs of our Underserved students. This started by analyzing student data and determining the criteria in-which students were invited to attend. This then led to the recruitment and training of instructional staff, curricular decisions, logistic alignment of room locations, food and bus services etc. There was success in establishing the systematic comprehensive program. However, we exceeded the financial allocation due to this being the initial setup of the program. LCAP carryover funds from 2014-15 were used to cover the excess needs. Action 1.5 needs an established annual supply budget so that essentials such as, but not limited	Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$181,554 Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental \$55,221 Certificated & Classified Benefits 3000-3999: Employee Benefits Supplemental \$29,450 Supplies & Materials 4000-4999: Books And Supplies Supplemental \$45,534 Services 5000-5999: Services And Other Operating Expenditures Supplemental \$10,000

			to copies, paper, pencils, realia, etc. can be purchased each year.		
Scope of Service	All sites LEA-wide		Scope of Service	All sites LEA-wide	
<u> All</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Underserved Students</u>			<u> All</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Underserved Students</u>		
Update Action 1.6: Establish the position of Extended Day Academic Intervention Program Coordinator to oversee after-school tutoring services District-wide to assure program is fully implemented and available to targeted students.		Certificated Salary 1000-1999: Certificated Personnel Salaries Supplemental \$104,886 Certificated Benefits 3000-3999: Employee Benefits Supplemental \$15,114	1.6 The Extended Day Academic Intervention Coordinator (1.6) is responsible for the development of the Summer School Program (1.2), as well as the Extended Day Before & After School Program (1.5) during the school year. In designing the program, the Coordinator analyzes student data from all sites, recruits students, requests staff recommendations and notifies parents of the summer school opportunity. The Coordinator is responsible for aligning curriculum with the students' needs, hiring and training the 28 teachers and over 50 peer tutors for the summer school program. The Coordinator also develops the academic program that serves almost 855 students, as well as, arranging for facilities, transportation, food service and supervision. During the school year the Extended Day Academic Intervention Coordinator is responsible for organizing the Before & After-School Intervention Program (1.5) for all sites.		Certificated Salary 1000-1999: Certificated Personnel Salaries Supplemental \$126,193 Certificated Benefits 3000-3999: Employee Benefits Supplemental \$18,184

		<p>The Coordinator works with administration and staff at each site to design a program that addresses the students' needs within each community. Underserved students are invited to participate in the extended day intervention in order to close their academic achievement gaps.</p> <p>Adjustments to salaries are made dependent on experience of the employee hired in the position as certificated staff are placed on the salary schedule based on education and experience.</p>	
<div>Scope of Service</div> <div>All sites LEA-wide</div>		<div>Scope of Service</div> <div>All sites LEA-wide</div>	
<div>All</div> <div>OR:</div> <div> <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Underserved Students</u> </div>		<div>All</div> <div>OR:</div> <div> <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Underserved Students</u> </div>	
Update Action 1.7: Underserved students will be monitored by counselors for access and success in high level courses, including A-G completion and AP courses for high school students.	No additional funds needed	<p>1.7 Systematic protocol is being established in order to monitor progress throughout the year, including the usage of Naviance.</p> <p>Next year a protocol that guides counselors to remain focus on Underserved students will be developed and implemented. The protocol will begin with providing staff with a list of underserved students and confirmation that they are participating in Naviance.</p>	No additional funds needed

Scope of Service	All secondary sites LEA-wide		Scope of Service	All secondary sites LEA-wide	
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Underserved Students</u>			<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Underserved Students</u>		
Update Action 1.8: Maintain the position of English Learner (EL) Instructional Coach to support the unique instructional needs of English Learners (EL), including Reclassified Fluent English Proficient Learners (RFEP) as needed.	Certificated Salary 1000-1999: Certificated Personnel Salaries Supplemental \$93,249 Certificated Benefits 3000-3999: Employee Benefits Supplemental \$13,438		1.8 This year the focus of this position was to support the completion of the EL Master Plan as a communication tool to inform parents, the community and staff of the EL Program requirements and expectations. There was a needs analysis of what instructional staff need to support EL students in implementing best practices for English acquisition. The assessment proved that additional curriculum at various levels was needed to fit the needs of the students enrolled and therefore purchased. Professional development was provided around the curriculum and best practices. During these trainings it was determined that staff need further PD around understanding the new ELD standards and the best practices regarding designated and integrated ELD. Next year an evaluation of what PD is needed across the district in all subjects, regarding integrated ELD and serving English learners at varying language development levels within core and elective courses to provide access for English learners.	Certificated Salary 1000-1999: Certificated Personnel Salaries Supplemental \$72,699 Certificated Benefits 3000-3999: Employee Benefits Supplemental \$10,476	

<div>Scope of Service</div> <div>LEA-wide</div>		<div>Scope of Service</div> <div>LEA-wide</div>	
<div> <div>All</div> <hr/> <div>OR:</div> <div> <div>Low Income pupils</div> <div><input checked="" type="checkbox"/> English Learners</div> <div>Foster Youth</div> <div><input checked="" type="checkbox"/> Redesignated fluent English proficient</div> <div>Other Subgroups: (Specify)</div> </div> </div>		<div> <div>All</div> <hr/> <div>OR:</div> <div> <div>Low Income pupils</div> <div><input checked="" type="checkbox"/> English Learners</div> <div>Foster Youth</div> <div><input checked="" type="checkbox"/> Redesignated fluent English proficient</div> <div>Other Subgroups: (Specify)</div> </div> </div>	
<p>Update Action 1.9: Implement the position of Assessment Analyst to collect and analyze data on targeted populations in order to drive instructional improvement efforts and work with sites for implementation to better support student academic growth and success.</p>	<div>Classified Salary 2000-2999: Classified Personnel Salaries Supplemental \$29,570</div> <div>Classified Benefits 3000-3999: Employee Benefits Supplemental \$15,430</div>	<p>1.9 This position has become invaluable in all areas of the educational system. In collaboration with the Assessment Coordinator, this duo has provided an Assessment System Structure that allows students to demonstrate their educational knowledge, staff can then pull the student data results and analyze the student outcomes. In collaborative teams staff can determine programmatic, instructional and pathway changes to better serve students and staff. Data can now be provided to each site, holistically so site trends can be analyzed, as well as down to the individual students so interventions can be aligned for students in order to close the achievement gaps. This year the data has also allowed us to see areas that need greater focus as the Assessment Analyst provided the data by major subgroups for predetermined cycle of inquiries. What once showed as a successful program can be monitored to clarify that it is or isn't successful for all student groups. This has allowed for a continuum of program refinement.</p>	<div>Classified Salary 2000-2999: Classified Personnel Salaries Supplemental \$55,169</div> <div>Classified Benefits 3000-3999: Employee Benefits Supplemental \$20,992</div>

		Adjustments to salaries are made dependent on experience of the employee hired in the position as certificated staff are placed on the salary schedule based on education and experience.	
Scope of Service	LEA-wide	Scope of Service	LEA-wide
_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Underserved Students</u>		_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Underserved Students</u>	
Update Action 1.10: 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.	Increased certificated counseling hours salaries 1000-1999: Certificated Personnel Salaries Supplemental \$6,818 Increased certificated counseling hours benefits 3000-3999: Employee Benefits Supplemental \$983	1.10 PUSD works collaboratively with Tri-Valley ROP to guide the development of life and career skills that are valued by business, industry, college and society. Students are supported through the use of innovative programs such as Naviance. Naviance is a comprehensive college & career readiness solution that helps middle school & high school students align their strengths and interests to post-secondary goals. PUSD had 132 English Learners, 267 Low Income and 138 Foster/Kinship students participate in the program this year. This program supported 537 Unduplicated students in aligning their education and interests for post-secondary opportunities. Family nights were held to support completion of the FAFSA, provide college advisement, SAT/ACT advisement and scholarship information.	Increased certificated counseling hours salaries 1000-1999: Certificated Personnel Salaries Supplemental \$192 Increased certificated counseling hours benefits 3000-3999: Employee Benefits Supplemental \$28

		<p>The EAP data collected shows that for ELA 36% and in Math 55% of our Unduplicated students scored Standards Met or Standards Exceeded this year.</p> <p>Participation in taking the SAT/PSAT this year is low for 8th graders 55%. Although participation of 10th and 11th graders is not perfect it is higher. Performance on the SAT for 8th graders is extremely low. Only 35% met benchmark in Math, 44% in Evidence-based Reading & Writing and only 35% met benchmark in Both Areas. Our 10th & 11th grader performance data is exceptionally strong.</p> <p>Counseling services were provided during contract hours, as well as extended time as needed. The use of these funds will vary annually as it is depended on students' needs.</p>	
Scope of Service	At comprehensive high schools LEA-wide, with outreach at middle schools	Scope of Service	At comprehensive high schools LEA-wide, with outreach at middle schools
<u>All</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Underserved Students</u>		<u>All</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Underserved Students</u>	
Update Action.1.11: a. Continue to provide additional hours for College and Career Education Specialists to provide targeted service to identified students.		1.11 See outcomes described in Action 1:10 as these hours are what provide the actions of 1.10 to occur.	
Consultant/professional services (Hired through TVROP) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$55,142		Consultant/professional services (Hired through TVROP) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$64,602	

b. Provide incentive materials to middle school participants to increase participation levels.		Materials and Supplies 4000-4999: Books And Supplies Supplemental \$5,000	Adjustments to contract costs are made based on annual rates.	Materials and Supplies 4000-4999: Books And Supplies Supplemental \$0
Scope of Service	At highschoools LEA- wide Outreach at middle schools		Scope of Service	At highschoools LEA- wide Outreach at middle schools
<u>_ All</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Underserved Students</u>			<u>_ All</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Underserved Students</u>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			1.1: Continue to provide students with highly qualified teachers. Engage in focused recruitment of highly-qualified teachers who share our District vision. ~PUSD continues to hire highly qualified teachers for all positions. Professional Development opportunities will continue to be offered to all staff to support professional growth in CCSS, new curriculum and research proven strategies (Goal 3; 3.1, Goal 4; Action 4.1). 1.2: Summer school will be offered as an intervention to students who are identified as in need of remediation or additional support. Servicing Grades 2-12, including a focus on English Language Development for English Learners. ~Summer school will continue to provide intervention opportunities for students "at risk". To better improve PUSD's educational school year program, a focus has been given to the demographics and subgroups of the students who attend Summer School. In order to determine what changes need to be made during the year, in order to prevent the "need to attend interventions" in summer school. The curriculum for summer school is aligned to students' curricular and language needs. Analyzing placement of students into classes during the year and refining pathways and extended day opportunities during the year will provide a focused approach to supporting all students in the best way, during the regular school year. Summer school will always provide ELD opportunities as English learner students arrive to the district at differing levels of English acquisition and summer is a great opportunity to accelerate English as quickly as possible which will open up more elective opportunities during the school year such as more access to VAPA courses. Accessing Mariachi during summer motivates their language focus as they want to continue the music experience during the regular school year and research shows that music supports academic growth. In reflecting on how summer school went the changes for next year will be to fully develop the systematic monitoring during the school year of sub-groups that will drive a focused entrance criteria and exit expectation for Summer School. Data collection during Summer School will be refined to reflect detailed Summer School data as it was absent this time. EL students' language levels who attend summer school will be compared to the 2016-17 CELDT level growth and Reclassifications to confirm improved services for EL students. Academic data of units recovered will be gathered to show access to curriculum. These changes address the Listening Campaign requests to increase expectations and will refine the interventions provided.	

1.3: Early elementary literacy intervention programs such as Sound Partners will be offered through use of trained volunteers, with assistance from Instructional Literacy Coach

~This program was implemented as a Beta program. Changes to this action are to refine and confirm that the current early literacy student data collected provides enough diagnostic information to intervene with interventions in order to predict student proficient success by 3rd grade. Determining what district-wide data to collect to prove success of Rtl interventions will be made. Supplemental intervention programs are considered based on student need and classroom assessments. This addresses the request by stakeholders to provide more interventions if deemed necessary by data analysis.

1.4: Provide additional resources for site libraries. Increasing greater access to materials and content, particularly high-interest non-fiction to support CCSS. Include providing access to online resources.

~Providing access to expository text, subject specific text, culturally diverse materials & 21st Century multi-media opportunities remains a need for our sites and will continue to be addressed through the use of these funds. There will be a focus on alignment to the ELA/ELD adoption happening in 2017-2018. A Library Media Tech will be hired to support both Village and the Technology Department.

1.5: Before and after school, evening tutoring and homework support will be provided to support student learning at all levels. Tutoring services will be provided through hourly services of credentialed teachers and classified instructional staff.

~Changes to this action consist of adding a supply budget, refining academic services beyond homework in order to address academic gaps. More thorough academic data will be gathered to determine these services are the most effective. In the 2016-17 school year, research proven accelerated programs will be used to close academic gaps for underserved students. Assessing of specific "gap" skills will be implemented. Monitoring, training and adjustments will be made to continue to implement a systematic comprehensive program that still addresses individual site needs. Extending the program to include specific academic "gaps" will increase access to more interventions as requested by the Listening Campaign participants. More detailed description of the collaborative programs will be presented during the year to support stronger communication with parents/guardians and staff as requested by the Listening Campaigns.

1.6: Establish the position of Extended Day Academic Intervention Program Coordinator to oversee after-school tutoring services District-wide to assure program is fully implemented and available to targeted students.

~ This position continues to be defined as the programs overseen by this position are developed. A focus on analyzing student outcome data to determine program content, entrance and exit criteria and alignment to the daily program will continue to be refined next year

1.7: Underserved students will be monitored by counselors for access and success in high level courses, including a-g completion and AP courses for high school students.

~This past year additional funds were not requested as this function can be addressed during regular counseling sessions. However, additional time beyond the regular counseling meeting is needed to develop a systematic monitoring protocol that will focus on addressing the differing needs within the Unduplicated students. A request to use LCAP carryover funds to support providing staff development around the unique needs and to develop the protocol and monitoring system is being requested using one time carry over funds. In analyzing the A-G Completion & AP Enrollment data, the Unduplicated students AP enrollment did not increase. This goal has been narrowed to increasing the success for Unduplicated student in completion of the A-G requirements first by developing the systematic monitoring protocol that utilizes data that indicates interventions are warranted such as; D & F lists, benchmark assessments, chronic absenteeism, etc. before focusing on AP enrollment.

~Providing access to a broader course of study is necessary after analyzing the outcome data for our Unduplicated students. Unduplicated students will receive access to a pilot program of AVID as it will provide additional support in all subjects

1.8: Maintain the position of English Learner (EL) Instructional Coach to support the unique instructional needs of English Learners (EL), including Reclassified Fluent English Proficient Learners (RFEP) as needed.

~After providing a district audit of the current, and developing EL Program and considering our community input from our Listening Campaigns, we are asked to increase motivation and expectations, as well as, provide training around English Language Development (ELD). A restructuring of the position will better provide clear understanding of instructional expectations and refine instruction for the needs of English Learners by language levels. The position will provide a more collaborative instructional modeling approach both in the classroom and as staff development support. Clarifying the focus of this position in this way better aligns to the specific needs for our district. Clear instructional routines and addressing specific content by levels as we implement ELD will consist of direct instruction modeling for teachers within their classrooms. The position will act as the catalyst of two-way communication as the lead for the District's EL Committee & the parent District English Learner Advisory Committee (DELAC), as well as the site's EL Liaisons that provide monitoring and support for all English Learners by site. In establishing a refined role and expectations for this position funding alignment is necessary. LCAP funds are no longer required to retain this position. The LCAP funds will be redirected to retain literacy and math coaches to address the request from the Listening Campaigns to increase professional development around differentiation for students' needs.

1.9: Implement the position of Assessment Analyst to collect and analyze data on targeted populations in order to drive instructional improvement efforts and work with sites for implementation to better support student academic growth and success.

~This position has allowed all employees to dig much deeper into student outcome data provided by the Assessment Department district-wide. Decisions can now be made based on in-depth student outcomes by sub-groups early, not just overall summative information. Using summative information is too late to implement student support. By providing detailed information and a collaborative venue to analyze the data, staff can reflect & adjust the educational program, while utilizing the expertise of district-wide staff. They are no longer confined to individual assessments or only individual site expertise. The collaborative conversations with district-wide experts provide an opportunity to enrich all sites across the district for all subgroups of student using the data provided by the Analyst. This position also supports all Federal, State and local data reporting necessary to retain funding and monitor student progress.

The Assessment Analyst will continue to support all staff as needed by providing support in accessing the dynamic data assessment platform (OARS), refining the Assessment System to determine which data points are the BEST indicators to collect (research proven indicators such as the states requirement of data reports on 3rd grade reading level proficiency and 8th Grade Math), how often to collect them, as well as continuing to provide the data by sub-groups for analysis is next year's major goal.

1.10: 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.

~Providing access to this program will continue. Beyond accessing Naviance, family nights were held around completing the FAFSA, assistance with SAT/ACT and the sharing of scholarship opportunities. The College Boot Camp Academy will be better defined and encouragement of parent participation in attending informational sessions regarding their child's education and the educational system as a whole will be a focus. Increased services will be gathered through sign-in sheets and parental input captured through discussion at family night meetings.

There is a disproportion of success on the EAP between Unduplicated students and other sub-groups. Determining what needs to be provided to better support success for these students will be discussed, and a plan to implement change will occur with a goal of increasing the success of Unduplicated students from 36% in ELA to 46% and in Math from 55% to 76%.

Participation in taking the SAT/PSAT this year is low for 8th graders. The state LCAP matrix has determined that 8th grade math is a "gate keeper" indicator for student success post high school so measuring 8th grade success has taken on greater importance. Funds from LCAP carryover may be needed to provide scholarships for equal access for all 8th graders in order to have an opportunity to take the SAT. Listening Campaign requests were to increase motivation and expectations so along with providing access, encouraging 8th grade confidence in their own success will be addressed through site's character education and counseling sessions. Although participation of 10th and 11th graders is not perfect it is much higher. Performance on the SAT for 8th graders is extremely low. Only 35% met benchmark in Math, 44% in Evidence-based Reading & Writing and only 35% met benchmark in Both Areas. An analysis of data that would predict performance outcomes on the SAT will be done to determine areas of interventions. Our 10th & 11th grader performance data is exceptionally strong.

1.11: Provide additional hours for College and Career Specialists to:

- Continue to provide access to the Naviance program
- Guide families through how to complete the FAFSA
- Focus on recruiting and supporting Unduplicated students in successfully taking the EAP
- Build 8th confidence in taking the SAT by guiding students in ways that promote their success and confidence. Consider providing scholarships and incentive for our Unduplicated students as needed.
- Focus on increasing the number of 8th graders taking the SAT and in improving 8th grade success on the SAT

~Changes to this Action are to present and analyze data by subgroups to truly determine this Actions progress for the intended subgroup of Unduplicated students. Setting defined goals for course decisions during high school and post-secondary goals for college or career for the Unduplicated students needs to be supported by the counselors to increase their connectedness to their schools and define clear pathways.

Literacy, Math, English Language Arts & Technology Coaches work collaboratively with the Rtl (Goal 3) and the English Learner (Goal 1) Coaches to provide support to administrators and site staff in order to design educational programs that meet the needs of all students at their sites. The services are provided one-on-one, in Job alike meetings and in Cohort Meetings. Student data is analyzed and lessons or programs are adjusted to better serve students.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	2: We will optimize learning by utilizing innovative technologies.		Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	Action 1: All sites, LEA-Wide Action 2: All sites, LEA-Wide Action 3: All sites, LEA-Wide Action 4: All sites, LEA-Wide Action 5: Comprehensive high schools Action 6: All middle schools Action 7: Mohr Elementary School, with pilot at Alisal, Lydiksen, and Walnut Grove Elementaries Action 8: All high schools, LEA-Wide Action 9: LEA-Wide, with training location to facilitate attendance of targeted audience		
	Applicable Pupil Subgroups:	Action 1-3, 5-8: All students Action 4: Low Income students Action 9: Low Income, English Learner, Foster Kinship Youth & Reclassified Fluent English Proficient students		
Expected Annual Measurable Outcomes:	A. Based on annual survey and targeted outreach, laptops, including those equipped with mobile hotspots to allow internet connectivity, will be provided for all students in need. ~In 2014-2015, 158 devices were loaned. B. Teachers will have professional development available and offered on technology and its use in classrooms. C. District Benchmarks will be entered into OARS system to allow for monitoring of student progress. D. Technology training for parents/guardians will be provided in accordance with need. ~49 participants in 2014-2015		Actual Annual Measurable Outcomes:	A. Based on annual survey and targeted outreach, laptops, including those equipped with mobile hotspots to allow internet connectivity, will be provided for all students in need. ~In 2014-2015, 158 devices were loaned. ~In 2015-16, 258 devices were loaned B. Teachers will have professional development available and offered on technology and its use in classrooms. ~OARS experts meet 4 times a year for ongoing training on the system ~Professional development is provided by Instructional coaches and OARS Experts during: ~CCSS Cohort Meetings (4 meetings [mtgs]) ~Job Embedded Meetings (9mtgs Elem., 6mtgs MS, 4mtgs HS) ~District Professional Development Days (2 mtgs) ~Summer Institute Professional Development Days (2 days) ~Grade level/Subject Matter Committee meetings (Varying sessions) ~Staff Development Reform (SDR) ~ One-on-one or team support through our instructional coaches

		<p>C. District Benchmarks will be entered into OARS system to allow for monitoring of student progress.</p> <p>~OARS Experts support sites in data entry</p> <p>~Data entry is based on district-wide calendared due dates</p> <p>D. Technology training for parents/guardians will be provided in accordance with need. The training requested by parents this year was about understanding LCFF, LCAP, CELDT and the language acquisition process, high school courses that align with college and ESL classes for them. All of these topics were addressed in ELAC and/or DELAC, LCAC and at the Listening Campaign meetings.</p>
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Update Action 2.1: Technology Instructional Content Coaches will provide support to teachers, classified instructional staff and students for 2015/2016.	Certificated Saleries 1000-1999: Certificated Personnel Salaries Base \$104,312	2.1: The support of our technology coaches has been instrumental in developing an understanding of how students needs can be best met by implementing International Society for Technology in Education and National Educational Technology Standards (ISTEnets) in daily instructional delivery best practices. PUSD has embraced the concept of Blended Learning, especially at the elementary and middle school levels. Coaches have provided leadership in supporting staff to implement the district's Technology Plan by guiding instructional changes that embrace the 21st Century Learning Skills through the 4C's (creativity, critical thinking, communication and collaboration), blended learning and digital lesson design. They have helped develop computer mediated instruction and web-based student/group feedback. Utilizing technology to support and enhance instructional practice has allowed teachers to provide an individualized	Certificated Saleries 1000-1999: Certificated Personnel Salaries Base \$104,312
	Certificated Benefits 3000-3999: Employee Benefits Base \$15,032		Certificated Benefits 3000-3999: Employee Benefits Base \$15,031
	Certificated Saleries (PPIE) 1000-1999: Certificated Personnel Salaries Other Local Funding \$78,664		Certificated Saleries (PPIE) 1000-1999: Certificated Personnel Salaries Other Local Funding \$78,664
	Certificated Benefits (PPIE) 3000-3999: Employee Benefits Other Local Funding \$11,336		Certificated Benefits (PPIE) 3000-3999: Employee Benefits Other Local Funding \$11,336

		approach to student assignments and enabled teachers to monitor student progress in real time.	
<div> <div>Scope of Service</div> <div>LEA-wide</div> </div>		<div> <div>Scope of Service</div> <div>LEA-wide</div> </div>	
<div> <div>X All</div> <div>OR:</div> <div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div> </div> </div>		<div> <div>X All</div> <div>OR:</div> <div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div> </div> </div>	
Update Action 2.2: 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.	Operating Expense (License): 5000-5999: Services And Other Operating Expenditures Base \$69,100	2.2: OARS has provided the platform to generate assessments and data by grade level/subject area and by subgroups in a timely manner. Many grade levels/subject areas have established benchmarks, some are even refining their benchmarks now that they have been implemented and more specific information needs to be gathered.	Operating Expense (License): 5000-5999: Services And Other Operating Expenditures Base \$65,400
<div> <div>Scope of Service</div> <div>LEA-wide</div> </div>		<div> <div>Scope of Service</div> <div></div> </div>	
<div> <div>X All</div> <div>OR:</div> <div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div> </div> </div>		<div> <div>X All</div> <div>OR:</div> <div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div> </div> </div>	
Update Action 2.3: OARS Experts will continue to provide teacher training in the use of the system, allowing these lead teachers to support others at their sites.	<div> <div>Certificated Salaries 1000-1999: Certificated Personnel Salaries Base \$16,118</div> <div>Certificated Benefits 3000-3999: Employee Benefits Base \$2,322</div> </div>	2.3: OARS experts have been invaluable in providing support for sites to develop assessments as needed, and in access student outcome data. As assessments are refined and systematic data analysis opportunities	<div> <div>Certificated Salaries 1000-1999: Certificated Personnel Salaries Base \$7,708</div> <div>Certificated Benefits 3000-3999: Employee Benefits Base \$1,111</div> </div>

		<p>are provided, the importance of OARS Experts will become even greater. Moving forward high schools will consider having an OARS Expert within each subject area as benchmark assessment development and data retrieval is more efficient when utilizing OARS.</p> <p>Allocated costs are based on possible extended time needed for trainings. The expenses will vary depending on staff needs.</p>	
<div>Scope of Service</div> <div>LEA-wide</div>		<div>Scope of Service</div> <div>LEA-wide</div>	
<div>X All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>X All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>	
<p>Update Action 2.4: Ensure that all students have access to technology and devices. Survey and outreach indicates that not all students, particularly those who are Socio-economically Disadvantaged (SED), have access to devices. This adversely impacts learning outcomes. Continue to survey students and provide outreach through District Parent Liaisons and other district staff to discover which do not have access to computers in their home. Provide technology on loan as needed, including laptops equipped with mobile hotspots to enable internet connectivity.</p>	<p>Internet Services 5000-5999: Services And Other Operating Expenditures Supplemental \$91,800</p>	<p>2.4: This Action was successful in providing technology support for 258 students. Currently providing access to 337 devices for students district-wide. Additional computers were not purchased this year as we still have an inventory of devices. Activating the service was all that was needed at this time and we received an unexpected discount from the vendor, saving even more funds.</p>	<p>Internet Services 5000-5999: Services And Other Operating Expenditures Supplemental \$22,799</p>

Scope of Service	LEA-wide		Scope of Service	LEA-wide	
<input type="checkbox"/> All			<input type="checkbox"/> All		
OR:			OR:		
<input checked="" type="checkbox"/> Low Income pupils			<input checked="" type="checkbox"/> Low Income pupils		
<input type="checkbox"/> English Learners			<input type="checkbox"/> English Learners		
<input type="checkbox"/> Foster Youth			<input type="checkbox"/> Foster Youth		
<input type="checkbox"/> Redesignated fluent English proficient			<input type="checkbox"/> Redesignated fluent English proficient		
<input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> Other Subgroups: (Specify)		
Update Action 2.5: Project Lead the Way programs will continue at both comprehensive high schools.		Materials and Supplies 4000-4999: Books And Supplies Other Local Funding \$58,282	2.5: Project Lead the Way Enrollment: * 373 Engineering students at Amador & Foothill * 182 Biomedical Sciences students at Foothill		Materials and Supplies 4000-4999: Books And Supplies Base \$34,207
		Operating Expense (License) 5800: Professional/Consulting Services And Operating Expenditures Other Local Funding \$8,000	The cost of this activity will vary each year depending on site needs, as site materials are also used to support this action.		Operating Expense (License) 5800: Professional/Consulting Services And Operating Expenditures Base \$8,000
Scope of Service	Both comprehensive high schools		Scope of Service	Both comprehensive high schools	
<input checked="" type="checkbox"/> All			<input checked="" type="checkbox"/> All		
OR:			OR:		
<input type="checkbox"/> Low Income pupils			<input type="checkbox"/> Low Income pupils		
<input type="checkbox"/> English Learners			<input type="checkbox"/> English Learners		
<input type="checkbox"/> Foster Youth			<input type="checkbox"/> Foster Youth		
<input type="checkbox"/> Redesignated fluent English proficient			<input type="checkbox"/> Redesignated fluent English proficient		
<input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> Other Subgroups: (Specify)		
Update Action 2.6: Gateway to Technology will be offered at all three middle schools.		Materials and Supplies 4000-4999: Books And Supplies Other Local Funding \$8,947	2.6: There are 178 Gateway students enrolled courses at all three Middle schools		Materials and Supplies 4000-4999: Books And Supplies Other Local Funding \$0
		Operating Expense (License): 5800: Professional/Consulting Services And Operating Expenditures Other Local Funding \$2,500	The cost of this action will vary depending on site needs, as site materials are also used to support this action.		Operating Expense (License): 5800: Professional/Consulting Services And Operating Expenditures Base \$2,250

Scope of Service	All three middle schools		Scope of Service	All three middle schools	
<input checked="" type="checkbox"/> All			<input checked="" type="checkbox"/> All		
OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
Update Action 2.7: Launch will be offered at Mohr Elementary School, with expansion to Alisal, Lydiksen, and Walnut Grove Elementary Schools as a pilot.		Operating Expense (License 5800: Professional/Consulting Services And Operating Expenditures Other Local Funding \$2,000	2.7: There are 100's of Launch students participating at all four school. The cost of this action will vary depending on site needs, as site materials are also used to support this action.		Operating Expense (License 5800: Professional/Consulting Services And Operating Expenditures Base \$3,000
Scope of Service	Mohr Elementary; Alisal, Lydiksen, and Walnut Grove Elementary Schools		Scope of Service	Mohr Elementary; Alisal, Lydiksen, and Walnut Grove Elementary Schools	
<input checked="" type="checkbox"/> All			<input checked="" type="checkbox"/> All		
OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
Update Action 2.8: Naviance program at high schools will assist all students in selecting college and career pathways based upon student skills and interests.		Operating Expense 5800: Professional/Consulting Services And Operating Expenditures Base \$23,445 Operating Expense 5800: Professional/Consulting Services	2.8: PUSD works collaboratively with Tri-Valley ROP to guide the development of life and career skills that are valued by business, industry, college and society. Students are supported through the use of innovative programs such as Naviance. Naviance		Operating Expense 5800: Professional/Consulting Services And Operating Expenditures Base \$11,723 Operating Expense 5800: Professional/Consulting Services And Operating Expenditures Other Local Funding \$11,723

		And Operating Expenditures Other Local Funding \$11,773	is a comprehensive college & career readiness solution that helps middle school & high school students align their strengths and interests to post-secondary goals. PUSD had 132 English Learners, 267 Low Income and 138 Foster/Kinship students participate in the program this year. This program supported 537 Unduplicated students in aligning their education and interests for post-secondary opportunities.	
Scope of Service	All High schools LEA-wide		Scope of Service	All High schools LEA-wide
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Update Action 2.9: Technology training will be provide for parents/guardians so they will be better able to support student use of technology. Childcare will be provided to facilitate attendance.		Classified Salary 2000-2999: Classified Personnel Salaries Supplemental \$1,000 Certificated & Classified Benefits 3000-3999: Employee Benefits Supplemental \$216 Materials and Supplies 4000-4999: Books And Supplies Supplemental \$3,000	Update Action 2.9: Technology training will be provide for parents/guardians so they will be better able to support student use of technology. Childcare will be provided to facilitate attendance. This action expanded from technology to parent requested trainings. Specific training requested by parents this year were: LCFF & LCAP CELDT and the language acquisition process and pathways	Classified Salary 2000-2999: Classified Personnel Salaries Supplemental \$0 Certificated & Classified Benefits 3000-3999: Employee Benefits Supplemental \$0 Materials and Supplies 4000-4999: Books And Supplies Supplemental \$0

		<p>High school courses that align with college</p> <p>ESL classes for parents</p> <p>All of these topics were addressed in meetings such as ELAC and/or DELAC, Parent Communication Council, Mariachi Workshops, LCAC and at Listening Campaign meetings by staff so no cost was incurred.</p>	
<p>Scope of Service</p> <p>LEA-wide, provides training in locations selected to facilitate attendance of targeted populations</p>		<p>Scope of Service</p> <p>LEA-wide, provides training in locations selected to facilitate attendance of targeted populations</p>	
<p><u>All</u></p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Underserved Students</u></p>		<p><u>All</u></p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Underserved Students</u></p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>2.1: Technology Instructional Content Coaches will provide support to teachers, classified instructional staff and students for 2015/2016</p> <p>~There has been success and proof of staff making a transition from standard lesson deliver to a more blended learning approach. Next year's goal is to systematically incorporate the reflective rubric for combining International Society for Technology in Education and National Educational Technology Standards (ISTEnets) and instructional best practices. Utilizing the rubric to reflect on lessons developed during collaborative data analysis sessions will continue to support further implementation of the District's Technology Plan and 21st Century Learning Skills. One model that can be considered is to have one member of the analysis team in charge of suggesting technology based concepts during the lesson planning session. Additional efforts will be made to expand digital lesson designing in the high school through Job Embedded Professional Development, which will include vertical collaboraiton amongst 6-12 grade teachers. Further discussion on how to explicitly implement more blended learning will occur during collaborative planning. We are in the process of creating a plan to explore increased student device ratios and technology access for all students on a daily basis.</p> <p>2.2: 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</p> <p>~A dynamic data system will be used to collect data, including sub-group data in order to provide informative and summative progress monitoring and required state and federal reports. Researching additional data collection system is in progress to</p>		

determine if the OARS system is the best match PUSD. The Listening Campaign input requested that there is an increase of motivation and expectations. In order to maintain motivation, students need to be engaged and encouraged. Students preserve when they encounter success. When learning, success is measured in smaller increments, students are encouraged. By analyzing data throughout the year it will provide opportunities to adjust for student needs early and often. Catching the lack of progress early is key in preventing long term intervention needs and avoiding the stunting of motivation in students. Moving into next year, a continued focus on the Assessment System is still needed. In gathering data to monitor the Actions within our LCAP and SPSA this year, it is clear a determination of which assessments and performance tasks best provide the FORMATIVE information needed to project student success in summative accomplishments (i.e. state assessments, college and career predictors, graduation, etc.) early is needed. The Assessment System needs to support our instructional leaders so that they have the information early enough to capitalize on staff expertise by addressing instructional needs for students who have not reached a proficient understanding of a concept during the instructional sequence, not after it has ended. Making the information available and using it in a systematic cycle of inquiry model, allows for the necessary adjustments to instruction or development of early interventions. It is the district's responsibility to provide teachers access to a dynamic system that will save teachers' time in analyzing student outcome data often and frequently. An early indicator of student success is to provide frequent feedback on student progress.

2.3: OARS Experts will continue to provide teacher training in the use of the system, OARS Experts provide immediate support as needed by site and additional support during grade level/subject area analysis meetings.
~Changes for next year will be to consider having OARS Experts for each high school subject area to support more efficiency in benchmark development and in retrieving student data outcomes.

2.4: Ensure that all students have access to technology and devices. Survey and outreach indicates that not all students, particularly those who are Low Income, have access to devices. This adversely impacts learning outcomes. Continue to survey students and provide outreach through District Parent Liaisons and other district staff to discover which do not have access to computers in their home. Provide technology on loan as needed, including laptops equipped with mobile hotspots to enable internet connectivity.
~This service will continue as it has been effective. The budget will be decreased to better align with the financial need for this Action, as the full budget has not been accessed for multiple years.

2.5: Project Lead the Way programs will continue at both comprehensive high schools. We are adding a 3rd year Engineering course to Foothill, and transitioning of our existing Computer Science classes to PLTW Curriculum at Amador & Foothill. Next year data will be collected by sub-group to support access is provided to all students.

2.6: Gateway to Technology will be offered at all three middle schools. We are adding additional Gateway content areas as a result of increased teacher training. Next year data will be collected by sub-group to support access is provided to all students.

2.7: Launch will be offered at Mohr Elementary School, with expansion to Alisal, Lydiksen, and Walnut Grove Elementary Schools as a pilot. This coming year, we are expanding Launch at Vintage Hills and Fairlands for all grades. Next year data will be collected by sub-group to support access is provided to all students.

2.8: Naviance program at high schools will assist all students in selecting college and career pathways based upon student skills and interests
~Providing access to this program will continue in connection with Action 1.10

2.9: Technology training will be provide for parents/guardians so they will be better able to support student use of technology. Child care will be provided to facilitate attendance
~Changes to this Action will consist of extending the trainings to areas of request beyond and including technology. Daycare and snacks at meetings and trainings will be provided.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	3. Every student will feel safe, respected, and enjoy positive connections.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	Action 1: LEA-Wide Action 2: Foothill High School Action 3: a. LEA-Wide, grades 5 – 12, b. LEA-Wide, grades 5-12, c. LEA-Wide, grades 3-12 Action 4: LEA-Wide Action 5: LEA-Wide Action 6: Foothill High School		
	Applicable Pupil Subgroups:	Action 1 & 2: All students Action 3, 4 & 6: Low Income Pupils, English Learners, Foster and Kinship Youth and Reclassified Fluent English Proficient Action 5: Foster and Kinship Youth (Those residing with a family other than a parent)		
Expected Annual Measurable Outcomes:	A. Professional development activities tied to student engagement will be provided and available to staff throughout the District. B. Participation in the Music program will increase for all targeted subgroups over 2014-2015 data. C. Foster Youth/Kinship student support will continue to be provided and expanded to meet needs. ~112 students supported in 2014-2015 C. The following measures of school climate and student engagement will be maintained or improved: Attendance Rate: 2013-2014 97.5% 2014-2015 data to be added in Fall 2015 Pupil Suspension Rate: 2013 2.1% 2014 2.2% Days of Suspension:		Actual Annual Measurable Outcomes:	A. Professional development activities tied to student engagement will be provided and available to staff throughout the District. ~Professional development was provided by Instructional coaches and OARS Experts during: ~CCSS Cohort Meetings (4 meetings [mtgs]) ~Job Embedded Meetings (9 mtgs Elem., 6 mtgs MS, 4 mtgs HS) ~District Professional Development Days (2 mtgs) ~Summer Institute Professional Development Days (2 days) ~Grade level/Subject Matter Committee meetings (Varying sessions, 4-9 sessions) ~Conferences (Varying opportunities) ~Staff Development Reform (SDR) ~One-on-one and team sessions with instructional coaches. Please place Table A1, E1, E2

<p>2013-2014 Total District: 323 SED: 65 GATE 20 Special Ed 83 EL 17</p> <p>Pupil Expulsion Rate: 2013-2014 0.1% 2014-2015 data to be added</p> <p>Truancy Rate (2013-2014): Statewide 31.14 District: 18.19</p> <p>Chronic Absenteeism Rate 2014-2015 5.1%</p> <p>“Chronic absenteeism rate” is calculated as follows: (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays. (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30). (3) Divide (1) by (2).</p>	<p>Data used to determine PD and if EL strategies are proving successful</p> <p>B. Participation in the Music Program did increase over 2014-15 participation as 136 students participated in the Mariachi Program and did not have access during the school day; 60% SED, 65% English Learners</p> <p>C. Foster Youth/Kinship student support will continue to be provided and expanded to meet needs. ~112 students supported in 2014-2015 ~118 students supported in 2015-2016</p> <p>D. The following measures of school climate and student engagement will be maintained or improved by continuing to implement Positive Behavior Interventions & Supports (PBIS) and build Cultural Competency:</p> <p>Please place Table S1 here, thanks! (Attendance/Chronic/Expulsion Rates) Please place Table S1 here, thanks! (Attendance/Chronic/Expulsion Rates) Please place Table S2 here, thanks! (2 Year Suspension Data by Race) Please place Table S3 here, thanks! (2 Year Suspension Data by Subgroup) Please place Table S4 here, thanks! (2 Year Percentage of Suspension of Students with IEPs)</p> <p>*Concern remains with the number of suspensions of students with an IEP</p> <p>Please place Table S5 here, thanks! (District Truancy Rate Comparison) Please place Table S6 here, thanks! (Truancy Report by Site)</p>
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Update Action 3.1: Classified and Certificated Professional Development regarding strategies to further	Certificated Salaries 1000-1999: Certificated Personnel Salaries Base \$326,373	3.1: This year the development of the EL Master Plan was a focus. The focus shifted from focus on GLAD strategies,	Certificated Salaries 1000-1999: Certificated Personnel Salaries Base \$293,513

enhance effective student engagement and cultural competency will be offered in order to increase student engagement and sense of connectedness. Strategies include those offered through Guided Language Acquisition Development (GLAD) strategies, and Seeking Educational Equity and Diversity (SEED) Program		Classified Salaries 2000-2999: Classified Personnel Salaries Base \$0	to successfully establishing our EL pathways including aligning curriculum. All secondary ELD teachers were trained in the appropriate core curriculum Inside/Edge and supplemental support curriculum 3D. Academic Vocabulary Toolkit (AVT) training was provided for elementary and secondary participating teachers. High school focused on embedding Speaking & Listening skills within their lessons to support EL Production and participation. Staff was also provided diversity materials regularly and the continuation of Seeking Educational Equity and Diversity (SEED) program and Student Inter-School Action Council (SIAC) were supported to provide student leadership and involvement, providing our students a voice.	Classified Salaries 2000-2999: Classified Personnel Salaries Base \$5,090
Professional Development Services: funding for these two strategies incorporated within allocated for Staff Development.		Certificated & Classified Benefits 3000-3999: Employee Benefits Base \$47,030		Certificated & Classified Benefits 3000-3999: Employee Benefits Base \$42,416
				Supplies 4000-4999: Books And Supplies Base \$5,663
				Services 5000-5999: Services And Other Operating Expenditures Base \$48,355
Scope of Service	LEA-Wide		Scope of Service	LEA-Wide
<u>X All</u> OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			<u>X All</u> OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

Update Action 3.2: Restorative Justice Program will continue to be offered at Foothill High School.	Certificated Salaries 1000-1999: Certificated Personnel Salaries Other Local Funding \$9,508 Certificated Benefits 3000-3999: Employee Benefits Other Local Funding \$1,370 Supplies and Materials 4000-4999: Books And Supplies Other Local Funding \$0	3.2: Foothill is evaluating the most impactful and effective way to utilize all resources. This action was not fully implemented.	Certificated 1000-1999: Certificated Personnel Salaries Other Local Funding \$2,113 Certificated Benefits 3000-3999: Employee Benefits Other Local Funding \$437 Supplies and Materials 4000-4999: Books And Supplies Other Local Funding \$796 Services 5800: Professional/Consulting Services And Operating Expenditures Other Local Funding \$4,000
<div>Scope of Service</div> <div>Foothill High School</div> <div> <input checked="" type="checkbox"/> All OR: <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>Scope of Service</div> <div>Foothill High School</div> <div> <input checked="" type="checkbox"/> All OR: <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>	
Update Action 3.3: Socioeconomically Disadvantaged students are underrepresented in our District music program. Additionally, our English Learner (EL) and Hispanic students are underrepresented. To support musical opportunities for underrepresented students, a. Music tutors will be hired to work with targeted students to support their success through Collaborative Music Support at sites. b. Instruments will be provided for students as needed. Funds for instrument lease will be allocated to support student need.	Certificated Salary 1000-1999: Certificated Personnel Salaries Supplemental \$4,717 Certificated Benefits 3000-3999: Employee Benefits Supplemental \$679 Operating Expense (Lease) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$9,000 Supplies 4000-4999: Books And Supplies Supplemental \$45,320 Services 5000-5999: Services And Other Operating Expenditures Supplemental \$0	3.3: This program is successful as 96 students participated in the Mariachi program and 100 instruments were provided through the instrument loan program. Of the 67 participants, 50 shared they would not have been able to have their child in music if the instruments were not provided. It has also been successful in providing additional opportunities for parents to participate in their child's education as reported by 47 parents on the survey, as parent workshops are conducted while students are practicing. The parent survey reflects that all 67 parents/guardians responses would recommend the program. Through the	Certificated Salary 0001-0999: Unrestricted: Locally Defined Supplemental \$495 Certificated Benefits 3000-3999: Employee Benefits Supplemental \$68 Operating Expense (Lease) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$0 Supplies 4000-4999: Books And Supplies Supplemental \$36,193 Services 5000-5999: Services And Other Operating Expenditures Supplemental \$35,320

<p>c. Mariachi Program will be instituted to provide further opportunity for musical interaction and enrichment for underrepresented student groups and to provide culturally relevant connections for Hispanic students Grade 3-12.</p>		<p>participation parents have accessed The Hanger, participated in ESL classes for themselves and reported that their child feels they are more engaged in their school. The participants were 60% Low Income and 65% English Learners.</p> <p>Due to carryover funds from 2014-15 instead of renting instruments, instruments were purchased as an investment to generate an instrument lending program in order to provided long-term access. Purchasing the instruments then requires Services to set-up and tune instruments for use. The instruments are used for the Mariachi Program, but some are also used for the daily program.The following instruments were bought: Guitarrons 3 Vihuelas 13 Trumpets 12 Guitars 58 Violins 42</p> <p>The additional hours are allocated for use as needed. The use of the hours will vary each year as they are accessed when needed for students.</p>					
<table><tr><td>Scope of Service</td><td>LEA-Wide</td></tr></table> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	LEA-Wide		<table><tr><td>Scope of Service</td><td>LEA-Wide</td></tr></table> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	LEA-Wide	
Scope of Service	LEA-Wide						
Scope of Service	LEA-Wide						

Update Action 3.4: The position of a K-12 Response to Intervention (RTI) Instructional Coach will be maintained to provide assistance to teachers in working with students whose skills and performance scores indicate greater need for academic support.		Certificated Salary 1000-1999: Certificated Personnel Salaries Supplemental \$78,616	3.4: The Rtl coach has supported 3 Rtl Beta Sites. The sites serve 322 underserved students. A systematic data analysis was the foundation for early interventions designed to close the achievement gap. The Rtl coach provided foundational skills training to all elementary teachers and provided follow-up support for individuals or small groups as requested. The Rti Coach trained the Reading/EL Support Specialists (RESSs) and guided the program components used by the RESSs at all sites, not just the Beta Sites. This year's implementation of the Rtl program was to designate sites and systems to serve students. Although gaps in student's academics have been closed, a district-wide assessment was not determined so comparisons can not be made. Aligning assessments chosen to the metrics (indicators) in the state accountability system will be crucial and implemented next year. Adjustments to salaries are made dependent on experience of the employee hired in the position as certificated staff are placed on the salary schedule based on education and experience.	Certificated Salary 1000-1999: Certificated Personnel Salaries Supplemental \$85,002
		Certificated Benefits 3000-3999: Employee Benefits Supplemental \$11,329		Certificated Benefits 3000-3999: Employee Benefits Supplemental \$12,250
Scope of Service	LEA-Wide		Scope of Service	LEA-Wide
_ All			_ All	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient	

<input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Underserved Students</u>				<input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Underserved Students</u>			
Update Action 3.5: The position of Youth Development Specialist will be created to support the needs of Foster Youth/Kinship students in our schools and serve as a liaison for the student and his or her guardians.		Classified Salary 2000-2999: Classified Personnel Salaries Supplemental \$56,920 Classified Benefits 3000-3999: Employee Benefits Supplemental \$21,370 Supplies 4000-4999: Books And Supplies Supplemental \$0		3.5: The position provided focused support in collaboration with the Lincoln Child Center to support caregivers, provide tutoring, educational seminars and opportunities to be engaged in their child's education by enhancing their knowledge of the educational system and community supports. This year 118 families were identified and 36 were provided wraparound services.		Classified Salary 2000-2999: Classified Personnel Salaries Supplemental \$55,534 Classified Benefits 3000-3999: Employee Benefits Supplemental \$21,070 Supplies 4000-4999: Books And Supplies Supplemental \$0	
Scope of Service	LEA-Wide			Scope of Service	LEA-Wide		
<u>_ All</u> OR: _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Kinship</u>				<u>_ All</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Kinship</u>			
Update Action 3.6: Transportation will be provided for targeted populations to allow student participation in extended day activities, after-school support and enrichment opportunities.		Classified Salary 2000-2999: Classified Personnel Salaries Supplemental \$15,597 Classified Benefits 3000-3999: Employee Benefits Supplemental \$6,829 Supplies and Materials 4000-4999: Books And Supplies Supplemental \$10,213		3.6: This year was a planning year for programs that required transportation so this funding was not accessed. It will be utilized next year. This year was about development of the program, hiring staff, training staff and developing protocols of support. Assessments chosen to prove success will align to the states assessment metrics (indicators) and complement the Rtl program.		Classified Salary 2000-2999: Classified Personnel Salaries Supplemental \$0 Classified Benefits 3000-3999: Employee Benefits Supplemental \$0 Supplies and Materials 4000-4999: Books And Supplies Supplemental \$0	
Scope of Service	Foothill High School			Scope of Service	Foothill High School		
<u>_ All</u> OR:				<u>_ All</u> OR:			

<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>3.1: Classified and Certificated Professional Development regarding strategies to further enhance effective student engagement and cultural competency will be offered in order to increase student engagement and sense of connectedness. Strategies include those offered through Guided Language Acquisition Development (GLAD) strategies, and Seeking Educational Equity and Diversity (SEED) Program ~Next year's focus will continue professional development for ELD teachers around the ELD curriculum used for designated ELD. An additional focus will be to provide training to increase staff knowledge and skills in implementing integrated ELD. Continued support for SEED and SIAC will remain.</p> <p>3.2: Restorative Justice Program will continue to be offered at Foothill High School ~This Action is supported with site donations and will be removed for next year.</p> <p>3.3: Socioeconomically Disadvantaged students are underrepresented in our District music program. Additionally, our English Learner (EL) and Hispanic students are underrepresented. To support musical opportunities for underrepresented students,</p> <p>a. Music tutors will be hired to work with targeted students to support their success through Collaborative Music Support at sites.</p> <p>b. Instruments will be provided for students as needed. Funds for instrument lease will be allocated to support student need.</p> <p>c. Mariachi Program will be instituted to provide further opportunity for musical interaction and enrichment for underrepresented student groups and to provide culturally relevant connections for Hispanic students Grade 3-12. ~ This program will continue next year. The budget can be reduced some now that a large selection of instruments have been purchased. Currently 136 students participated in Mariachi, providing increased access to music for Unduplicated students. Next year a goal of increasing this by 5% has been set. This action also provides an opportunity to increase parent participation in their child's education. A goal of increasing this by 5% has been set. It will be measured by parent sin-in sheets</p> <p>3.4: The position of a K -12 Response to Intervention (RTI) Instructional Coach will be maintained to provide assistance to teachers in working with students whose skills and performance scores indicate greater need for academic support. ~This was the first year of implementation, the program will continue with refinement to intervention serves and determining what assessments will be used to monitor growth/success. Possible expansion of the program to more sites is under consideration.</p> <p>3.5: The position of Youth Development Specialist will be created to support the needs of Foster Youth/Kinship students in our schools and serve as a liaison for the student and his or her guardians.</p> <p>3.6: Transportation will be provided for targeted populations to allow student participation in after-school support and enrichment opportunities ~This bus will continue to provide equal opportunity to participate in after-school and enrichment interventions and activities for students who live beyond walking distance and do not have access to other transportation</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 4 from prior year LCAP:	4. All teachers and classified instructional staff will have an opportunity to receive training and support in order to deliver high-quality instruction and progress toward full implementation of the CCSS.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
Goal Applies to:	Schools:	Action 1: LEA-Wide Action2; LEA-Wide Action3: All middle and comprehensive high schools LEA-Wide Action 4 Elementary sites of greatest need Action 5 LEA-Wide	
	Applicable Pupil Subgroups:	Action 1: All students Action 2: Low Income Pupils, English Learners, Foster and Kinship Youth, Reclassified Fluent English Proficient Action 3 & 5: English Learners Action 4: English Learners & Reclassified Fluent English Proficient	
Expected Annual Measurable Outcomes:	<p>A. All teachers will continue to receive professional development on Common Core State Standards (CCSS) ~100% of teachers received training on CCSS topics and instructional strategies in 2014-2015. Monitoring and supporting implementation of the standards remains a focus. Based on student data, Coaches will provided implementation strategies to staff and administrators.Success will be measured through student outcome data by sub-group.</p> <p>B. English Learners will attain English Proficiency and reclassify within expected timelines with the goal of increasing percentage met by at least 5%</p> <p>~Annual Measurable Achievement Objectives (AMAO) 1: Annual Progress in Learning English 2013-14 73.7%</p> <p>~Annual Measurable Achievement Objectives (AMAO) 2: Annual Progress in Attaining English Proficiency < 5 years 2013-14 35.6% > than 5 years 2013-154 59.3%</p> <p>There will be a focus on Long-Term English Learners at the secondary level for the 2016-17 school year</p>		<p>Actual Annual Measurable Outcomes:</p> <p>A. All teachers will continue to receive professional development on Common Core State Standards (CCSS) in order for all students to reach proficiency ~Percentage of students at Proficient district-wide based on: The following key indicators have been determined by the state as crucial data points in predicting student success. PUSD will monitor these data points to determine student success, as well as, other local data points. Based on the analysis of the district's current status regarding these key indicators the following goals have been set:</p> <p>Table C1-3 in the Appendix, designate PUSD's Goals based on state & local key indicators, some may be added as the state is still finalizing their chosen indicators. The indicators have been determined by state and the district as crucial data points in predicting student success. PUSD will monitor these data points to determine student success, as well as other local data points. Based on the analysis of the district's current status regarding these key indicators, Table C1-3 displays our projected short & long-term goals.</p>

~Restructuring the ELD and support class block will consist of implementing a stronger focus on these research-proven areas of focus and measured through lesson design, observations and EL AMAO growth:

1. Emphasize writing
2. Academic vocabulary
3. Active engagement
4. Oral language
5. Consistent routines
6. Goal setting
7. Study skills

The following Actions were developed after in-depth analysis of the appropriate tables in the Appendix (listed below), formal input from the Listening Campaign, anecdotal observations of research proven strategies and programs being implemented, as well as current needs to support providing access to 21st Century opportunities for our students.

Tables analyzed and in the Appendix are:

Table E1 (EL AMAO Data) & Table E2 (EL Data by site including Reclassified data)

1. In analyzing the English Learner AMAOs, slow progress is being made each year. A focus on acceleration of language is being implemented by developing a full EL program which will designate a delineated pathway and provide staff development in instructional strategies that support language acquisition, including student monitoring for progress. There will also be a focus on providing access to core subjects using strategies that support ELs in accessing the core. A potential pilot using AVID Excel will be considered for 2017-18. Investigating the program and successes in other districts will be investigated this year. Meanwhile, ELs will be supported in core classes by implementing instructional routines, scaffold supports and strategies proven as successful for EL.

2. A drop in reclassification of English Learners has occurred across the district with the exception of middle school. A goal of monitoring instruction in language acquisition, oral language opportunities, active student engagement and vocabulary building for English Learners will be implemented, resulting in an increase of reclassification overall.

PUSD will continue to increase percentage of student proficient in all academic areas by sub-group, based on District Formative Benchmarks during the year for monitoring and SBAC as the summative measure. The State API and Federal AYP is no longer calculated or used as a valid data point as we move into the new SBAC Accountability System. The 2015-16 data tables listed below are available in the Appendix and are considered Baseline Data:

Table A1 (District ELA & Math BM)

		<p>ELA</p> <ol style="list-style-type: none"> 1. Elementary ELA Trimester 2 data presents disproportionality between all sub-groups except White & Asian. However, all student outcomes are low. A goal of increasing the overall score with a focus on increasing the African American, Hispanic, ELs, LTELs & LI for 2016-17. 2. A District Benchmark will be determined for Kindergarten, First Grade and Second grade level that will predict 3rd grade outcomes as the 3rd grade Reading data is low over all. There is disproportionality between African Americans, Hispanic, ELs, LTELs & LI. A focus on strategies that support these populations to access CCSS will be implemented. Minimum growth was experienced between the November and March assessments, interventions to address the academic gaps will be determined. Improving the stated sub-groups outcomes by 10% minimally is the stated Goal for 2016-17. 3. Semester 1 scores for both middle school and high school are extremely low. A goal of increasing student outcomes by 15% has been set with a focus on disproportional sub-groups. <p>Math</p> <ol style="list-style-type: none"> 1. The same disproportionality witnessed in ELA is also seen in Elementary mathematics. A goal of increasing student outcomes by 10% overall has been set with a focus on disproportionate sub-groups. 2. 8th grade math scores are extremely low. A goal of increasing student outcomes by 15% has been set with a focus on disproportional sub-groups 3. Semester 1 scores for both middle school and high school are extremely low. A goal of increasing student outcomes by 15% has been set with a focus on disproportional sub-groups. Determining why the high school scores are so low will be made and addressed. <p>Table A2 (SBAC ELA & Math)</p> <ol style="list-style-type: none"> 1.The SBAC outcomes will be addressed by the focus on District Benchmarks. <p>The following data serves as indicators of College and Career Readiness of students district-wide by major sub-groups:</p>
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		<p>Table B1 (EAP ELA & Math Data)</p> <p>ELA</p> <p>1.A focus on supporting ELs, LTELs and LI students by implementing strategies that provide these students with access to CCSS and build vocabulary will be implemented next year. The goal of increasing the EAP scores for these sub-groups by 10% has been set.</p> <p>Math</p> <p>1. There is a disproportionality between African Americans, Hispanic, ELs and LTELs regarding Math EAP scores. A focus on strategies that support improved understanding of EAP content will support the goal of increasing the student outcomes. Interventions will be focused on closing the academic gap.</p> <p>Table B2 (High School Graduation Rate)</p> <p>1. Addressing the Graduation rate for all subs-groups lower than 95% will begin with data analysis to determine cause. Once causation is determined, interventions will be implemented to support increasing all sub-groups.</p> <p>Table B3 (High School Dropout Rate)</p> <p>1. Maintain supports</p> <p>Table B4 (Middle School Dropout Rate)</p> <p>1. Maintain supports</p> <p>Table B5 (Advanced Placement Enrollment)</p> <p>Table B6 (Advanced Placement Exams with a 3 or higher score)</p> <p>1. Curriculum structures and approaches will be examined to support the increase and success of Hispanic, ELs, LTELs and LI students in AP classes.</p> <p>Table B7 (8th gr SAT, 10th gr PSAT & 11th gr SAT & UC/CSU Completion Rate/A-G Requirements)</p> <p>1. A focus on causation for 8th grade SAT scores to be so low will be determined and addressed. The goal of increasing 8th grade scores is the focus.</p> <p>2. There has been little to no improvement in UC/CSU Completion. Determining how to increase success for all sub-</p>
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			groups and implementing strategies that address the disproportionality will occur.
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Update Action 4.1: District efforts will continue to provide support for the transition to and implementation of Common Core State Standards. a. Ongoing professional development will be provided to all teachers, administrators, and classified instructional staff on a wide variety of topics related to CCSS. Training topics will include: 1. Meeting the needs of diverse learners 2. Least Restrictive Environment (LRE) 3. Student engagement 4. Differentiation strategies 5. Depth of Knowledge 6. Blended Learning, 21st Century Skills and digital lesson design. 7. Use of academic vocabulary 8. Increasing student collaboration 9. Analyzing data from assessment results and utilizing this data to inform instruction 10. Standards of Mathematical Practice and newly adopted mathematics instructional materials 11. Reading/writing instruction. b. Eight Instructional Coach positions that were established beginning in the	Certificated Salaries 1000-1999: Certificated Personnel Salaries Base \$521,935	4.1: Professional Development (PD) was provided in a variety of ways: 1. Cohort meetings were held 4 times a year and consisted of Data Analysis of student outcomes and always looking at the data by sub-groups and reflective of how to adjust the program or instruction to better serve all students. Coaches joined site teams to support staffs and to provide PD. These were held 4 times throughout the year. Cultural diversity was woven into each meeting so that staff developed an understanding of what our students experience as they move along their educational journey. This empowered staff to adjust their approach or program so that all students needs were addressed. 2. Job Embedded Professional Development allowed sites to articulate across the district by grade level /subject. Individualized PD was provided based on data driven and/or requested areas of focus. 3. Committee meetings for all subject areas, brought common subject area staff together across the district to develop pacing guides and benchmark assessments. Data reflection and implementing higher Depth Of Knowledge (DOK) levels into instruction during these sessions, built capacity within staff and continued to refine CA CCSS implementation. Adjustments were made to programs and instructional approaches as new	Certificated Salaries 1000-1999: Certificated Personnel Salaries Base \$536,099
	Certificated & Classified Benefits 3000-3999: Employee Benefits Base \$75,211		Certificated & Classified Benefits 3000-3999: Employee Benefits Base \$77,251
	Certificated Salaries PPIE 1000-1999: Certificated Personnel Salaries Other Local Funding \$209,772		Certificated Salaries PPIE (Local donations) 1000-1999: Certificated Personnel Salaries Other Local Funding \$209,772
	Certificated Benefits PPIE 3000-3999: Employee Benefits Other Local Funding \$30,229		Certificated Benefits PPIE (Local donations) 3000-3999: Employee Benefits Other Local Funding \$30,229

<p>2013-14 school year will continue to provide classroom support for CCSS implementation for teachers and parent CCSS education opportunities. An additional Instructional Technology Coach, added in 2014/15 will be continued for 2015/16, as well as the addition of a K-12 Math Instructional Coach and 2 additional K-2 Early Literacy Coaches as a result of donations from Pleasanton Partners in Education (PPIE).</p>		<p>curriculum was integrated into the course. Math was a huge focus for all levels this year. At the secondary level, 30 course outlines were updated to fit current curriculum, current regulations and continued refinement of implementation of the CA Common Core State Standards remains a focus across all levels.</p> <p>4. Specialized PD trainings were organized around the following areas: Elementary Report Card, Leveled Reading Assessment Pilot, Readers and Writers Workshop, Systems Thinking, Positive Behavior Interventions & Supports, Response to Intervention and Co-Teaching. All training opportunities provided a platform to share data generated in the OARS Assessment System so that planning was based on current immediate student outcomes.</p> <p>5. The English Learner Program was a huge focus this year. The EL Committee, including the EL Coach, worked all year to develop the EL Master Plan. The plan outlines the full PUSD English Learner Program. The plan was shared at a variety of committee, administrative and parent meetings. The feedback from the meetings was incorporated into the plan. Curriculum for all secondary ELD teachers was purchased and PD was completed for all of them.</p> <p>6. The 12 Instructional Coaches* provided professional development for all of the items above, as well as, daily support within classrooms and at sites. The additional 2 coaches supported in the LCAP, EL and Rtl coach (Action 4.2) also participate in providing a systematic approach to supporting</p>	
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			students at risk, or in closing the achievement gap. 7. Throughout the year it was discovered that stated metrics in some cases did not provide enough or the correct student output to determine if an action was completely successful. 8. Monies have been secured to continue the coaching positions for the next three years. *PPIE provides local funds to support salaries of 4 instructional coaches	
Scope of Service	LEA-Wide		Scope of Service	LEA-Wide
<u>X All</u> OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			<u>X All</u> OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Update Action 4.2: Teachers and classified instructional staff will be supported in effective instructional strategies to promote success for targeted underserved students, including EL and RFEP, and SED by EL and RTI Instructional Content Coaches.		Certificated Salaries (Action 1.8 & 3.3) Certificated Benefits (Action 1.8 & 3.3)	4.2: Both the RtI and EL Coach have supported sites and individual teachers in developing Instructional Routines that provided the much needed structure and access to subject matter for our underserved and English Learner students. Curriculum and PD was the focus for both interventions and ELD instruction this year. Data and trend analysis provided the opportunity to discover the areas of greatest need, curriculum that aligned with the needs was then purchased, PD was provided and classroom support was provided to each teacher. This is a baseline year,	Certificated Salaries (Action 1.8 & 3.3) Certificated Benefits (Action 1.8 & 3.3)

		comparative data will be collected next year.	
<div> <div>Scope of Service</div> <div>LEA-Wide</div> </div>		<div> <div>Scope of Service</div> <div>LEA-Wide</div> </div>	
<div> <div>All</div> <div>OR:</div> <div> <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Underserved Students</u> </div> </div>		<div> <div>All</div> <div>OR:</div> <div> <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Underserved Students</u> </div> </div>	
Update Action 4.3: Additional teachers and sections provided to sites to support smaller class sizes at secondary sites for English Learner classes.	<div> <div>Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$396,124</div> <div>Certificated Benefits 3000-3999: Employee Benefits Supplemental \$57,082</div> </div>	<div> <div>4.3: The sections were implemented this year and an articulated curriculum was purchased to support the program. Staff attended professional development in the use of the research proven, state adopted materials.</div> <div>In auditing the classes there is a need to provide further PD in instructional strategies that support Unduplicated students. AVID is a research-proven college readiness system. Program delivery for the Unduplicated students will consist of using AVID to support students. AVID develops learning, study and academic behavioral skills that are essential to success in rigorous coursework. It acts as a catalyst for schools to develop a culture of college readiness for all students across the campus. In the AVID Support classes, students receive daily instruction and support to prepare them for college from a trained AVID teacher. AVID impacts students schoolwide as academic strategies like writing to learn, inquiry, collaboration, organizational skills, and critical reading (WICOR) are taught in all classes.</div> </div>	<div> <div>Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$413,508</div> <div>Certificated Benefits 3000-3999: Employee Benefits Supplemental \$59,586</div> </div>

		<p>Training of the teachers needs to happen during the summer.</p> <p>Adjustments to salaries are made dependent on experience of the employee hired in the position as certificated staff are placed on the salary schedule based on education and experience.</p>	
<div>Scope of Service</div> <div>All Middle and comprehensive High Schools</div>		<div>Scope of Service</div> <div>All Middle and comprehensive High Schools</div>	
<div> <input type="checkbox"/> All </div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div> <input type="checkbox"/> All </div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>	
<p>Update Action 4.4: Hire classroom Reading/English Learner (EL) Support Paraprofessionals to support English Learners and at promise readers in elementary classrooms.</p>	<div>Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental \$121,972</div> <div>Classified Benefits 3000-3999: Employee Benefits Supplemental \$80,525</div>	<p>4.4: Filling the positions took longer than expected so the program and professional development was late to start. Informal data shows that by providing these services in the condensed form has provided success for some students. Determining formal data collection next year that starts at the beginning of the year will provide for full analysis of this action.</p> <p>Adjustments to salaries are made dependent on experience of the employee hired in the position as classified staff are placed on the salary schedule based on education and experience. We were also able to add the additional Paraprofessionals as originally requested so that all elementary sites were provided support</p>	<div>Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental \$155,507</div> <div>Classified Benefits 3000-3999: Employee Benefits Supplemental \$33,787</div>

		due to the Supplemental funding coming in higher than first projected.	
<div>Scope of Service</div> <div>Six elementary sites of greatest need</div>		<div>Scope of Service</div> <div>Eight non-Title I elementary sites</div>	
<div>_ All</div> <div>OR:</div> <div>_ Low Income pupils</div> <div><input checked="" type="checkbox"/> English Learners</div> <div>_ Foster Youth</div> <div><input checked="" type="checkbox"/> Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div>		<div>_ All</div> <div>OR:</div> <div>_ Low Income pupils</div> <div><input checked="" type="checkbox"/> English Learners</div> <div>_ Foster Youth</div> <div><input checked="" type="checkbox"/> Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div>	
Update Action 4.5: Provide supplemental curriculum resources for English Learners, including materials for support, intervention and assessment/RTI, and professional development aligned to the implementation of the resources.	Supplies and Materials 4000-4999: Books And Supplies Supplemental \$80,000 Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$40,000	4.5: Research proven supplemental materials were purchased and training on the curriculum was provided for all Reading/English Learner (EL) Support Paraprofessionals. The program schedule of support was developed and implemented.	Supplies and Materials 4000-4999: Books And Supplies Supplemental \$34,043 Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$50,785
<div>Scope of Service</div> <div>LEA-wide</div>		<div>Scope of Service</div> <div>LEA-wide</div>	
<div>_ All</div> <div>OR:</div> <div>_ Low Income pupils</div> <div><input checked="" type="checkbox"/> English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div><input checked="" type="checkbox"/> Other Subgroups: (Specify)</div> <div><u>Underserved Students</u></div>		<div>_ All</div> <div>OR:</div> <div>_ Low Income pupils</div> <div><input checked="" type="checkbox"/> English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div><input checked="" type="checkbox"/> Other Subgroups: (Specify)</div> <div><u>Underserved Students</u></div>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	4.1: District efforts will continue to provide support for the transition to and implementation of Common Core State Standards. ~Securing the coaches will allow us to provide the needed PD for completing the Math implementation, conducting the ELA/ELD adoption pilot, Implementing the EL Master Plan Program, integrating 21st century technology into the instructional program. We will continue our focus on aligning the grade level/subject area assessments to the new curriculum, CA CCSS, NGSS and in developing the systematic data collection needed to monitor the LCAP sub-groups and supporting actions. Refining what data is collected, when the data is collected and how to use the data to implement change in instruction and programs will remain a focus.		

	<p>4.2: Teachers and classified instructional staff will be supported in effective instructional strategies to promote success for targeted underserved students, including EL and RFEP, and SED by EL and RTI Instructional Content Coaches ~Both the Rtl and the EL program was established this year. Next year phase two of program implementation will occur. Rtl will continue to define Tier I instruction and delineate what Tier II needs are arising. The rollout of the EL Master Plan will consist of PD around protocols and requirements. Developing the monitoring system for both areas will remain a focus as well.</p> <p>4.3 was written as "Additional teachers and sections provided to sites to support smaller class sizes at secondary sites for English Learner classes." ~This action will be adjusted to read as, Action 4.3 Additional teachers and sections provided to sites to support smaller class sizes at the secondary sites for English Learner classes will continue. Curricular, district and state assessment data will be used to move students as needed to meet their English Learner language levels throughout the year, at semester and the beginning of each school year. Formative assessments need to be determined this year now that the curriculum is fully being piloted. Staff will be encouraged to move students into higher levels of ELD or into Core classes regardless of the instructional calendar. This will establish a flexible continuum that is based on student progress, not the instructional calendar.</p> <p>Action 4.4 which was written as, "Hire classroom Reading/English Learner (EL) Support Paraprofessionals to support English Learners and Underserved students at the elementary level" and 4.5 "Provide supplemental curriculum resources for English Learners, including materials for support, intervention and assessment/RTI, and professional development aligned to the implementation of the resources" ~This action will be adjusted to read as Action 4.4 Retain classroom Reading/English Learner (EL) Support Paraprofessionals to support English Learners and Underserved students at the elementary level. Based on research that shows the quicker language acquisition is obtained and the earlier interventions are provided, there is an increased opportunity for student success in closing their achievement gap. The positions utilize supplemental curriculum, materials & supplies as needed to meet the needs of the students and continue to provided professional development as needed. Benchmark, classroom, curriculum and state assessment data will be used to determine students served and areas of focus.</p>
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 5 from prior year LCAP:	5. Parents/Guardians will be able to support the learning of their children in the new standards and the 21st Century classroom.		Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 COE only: 9 _ 10 _ Local : Specify <u>1,2,5</u>	
Goal Applies to:	Schools:	Action 1: All eligible PTA affiliated elementary schools LEA-wide Action 2: LEA-Wide Action 3: LEA-Wide, additional support to Valley View, Pleasanton Middle, Foothill, and Amador Action 4: LEA-Wide Action 5: LEA-Wide Action 6: LEA-Wide		
	Applicable Pupil Subgroups:	Action 1: All students Action 2: All students, with additional training target to English Learners and Reclassified Fluent English Learners Action 3 & 4: Low Income Pupils, English Learners, Foster Youth and Kinship Youth, Reclassified Fluent English Learners Action 5 & 6: English Learners & Reclassified Fluent English Learners		
Expected Annual Measurable Outcomes:	A. Parent engagement and connectedness will be improved through increased outreach and educational opportunities for all parents/guardians, including those of our targeted subgroups. ~Parent attendance at trainings and presentations will be monitored for improvement in successive years ~School Smarts (2014-2015) 58 parents ~Parent Project (2014-2015) 20 enrolled, 12 graduates ~Loving Solutions (2014-2015) 20 graduates ~Technology classes for English Learner parents/guardians 49 participants ~District Common Core State Standards trainings and workshops (2014-2015) 1410 participants		Actual Annual Measurable Outcomes:	A. Parent engagement and connectedness will be improved through increased outreach and educational opportunities for all parents/guardians, including those of our targeted subgroups. ~Parent attendance at trainings and presentations will be monitored for improvement in successive years ~School Smarts (2015-2016) 110 enrolled, 100 parents ~Parent Project (2015-2016) 81 enrolled, 66 graduates ~Loving Solutions (2015-2016) 41 enrolled, 33 graduates ~Mariachi Student Participation, 96 students (New this year) ~Mariachi Parent Participation, 67 parents/guardians (New this year) ~Technology classes for English Learner parents/guardians completed in 2014-15 ~District Common Core State Standards trainings and workshops completed in 2014-15 This event series was added during the year to address parents requests to know more about a variety of topics. The events were held on Saturdays to encourage optimum attendance.

		~Parent/Guardian Universities (October 24, 2015 and January 30, 2015) attendance	
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Update Action 5.1: Train and implement School Smarts program at all eligible elementary sites, including offering it in Spanish for parents of EL and RFEP students	50% School Smarts cost-District 4000-4999: Books And Supplies Base \$10,000	5.1: In the 2015-16 school year 5 elementary school sites implemented the School Smarts program. There were 100 graduating parents, each of which have their own Action Plan of how they will continue to be involved in their child's education and remain parent leaders. The program has shown success in that parents involved in School Smarts are the presidents or active members of parent led committees such as ELAC, SSC etc.	50% School Smarts cost-District 4000-4999: Books And Supplies Base \$10,000
School Smarts is an inclusive parent engagement program that brings parents together in support of their common interest, helping their children and schools succeed.	50% School Smarts cost-Sites 4000-4999: Books And Supplies Other Local Funding \$10,000		50% School Smarts cost-Sites 4000-4999: Books And Supplies Other Local Funding \$10,000
It fosters parent engagement in schools, support parents as children's first teachers, develop future parent leaders and encourages parents to advocate for a complete and quality education that includes the arts.			
~Parent Involvement supports:			
~Preparing for a Lifetime of Learning			
~Understanding our School			
~Understanding our Education System			
~Becoming an Effective Communicator			
~Standing up for a Quality Education/Taking Action			
Parents attend and participate in 7 sessions that are 2 hours long. At the end of the year, parents participate in a celebration of leadership, graduation. During the graduation parents share their "Action Plans" of how they will be involved in the school and their child's education, how they will connect to next-level engagement opportunities and how they will			

continue to network with school administration and district leadership.			
Scope of Service	All eligible PTA affiliated elementary schools LEA- wide	Scope of Service	All eligible PTA affiliated elementary schools LEA- wide
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Update Action 5.2: Train facilitators and implement Loving Solutions program at elementary level and Parent Project at secondary level to better empower parents/guardians to support their children, including presentations of these programs in Spanish. Loving Solutions is a parent-training program designed specifically for parents raising difficult younger children, ages 5-10 years. Also known as "Parent Project®, Jr.," this program utilizes the same principles found successful in Parent Project® Sr., adapted to the needs of younger children.		5.2: This program has seen success as there were 46 parents participating and 40 that graduated. Allocations are based on projected time for implementation and cost of materials. On occasion, more or less time is needed to conduct the sessions and more materials may be needed so adjustments are needed to serve the parent community.	
		Classified Salaries 2000-2999: Classified Personnel Salaries Base \$8,250 Classified Benefits 3000-3999: Employee Benefits Base \$1,188 Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental \$8,250 Classified Benefits 3000-3999: Employee Benefits Supplemental \$1,189 Professional Development 5800: Professional/Consulting Services And Operating Expenditures Base \$2,850 Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$2,850 Materials & Supplies 4000-4999: Books And Supplies Base \$6,150 Materials & Supplies 4000-4999: Books And Supplies Supplemental \$6,150	
		Classified Salaries 2000-2999: Classified Personnel Salaries Base \$11,224 Classified Benefits 3000-3999: Employee Benefits Base \$1,695 Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental \$11,224 Classified Benefits 3000-3999: Employee Benefits Supplemental \$1,695 Professional Development 5800: Professional/Consulting Services And Operating Expenditures Base \$1,309 Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1,309 Materials & Supplies 4000-4999: Books And Supplies Base \$6,639 Materials & Supplies 4000-4999: Books And Supplies Supplemental \$6,639	

Scope of Service	LEA-wide		Scope of Service	LEA-wide	
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) ESL Parents			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) ESL Parents		
Update Action 5.3: a. Expand the district-wide Parent Liaison services to provide greater support, including focused outreach to SED parents/guardians to ensure access to technology and maximum access to the National School Lunch Program (NSLP) for qualified students to better meet student nutritional needs. b. Add 1 additional Parent Liaison to improve outreach to Mandarin Speaking parents/guardians		Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental \$159,789 Classified Benefits 3000-3999: Employee Benefits Supplemental \$34,717 Supplies & Materials 4000-4999: Books And Supplies Supplemental \$6,595	5.3: The inclusion of a Mandarin Speaking Parent Liaison has greatly benefited Mandarin speaking families as their attendance in ELAC, School Functions and in DELAC meetings have greatly increased. At DELAC parents reported that they were new to PUSD, many less than 12 months, and by attending have become active participants in the meetings. Some of the questions were around topics such as: What is ELD?, How do we enroll our child in college?, Does the District have adult ESL classes for adults?. etc. Compliments were given regarding the presentations that provided the answers to the parents regarding programs and educational procedures. Parent Liaisons and district staff will continue to implement the follow Parent Programs as they have proven to be successful for parents: ~School Smarts ~Parent Project ~Loving Solutions ~Mariachi Program Parent University was added during the year, additional cost was incurred, to address parents requests to know more about a variety of topics. The events		Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental \$246,135 Classified Benefits 3000-3999: Employee Benefits Supplemental \$53,478 Supplies and Materials 4000-4999: Books And Supplies Supplemental \$2,840

		<p>were held on Saturdays to encourage optimum attendance. However, too much competition with sporting events impacted attendance. Consideration to moving these to evening events during the week will be discussed next year.</p> <p>~Parent/Guardian Universities (October 24, 2015 and January 30, 2015) attendance</p>	
<div>Scope of Service</div> <div>LEA-wide</div>		<div>Scope of Service</div> <div>LEA-wide</div>	
<div>All</div> <div>OR:</div> <div> <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Underserved Students</u> </div>		<div>All</div> <div>OR:</div> <div> <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Underserved students</u> </div>	
<p>Update Action 5.4: Provide technology and content area parent education services to EL parents, including offering childcare during trainings. Provide parent education, including child care services, in Spanish for Spanish-speaking parents of EL and RFEP students, with a goal of expanding into other languages, including Mandarin, as available. (See Goal 2.9)</p>	<p>Classified Salary (Daycare) 2000-2999: Classified Personnel Salaries Supplemental \$0</p> <p>Classified Benefits 3000-3999: Employee Benefits Supplemental \$0</p> <p>Supplies and Materials 4000-4999: Books And Supplies Supplemental \$0</p>	<p>5.4: This year the content area was the English Learner Master Plan that is accessible on line and was developed with parents, as they provided guidance around what topics needed to be included in the plan to better inform them of EL services and expectations. Sections of the plan were presented and parents participated in "Question & Answer" sessions to better familiarize themselves with the process and what PUSD offers. This experience also confirmed the need to provide translations services both oral and written, as well as the importance of building relationships with our parents.</p> <p>PUSD provides access to a full list of certified interpreters of many languages, including ASL that all sites can access to provide translations for</p>	<p>No funds required</p>

		<p>meetings, events and conferences. The team of Parent Liaisons provide oral translations and motivate parents to participate in many committees, events and meetings. They build relationships to encourage parents to get involved and in making them feel comfortable in inquiring about their child's education and the district's educational program. Success of this action has been recognized by the increase in participation in committees and events. Collecting sign-in sheets will be increased next year.</p> <p>All of these topics were addressed in meetings such as ELAC and/or DELAC, Parent Communication Council, Mariachi Workshops, LCAC and at Listening Campaign meetings by staff so no cost was incurred.</p>	
<p>Scope of Service</p> <p>a. LEA-wide Additional support at Valley View, Pleasanton Middle, Foothill, and Amador</p> <p>b. LEA-Wide</p>		<p>Scope of Service</p> <p>a. LEA-wide Additional support at Valley View, Pleasanton Middle, Foothill, and Amador</p> <p>b. LEA-Wide</p>	
<p><u> </u> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: (Specify)</p>		<p><u> </u> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Underserved Students</u></p>	
Update Action 5.5: Hire Spanish-Speaking Social Worker to facilitate communication with families.	Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$78,664	5.5: A Spanish-Speaking Social Worker was hired after the beginning of the school year as it was difficult to find a highly qualified person. Costs only	Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$28,206

		Certificated Benefits 3000-3999: Employee Benefits Supplemental \$11,336	reflect partial expenses. A supply budget will be added next year.	Certificated Benefits 3000-3999: Employee Benefits Supplemental \$4,065
Scope of Service	LEA-wide		Scope of Service	
<div><div><div>All</div><div>OR:</div><div><div><div>Low Income pupils</div><div>English Learners</div><div>Foster Youth</div><div>Redesignated fluent English proficient</div><div>Other Subgroups: (Specify)</div></div></div></div></div>			<div><div><div>All</div><div>OR:</div><div><div><div>Low Income pupils</div><div>English Learners</div><div>Foster Youth</div><div>Redesignated fluent English proficient</div><div>Other Subgroups: (Specify)</div></div></div></div></div>	
Update Action 5.6: Institute Community Based English Tutoring (CBET) program for adult English Language instruction to facilitate greater communication for parents/guardians with school community.		Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$16,718 Certificated Benefits 3000-3999: Employee Benefits Supplemental \$2,409 Supplies & Materials 4000-4999: Books And Supplies Supplemental \$35,872 Operating Expense (License) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$0	5.6: After the beginning of the school year, our Adult Education Program received a grant that provided these services to parents at no charge, this is no longer needed in the LCAP.	Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$3,744 Certificated Benefits 3000-3999: Employee Benefits Supplemental \$1,131 Supplies & Materials 4000-4999: Books And Supplies Supplemental \$0 Operating Expense (License) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$410
Scope of Service	LEA-wide		Scope of Service	
<div><div><div>All</div><div>OR:</div><div><div><div>Low Income pupils</div><div>English Learners</div><div>Foster Youth</div><div>Redesignated fluent English proficient</div><div>Other Subgroups: (Specify)</div></div></div></div></div>			<div><div><div>All</div><div>OR:</div><div><div><div>Low Income pupils</div><div>English Learners</div><div>Foster Youth</div><div>Redesignated fluent English proficient</div><div>Other Subgroups: (Specify)</div></div></div></div></div>	
What changes in actions, services, and expenditures will be		An overarching area of growth in Parent Involvement is to develop consistent communication about all parent programs and committees as parents cannot participate in programs or committees, if they are not aware of them. We did experience an		

made as a result of reviewing past progress and/or changes to goals?

increase of parent participation within our ELAC and DELAC committees this year largely due to Parent Liaison recruitment. Our goal is to formalize our communication/invite protocol by utilizing all Parent Liaisons and our Communication Officer to provide ongoing and timely notifications to all parents about all opportunities to participate in school committees and meetings.

5.1: Train and implement School Smarts (SS) program at all eligible elementary sites, including offering it in Spanish for parents of EL and RFEP students.

~Changes to this Action are to 1) Increase the number of sites participating by a least one. 2) Better quantify our data so that we can truly see the impact.

Additional data will be gathered in 2016-17 to better monitor involvement

- How many parents participated by site and by program
- How many graduate from School Smarts
- How many demonstrate leadership by participating on committees, either at the site or district level
- A survey will be given to parents asking how their participation in School Smarts supported their child's education

5.2: Train facilitators and implement Loving Solutions program at elementary level and Parent Project at secondary level to better empower parents/guardians to support their children, including presentations of these programs in Spanish. Parent Liaisons will continue to support families who are referred by the SARB process. Due to confidentiality this data cannot be gathered by subgroups.

~Changes to this action are around data analysis. Currently at the end of each curricular unit, parents complete and evaluation. For 2016-17, staff will analyze the evaluations to determine further needs or which part of the curriculum best supported positive change for the parents.

5.3: Expand the district-wide Parent Liaison services to provide greater support, including focused outreach to LI parents/guardians to ensure access to technology and maximum access to the National School Lunch Program (NSLP) for qualified students to better meet student nutritional needs and to continue to add additional Parent Liaisons to improve outreach to parents/guardians by monitoring population demographics.

~Changes to this action are to increase Parent Liaison services for our Korean population by hiring a Korean speaking Parent Liaison and to increase services to our Spanish population by including an additional .5 FTE Parent Liaison as PUSD continues to receive English Learner families from diverse populations. Next year DELAC will be held every month as it is the catalyst for two-way communication and provides a venue for parent trainings around many different topics.

5.4: Provide technology and content area parent education services to EL parents, including offering childcare during trainings. Provide parent education, including child care services, in Spanish for Spanish-speaking parents of EL and RFEP students, with a goal of expanding into other languages, including Mandarin, as available. (See Goal 2.9)

~ Changes to this action will be to combine it with Action 5.3. These services are part of the services provided by all Parent Liaisons as they greet parents of the district. Topics are determined each year based on parent requests or major changes in school curriculums. Next year we will pilot the new ELA/ELD materials and we will provide professional development around the EL Master Plan.

5.5: Hire Spanish-Speaking Social Worker to facilitate communication with families

~ Changes to this action will be to collect contact data

5.6: Institute Community Based English Tutoring (CBET) program for adult English Language instruction to facilitate greater communication for parents/guardians with school community

~Changes to the is action will be to move the action to our Adult Education program as these services are better provided within that program. This will free up funds to continue or increase other services within the LCAP as deemed appropriate.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Pleasanton Unified School District

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of 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 schoolsite 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 and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$2,595,811
Pleasanton Unified School District is anticipated to receive \$2,595,811 in Supplemental funding for 2016/2017. The District will be 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. This Supplemental funding will be allocated in the following manner:	
<ul style="list-style-type: none">An extended day opportunity as a Before and After School program will be offered for all underserved students. The program will consist of evening tutoring, homework support and extra curricular activity access to support student learning at all levels.<ul style="list-style-type: none">This support is designed to assist students who have less access to support and activities, either due to low economic status or English learner status/home language. The need for district-wide targeted subgroup assistance for students before/after school and evenings has been voiced during many parent outreach events, as well as by students. These funds will be expended in a targeted manner at all sites because of the additional challenge of transportation which would be added by clustering tutoring opportunities in any other manner.Extended Day Academic Intervention Program Coordinator oversees afterschool tutoring services District-wide to assure program is fully implemented and available to targeted students<ul style="list-style-type: none">This continued support is regarded as necessary to assist with the challenge experienced by various sites when trying to implement tutoring. Due to a lack of systemization, it was expressed by parents that greater consistency was needed, as well as a desire voiced that tutoring services might begin sooner in the year at all sites. The use of these funds to support implementation and provide district-wide oversight for the site tutoring is an improvement over individualized site implementation in support of the voiced needs and concerns. It also allows for a bridge to the Summer School ProgramContinue to provide Instructional Coaches to support the unique instructional needs of Unduplicated students.<ul style="list-style-type: none">These targeted position provide guidance for sites and teachers as they work with their Unduplicated populations. The Instructional Coaches are able to support teachers at these sites, keeping them abreast of research-proven practices and instructional supports available for these students, as well as assisting in making intervention supports more systemic across the District at all sites.Assessment Analyst to collect and analyze data on targeted populations in order to drive instructional improvement efforts and work with sites for implementation to better support student academic growth and success<ul style="list-style-type: none">This position will provide assistance in the gathering and verification of data and trends with LCAP targeted subgroups to ensure that all students are being supported and instruction is geared toward increasing student success for these student populations. Systemized approaches are seen as necessary, and working on a District-wide level will allow for this to occur.Additional counseling services will be provided for targeted underserved students including Low Income, 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	

- o The Counseling Master Plan provides for this service to expand, and will be supported at all comprehensive high schools through the additional hours provided in this action.
 - College and Career Education Specialists to provide targeted service to identified students and scholarships to middle school participants to increase participation levels
- o Partnering with Tri-Valley ROP program has allowed us to better utilize personnel and leverage funding opportunities to support LCAP targeted students in their College and Career pathways.
 - Ensure that all students have access to technology and devices. Continue to survey students and provide outreach through District Parent Liaisons and other district staff to discover which do not have access to computers in their home. Provide technology on loan as needed, including laptops equipped with mobile hotspots to enable internet connectivity. This action is targeted to support Low Income students who would otherwise be likely to fall behind in access to necessary 21st century tools for learning.
- o District will oversee and purchase these materials, allowing for economy of scale in purchasing, continuity of materials, and greater oversight of the loaned materials. District Parent Liaisons have access and connectedness with the community and will assist with outreach to this group.
 - Parent workshops, based on their requests will be provided for parents/guardians of targeted populations so they will be better able to support their child. Childcare will be provided to facilitate attendance.
- o Use of this funding allows for a large enough pool of parent availability, as well as provides District capacity to offer these training opportunities as opposed to offering the training in a site-by-site manner. There is an interest and ongoing desire for these trainings by parent community members, particularly in Spanish-speaking parent community.
 - o An increase of Parent Liaisons is needed, 1 Korean and an additional .5 Spanish is needed to increase communication with these populations
 - To support musical opportunities for underrepresented students, music tutors will be hired to work with targeted students to support their success through Collaborative Music Support, Instruments will be provided for students as needed, and a Mariachi Program will be instituted to provide further opportunity for musical interaction and enrichment for underrepresented student groups and to provide culturally relevant connections for Hispanic students Grade 3-12
- o These funds will be available to provide access for all students in a systematic outreach and using economy of scale for loaning of instruments. All music teachers District-wide will be working collaboratively to increase participation of targeted groups in the program. Working instead with individual sites would mean overlap and less economical use of funding. All community is able to participate in the Mariachi Program as a result of this approach to the funding as opposed to individual site interest.
 - The position of a K -12 Response to Intervention (RTI) Instructional Coach will be maintained to provide assistance to teachers in working with students whose skills and performance scores indicate greater need for academic support.
- o This position will allow for systematic approaches as needed supports are provided for students. Using funds for this on a site-by-site basis would mean a variety of supports might be offered across the District with varying degrees of effectiveness and less interaction with Special Education staff, making for a less consistent or successful program.
 - Youth Development Specialist continue to support the needs of Foster Youth/Kinship students in our schools and serve as a liaison for the student and his or her guardians
- o This position means that vertical articulation and consistency of connectedness with guardians will occur as the student moves throughout the District. Necessary community connections are also available. Both of these assets would be far less consistent if this position were being managed in a site-based manner.
 - Transportation will be provided to allow participation in after-school support and enrichment opportunities for targeted subgroup students at Foothill High School. These funds are offered to a single site based upon need.
- o This site has less accessibility to public transportation than any other secondary site and therefore needs additional support to allow students with transportation challenges, particularly socio-economic disadvantaged, to take advantage of enrichment and assistance offered to them.
 - Additional teachers and sections provided to sites to support smaller class sizes at secondary sites for English Learner classes and to provide access to curriculum through the use of research-proven strategies
- o These funds will be used at Secondary sites across the District to assist with the challenge each site has expressed in successfully supporting EL population. While numbers vary site-to-site, each can benefit from lowering English Learner class student numbers to provide for greater supports. Targeting only some, more impacted, sites would not acknowledge the needs of all our EL population.

- Classroom Reading/EL Support Paraprofessionals will continue to support English Learners and underserved students in closing their achievement gaps, with particular outreach to LCAP targeted subgroups, in elementary classrooms.
- o These services will be provided based upon need, to elementary sites. Sites with greatest populations and needs will receive increased service.
- Supplemental curriculum resources targeted for English Learners, including materials for support, intervention and assessment/RTI, and professional development aligned to the implementation of the resources will be purchased.
- o This action will allow for consistent and systematic support and intervention for English Learners, regardless of the numbers at any particular site. Professional Development can be provided with greater capacity and consistency as a result. Failing to approach this from a District level would result in fragmented learning opportunities.
- Implementation of Loving Solutions program at elementary level and Parent Project at secondary level to better empower parents/guardians to support their children, including presentations of these programs in Spanish
- o Half the cost of this plan will be charged to supplemental funding to provide its delivery in Spanish to better support EL needs, as well as the needs of students whose parents are Spanish Speakers. This will provide training regardless of population size at any given site. To do otherwise might mean that sites with fewer targeted students might not have access to the training opportunity. This will expand to all elementary sites next year.
- District-wide Parent Liaison services will provide greater support, including focused outreach to LI parents/guardians to ensure access to technology and maximum access to the National School Lunch Program (NSLP) for qualified students to better meet student nutritional needs, including adding additional Parent Liaison to improve outreach to Korean Speaking parents/guardians and increase Spanish by .5 FTE to facilitate communication with families
- o By working on a District-wide level, Parent Liaisons share resources and opportunities for these communities. Greater connectedness with district initiatives and supports result as opposed to independent efforts on a site-level.
- Provide parent education, including childcare services, in Spanish for Spanish-speaking parents of EL and RFEP students, with a goal of expanding into other languages, including Mandarin, as available.
- o Use of funding allows for a large enough pool of parent availability, as well as provides District capacity to offer these training opportunities as opposed to offering the training in a site-by-site manner. There is an interest and ongoing desire for these trainings by parent community members, particularly in Spanish-speaking parent community.
- o Through economy of scale, this highly-desired staff member can meet the needs of Spanish-speaking students and families throughout the District, rather than asking others to translate sensitive meetings at a site level and funding translation for these meetings. No one site would be able to support this position on a full-time basis based upon site need, however from a District- wide approach this position makes sense.

B. In the box below, 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).

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). 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.

2.28	%
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The Pleasanton Unified School District will provided increased and improved services for all Unduplicated students as follows:

- Additional parents of Unduplicated students will be recruited to participate in the Mariachi Parent Workshops to increase parental involvement of Unduplicated students. This will be monitored with sign-in sheets and trainings will be decided through parent surveys and when state and federal educational changes are implemented.
- Additional AVID opportunities will be implemented as a pilot to support Unduplicated students in successfully accessing core classes and build 21st century skills (\$20,000)
- Additional Parent Liaisons are needed to support communication with Korean and Spanish families in our community. One full-time Korean Parent Liaison and an additional .5 Spanish Parent Liaison will be hire next year. (\$105,343)
- Administrator training regarding English Language Development Standards both designated & integrated, will be provided to support implementing instructional changes to improve access to core content across the curriculum. Data analysis and regular student progress monitoring will support accelerated language acquisition. (Improved focus)
- A .05 Media Center Library Technician will provide additional access to the media center at Village so that students have extended access to the Internet for research, leveled content aligned expository text and to provide a safe space for students to collaborate on projects.

The LCAP action data and input from the Listening Campaign was shared with 18 different student, staff, parent and community stakeholder groups. All input from these committees was analyzed by Educational Services Team, CCSS Implementation Team and the LCAC. The analysis provided a focus for thorough data collection, Appendix G, and the LCAP has been adjusted to incorporate requests. In addition to input meetings, the LCAP and all Single Plans for Student Achievement (SPSA) have been aligned to provide a streamlined focus on achievement, with the goal of college and career readiness for all students.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Funding Sources	62,109,656.0 0	61,206,823.0 0	63,846,133.0 0	64,835,224.0 0	65,709,209.0 0	194,390,566. 00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	59,613,490.0 0	58,730,202.0 0	60,675,686.0 0	61,413,054.0 0	62,110,197.0 0	184,198,937. 00
California Career Pathways Trust	0.00	0.00	223,934.00	226,622.00	229,342.00	679,898.00
Other Local Funding	442,381.00	359,070.00	133,723.00	133,723.00	133,273.00	400,719.00
Supplemental	2,003,785.00	2,067,117.00	2,595,811.00	2,906,202.00	3,079,715.00	8,581,728.00
Supplemental Carryover	0.00	0.00	62,400.00	0.00	0.00	62,400.00
Title I	50,000.00	50,434.00	67,481.00	67,481.00	67,481.00	202,443.00
Title II	0.00	0.00	21,777.00	22,038.00	22,303.00	66,118.00
Title III	0.00	0.00	65,321.00	66,104.00	66,898.00	198,323.00

Total Expenditures by Object Type						
Object Type	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	62,109,656.0 0	61,206,823.0 0	63,846,133.0 0	64,835,224.0 0	65,709,209.0 0	194,390,566. 00
	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	0.00	495.00	10,000.00	18,932.00	10,000.00	38,932.00
1000-1999: Certificated Personnel Salaries	53,127,720.0 0	52,282,100.0 0	53,049,765.0 0	53,663,645.0 0	54,304,885.0 0	161,018,295. 00
2000-2999: Classified Personnel Salaries	444,860.00	632,614.00	882,429.00	891,573.00	900,827.00	2,674,829.00
3000-3999: Employee Benefits	7,820,003.00	7,675,830.00	9,046,988.00	9,152,559.00	9,259,804.00	27,459,351.0 0
4000-4999: Books And Supplies	398,613.00	253,205.00	355,875.00	672,315.00	370,875.00	1,399,065.00
5000-5999: Services And Other Operating Expenditures	160,900.00	203,468.00	189,174.00	196,537.00	81,603.00	467,314.00
5800: Professional/Consulting Services And Operating Expenditures	157,560.00	159,111.00	311,902.00	239,663.00	781,215.00	1,332,780.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	All Funding Sources	62,109,656. 00	61,206,823. 00	63,846,133. 00	64,835,224. 00	65,709,209. 00	194,390,56 6.00
		0.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
0001-0999: Unrestricted: Locally Defined	Base	0.00	0.00	10,000.00	0.00	10,000.00	20,000.00
0001-0999: Unrestricted: Locally Defined	Supplemental	0.00	495.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Title II	0.00	0.00	0.00	18,932.00	0.00	18,932.00
1000-1999: Certificated Personnel Salaries	Base	51,860,047. 00	51,036,317. 00	51,670,310. 00	52,292,973. 00	52,902,988. 00	156,866,27 1.00
1000-1999: Certificated Personnel Salaries	California Career Pathways Trust	0.00	0.00	192,367.00	194,676.00	197,012.00	584,055.00
1000-1999: Certificated Personnel Salaries	Other Local Funding	297,944.00	290,549.00	104,802.00	104,802.00	104,802.00	314,406.00
1000-1999: Certificated Personnel Salaries	Supplemental	926,027.00	911,098.00	947,497.00	956,440.00	965,487.00	2,869,424.0 0
1000-1999: Certificated Personnel Salaries	Supplemental Carryover	0.00	0.00	2,000.00	0.00	0.00	2,000.00
1000-1999: Certificated Personnel Salaries	Title I	43,702.00	44,136.00	57,968.00	57,968.00	57,968.00	173,904.00
1000-1999: Certificated Personnel Salaries	Title II	0.00	0.00	18,708.00	0.00	19,160.00	37,868.00
1000-1999: Certificated Personnel Salaries	Title III	0.00	0.00	56,113.00	56,786.00	57,468.00	170,367.00
2000-2999: Classified Personnel Salaries	Base	51,762.00	53,824.00	64,336.00	88,503.00	64,336.00	217,175.00
2000-2999: Classified Personnel Salaries	Supplemental	393,098.00	578,790.00	818,093.00	803,070.00	836,491.00	2,457,654.0 0
3000-3999: Employee Benefits	Base	7,477,052.0 0	7,361,270.0 0	8,497,183.0 0	8,597,721.0 0	8,699,466.0 0	25,794,370. 00
3000-3999: Employee Benefits	California Career Pathways Trust	0.00	0.00	31,567.00	31,946.00	32,330.00	95,843.00
3000-3999: Employee Benefits	Other Local Funding	42,935.00	42,002.00	17,198.00	17,198.00	17,198.00	51,594.00
3000-3999: Employee Benefits	Supplemental	293,718.00	266,260.00	478,850.00	483,757.00	488,724.00	1,451,331.0 0
3000-3999: Employee Benefits	Supplemental Carryover	0.00	0.00	400.00	0.00	0.00	400.00
3000-3999: Employee Benefits	Title I	6,298.00	6,298.00	9,513.00	9,513.00	9,513.00	28,539.00
3000-3999: Employee Benefits	Title II	0.00	0.00	3,069.00	3,106.00	3,143.00	9,318.00
3000-3999: Employee Benefits	Title III	0.00	0.00	9,208.00	9,318.00	9,430.00	27,956.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
4000-4999: Books And Supplies	Base	129,234.00	117,160.00	167,805.00	179,665.00	167,805.00	515,275.00
4000-4999: Books And Supplies	Other Local Funding	77,229.00	10,796.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental	192,150.00	125,249.00	168,070.00	492,650.00	203,070.00	863,790.00
4000-4999: Books And Supplies	Supplemental Carryover	0.00	0.00	20,000.00	0.00	0.00	20,000.00
5000-5999: Services And Other Operating Expenditures	Base	69,100.00	135,349.00	147,579.00	135,719.00	11,860.00	295,158.00
5000-5999: Services And Other Operating Expenditures	Other Local Funding	0.00	0.00	0.00	11,723.00	11,273.00	22,996.00
5000-5999: Services And Other Operating Expenditures	Supplemental	91,800.00	68,119.00	41,595.00	49,095.00	58,470.00	149,160.00
5800: Professional/Consulting Services And Operating Expenditures	Base	26,295.00	26,282.00	118,473.00	118,473.00	253,742.00	490,688.00
5800: Professional/Consulting Services And Operating Expenditures	Other Local Funding	24,273.00	15,723.00	11,723.00	0.00	0.00	11,723.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	106,992.00	117,106.00	141,706.00	121,190.00	527,473.00	790,369.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental Carryover	0.00	0.00	40,000.00	0.00	0.00	40,000.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

01-13-15 [California Department of Education]