

Local Control Advisory Committee Meeting

Tuesday, January 19, 2016

6:00 – 8:00 p.m.

District Office – Board Room

4665 Bernal Avenue

Pleasanton, CA 94566

AGENDA

1. Welcome and Introductions

- New Members

2. FY15/16 LCAP Updates

- Adult & Career Education
- College & Career Specialists Action Plan
- Informational Items
 - ✓ Board of Education Equity & Diversity Resolution
 - ✓ Overview of LCAP & Required Metrics
 - Sharing Disaggregated Data Results

3. FY16/17 LCAP Planning

- 2016-17 LCAP Planning Timeline Update & Next Steps
 - ✓ Listening Campaign – Summer School 2015 Student Demographics & Essential Questions
- Brainstorm Possible Areas of Need

4. Adjournment

- Next Meeting, Tuesday, February 16, 2016

LCAP Required Metrics

State Priority	Priority/Metric
1	Basic Services:
	Degree to which teachers are appropriately assigned and credentialed in subject areas
	Degree to which students have sufficient access to standards-aligned instructional materials
	Degree to which school facilities are maintained in good repair
2	Implementation of State Standards:
	Implementation of content and performance standards for all students, including EL
	Programs and services enable ELs to access core and ELD standards
3	Parental Involvement:
	Efforts to seek parent input & decision making
	Promotion of parental participation
4	Pupil Achievement:
	Statewide assessments
	Academic Performance Index
	% of students successfully completing A-G courses
	% of students successfully completing CTE sequences or programs of study that align
	EL progress toward English proficiency
	EL reclassification rate
	% of students passing Advanced Placement exams (3+)
	% of students demonstrating college preparedness (Early Assessment Program exam)
5	Pupil Engagement:
	School attendance rates
	Chronic absenteeism rates*
	Middle school dropout rates*
	High school dropout rates*
	High school graduation rates*
6	School Climate:
	Student suspension rates*
	Student expulsion rates*
	Other local measures
7	Course Access:
	Student access and enrollment in all required areas of study
8	Other Pupil Outcomes:
	Other indicators of student performance in required areas of study.
9	(COEs only) Expelled Youth:
	Coordination of instruction of expelled youth
10	(COEs only) Foster Children:
	Work to minimize changes in school placement
	Provide educational status and progress information to child welfare agency
	Requests from juvenile court to ensure delivery and coordination of educational services
	Mechanism for efficient expeditious transfer of health and education records.

**See template appendix for details/ calculation instructions*

Local Control Advisory Committee (LCAC) Members Effective January 2016:

Suellen Adams, Community Member	soupinella@gmail.com
Karen Brace, Community Member	krbrace@msn.com
Mary Charuhas, APT	mcharuhas@pleasantonusd.net
Varsha Clare, Community Member	varsha655@gmail.com
Janice Clark, APT	jclark@pleasantonusd.net
Dr. Odie Douglas, Asst. Sup. Ed. Services	odouglas@pleasantonusd.net
Tony Ellis, Community Member	tonyellis@comcast.net
Kathi Estill, Community Member	shayne1999@comcast.net
Ann Fisher, CSEA	afisher@pleasantonusd.net
Rose-Joseph Graff, Village Student Alternate	
Minhong Guo, Community Member	minhong8@yahoo.com
Rosanne Hoffman, Community Member	GR2J@comcast.net
Arthur Hwang, Foothill Student Alternate	arthurhwang318@gmail.com
Harshita Kaushal, Foothill Student	harshita_kaushal@hotmail.com
Devin Ketell, Village Student Alternate	
Grace Leung, Community Member	grace.leung@sbcglobal.net
Amy Liu, Community Member	amyliuus@yahoo.com
Debbie Look, Community Member	deb.look@yahoo.com
Susana Lopez-Krulevich, Parent Liaison	slopezkrulevich@pleasantonusd.net
Heidi McFadden, Community Member	hmcfadden@fremont.k12.ca.us
Micaela Ochoa, Deputy Superintendent	mochoa@pleasantonusd.net
Joshua Ott, Amador Student	jo9653@pleasantonusd.net

Local Control Advisory Committee (LCAC) Members Effective January 2016:

Ameneh Raeisghasem, Community Member	dr.raeisghasem@gmail.com
Jaylissa Raygoza, Village Student	jr6232@pleasantonusd.net
Mariah Raygoza, Village Student Alternate	
Nila Shroff, Community Member	nilashroff@gmail.com
Leslie Tavernier, CSEA	ltavernier@pleasantonusd.net
Richa Tenany, Amador Student Alternate	richa.tenany@gmail.com
Sylvia (Xia) Tian, Community Member	sylviaxtian@gmail.com
Mark Torres-Gil, Community Member	sallymarkanna@comcast.net

LCAC Appointed Members Effective July 1, 2016:

Seth Cole, Community Member	scole@alliant.com
Sri Garikipati, Community Member	srigarikipati@gmail.com
Grace Li, Community Member	graceleemei91@gmail.com
Jonas Moe, Community Member	jonasmoe@gmail.com
Michelle Spinola, Community Member	michellembareng@gmail.com

Pleasanton Unified School District

2016-17 LCAP (Local Control & Accountability Plan) Planning Timeline

December 15, 2015	Local Control Advisory Committee (LCAC) Meeting
Jan – March, 2016	LISTENING CAMPAIGN: Summer School 2015 Student Participation Demographics Essential Questions
	Outreach – Association of Pleasanton Teachers (APT)
	Outreach – California School Employees Association (CSEA)
	Outreach – English Learner Advisory Committee (ELAC) / District English Learner Advisory Committee (DELAC)
	Outreach – LCAC Committee
	Outreach –Parent/Guardian University Workshops (CCSS)
	Outreach – Common Core State Standards Implementation Team (CCSS)
	Outreach – Amador Valley High School Students
	Outreach – Foothill High School Students
	Outreach – Village High School students
	Outreach – Spanish Speaking Parent Group
	Outreach – Faculty Communication Council (FCC)
	Outreach - Classified Employee Communication Council (CECC)
	Outreach – Parent Communication Council (PCC)
	Outreach – Special Ed Parents/Guardians
	Outreach - Foster Youth / Kinship Parents/Guardians
	Outreach – Student Interschool Action Committee
	Outreach – SEED (Seeking Educational Equity and Diversity) Seminar
	Outreach – Principals/Vice Principals Meetings

January – February	Data gathering for required and requested data
February 16, 2016	LCAC Meeting
March 1, 2016	Provide summary of input from Listening Campaign to Principals/VPs
March 15, 2016	LCAC Meeting - Provide summary of input from Listening Campaign
April 19, 2016	Provide LCAP update to Principals/Vice Principals
April 19, 2016	LCAC Meeting
April 20, 2016	Provide LCAP update to CCSS District Implementation Team
May 2, 2016	Provide LCAP update to Cabinet
May 3, 2016	Provide LCAP update to Principals/Vice Principals
May 11, 2016	Share draft LCAP with Cabinet
May 17, 2016	LCAC Meeting – Share draft
May, 2016	LCAP Feedback session at Alameda County Office of Education (ACOE)
May 24, 2016	LCAP Presentation to Board (First Reading)
June 14, 2016	LCAP Presentation to Board – Public Hearing
June 21, 2016	LCAP Presentation to Board – Final Approval

PLEASANTON UNIFIED SCHOOL DISTRICT

**2016-17 LOCAL CONTROL &
ACCOUNTABILITY PLAN
(LCAP) PLANNING**

Listening Campaign

**2015 SUMMER SCHOOL STUDENT
DISAGGREGATED DATA**

PLEASANTON UNIFIED SCHOOL DISTRICT STRATEGIC PLAN

WE BELIEVE...

- ≈ With guidance and support all students can reach their greatest potential;
- * All students and staff have the right to a safe and respectful learning environment that fosters positive connections;
- * Public education should focus on the whole child, provide equitable opportunities for all students and create socially responsible individuals with character and integrity;
- * In ensuring a culture and climate that promotes a highly-skilled, dedicated, and passionate educational team;
- ≈ In providing learning that is innovative, irresistible, creative, relevant and rigorous;
- ≈ It is our responsibility to inspire curiosity and a passion for life long learning.

MISSION

**Our students
will make a
better world.**

VISION

**Every student will be
a resourceful, resilient,
responsible and
engaged world citizen.**

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

Local Control and ACCOUNTABILITY Plan Supplemental Funding

Supplemental funding is to be used specifically to provide increased services to further improve the academic achievement of the following student sub-groups, “**Unduplicated Students**”:

- English Learners (EL) and Reclassified Fluent English Proficient (RFEP) students
- Socio-Economically Disadvantaged (SED) students
- Foster/Kinship Youth
- Special Education (Added by PUSD)

Summer School 2015

Program Overview

- **High School – Grades 6-12**

- High School Credit Recovery and English Language Development (ELD)
- Middle School Academic Support (English, Math, ELD)
- 6-12+ Special Day Class (SDC) Extended School Year
- Virtual Academy for Senior Make-up
- Higher Mathematics Seminar
- Held at Foothill High School

- **Elementary – Grades Pre-k-5**

- Pre-K-5 Academic Support and ELD
- Pre-K-5 SDC Extended School Year
- Mariachi Band Music Program
- Held at Alisal

Reflecting on Our Data

In a team of three, please review the following data graphs/charts and discuss the following:

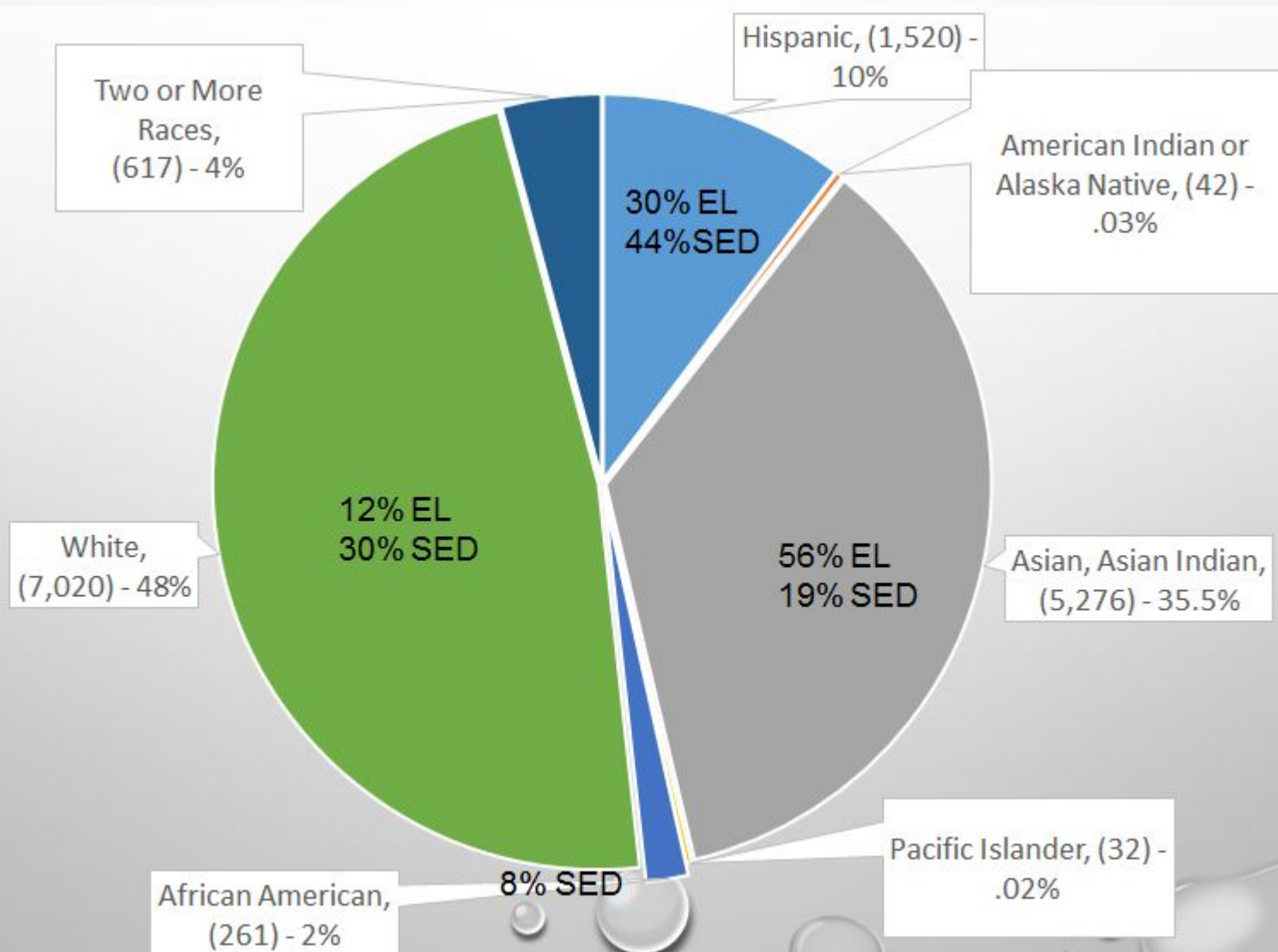
1. What do you notice from the student demographic data results?
2. What are some possible reasons why we may not be reaching all student sub-groups during the school year?
3. How can we continue to prepare **ALL** students to be college and career ready upon high school graduation?



Demographics of PUSD Students

2014-15 School Year 14,768 Students

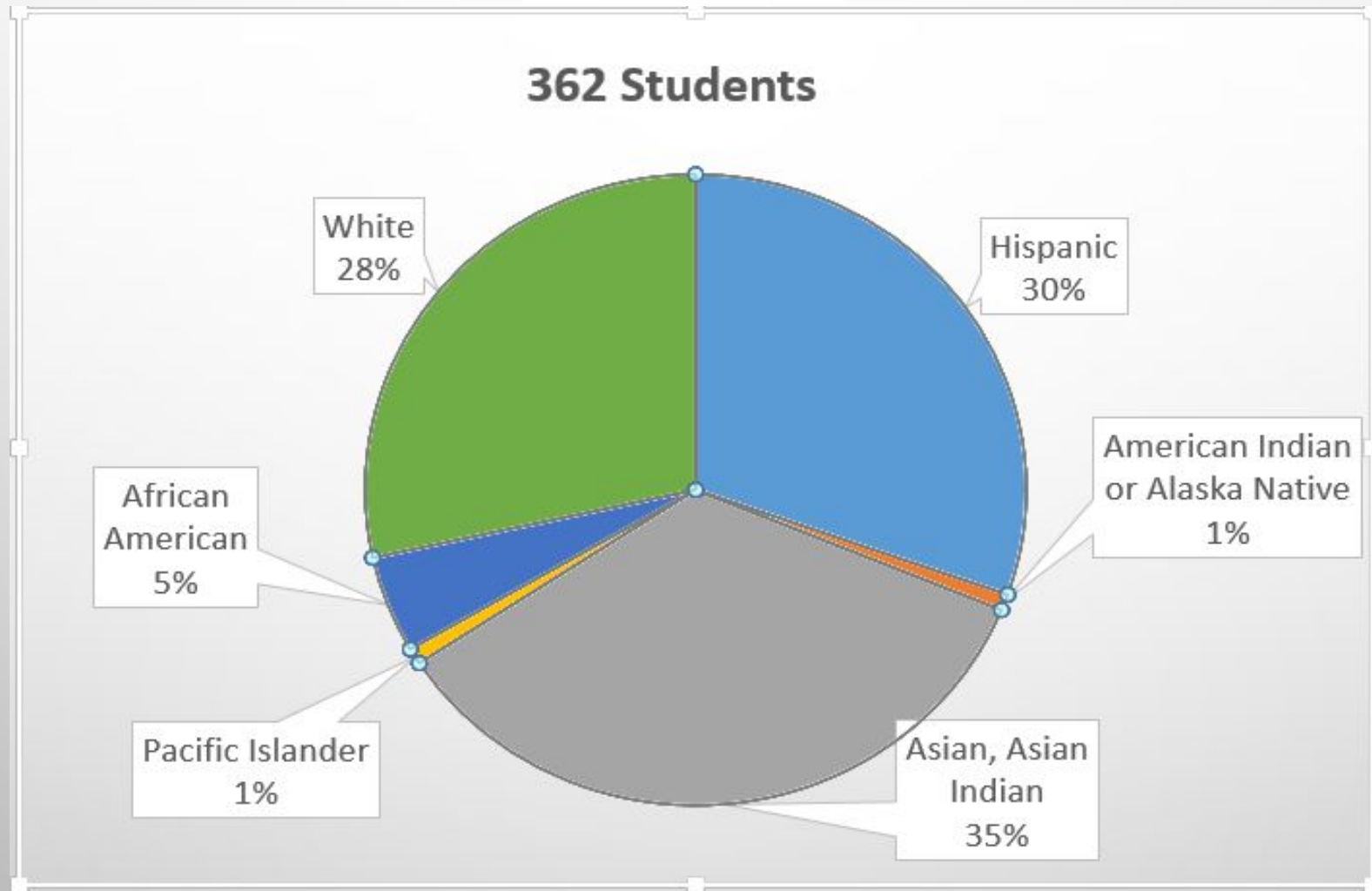
48% Females (7126) - 52% Males (7642) - 8% English Learners (1171)



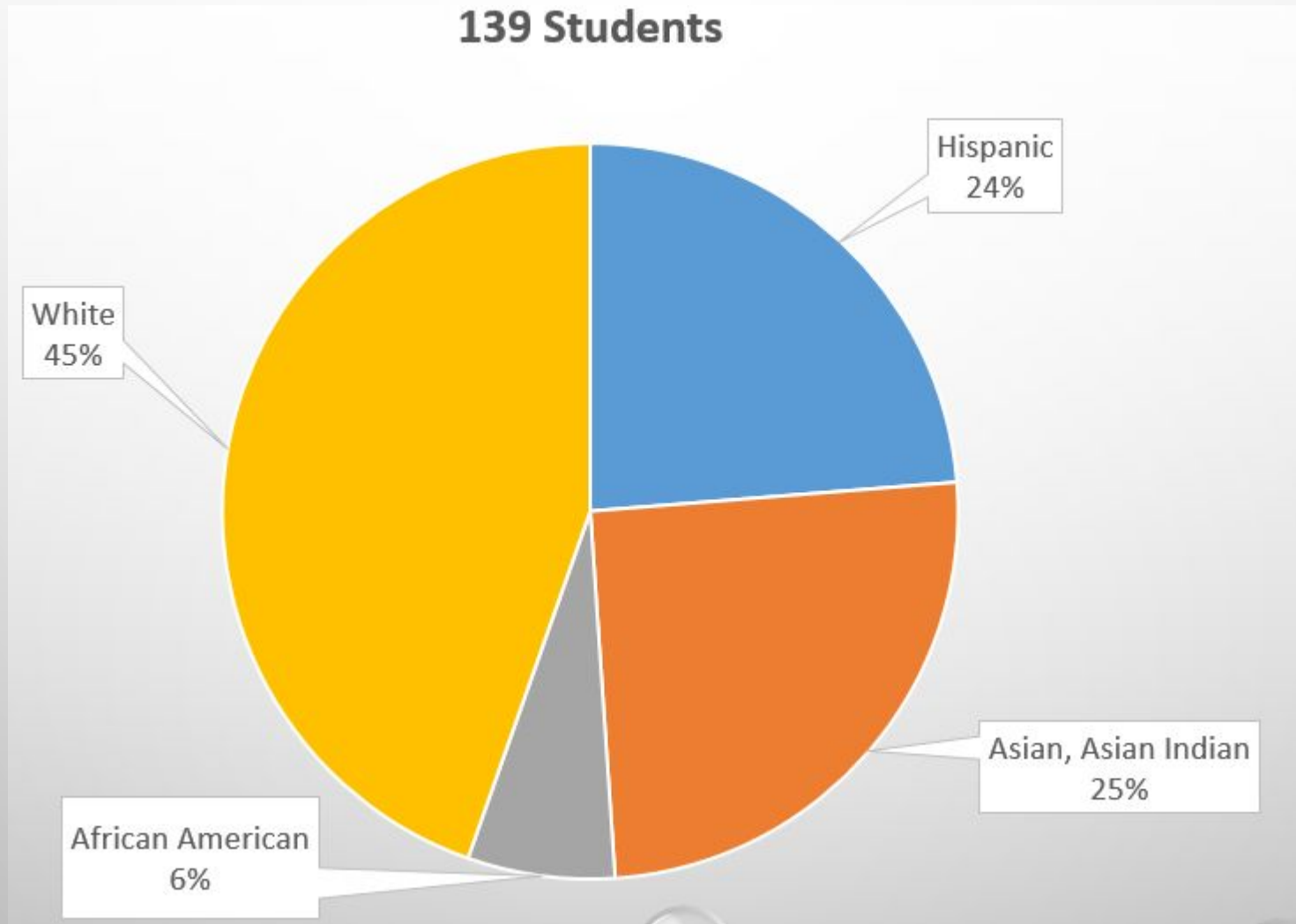
Who are Our Summer School 2015 Students

High School	Middle School	Elementary School
Enrollment: 547	Enrollment: 139	Enrollment: 362
64% Male	73% Male	60% Male
36% Female	27% Female	40% Female
9% English Learners	17% English Learners	47% English Learners

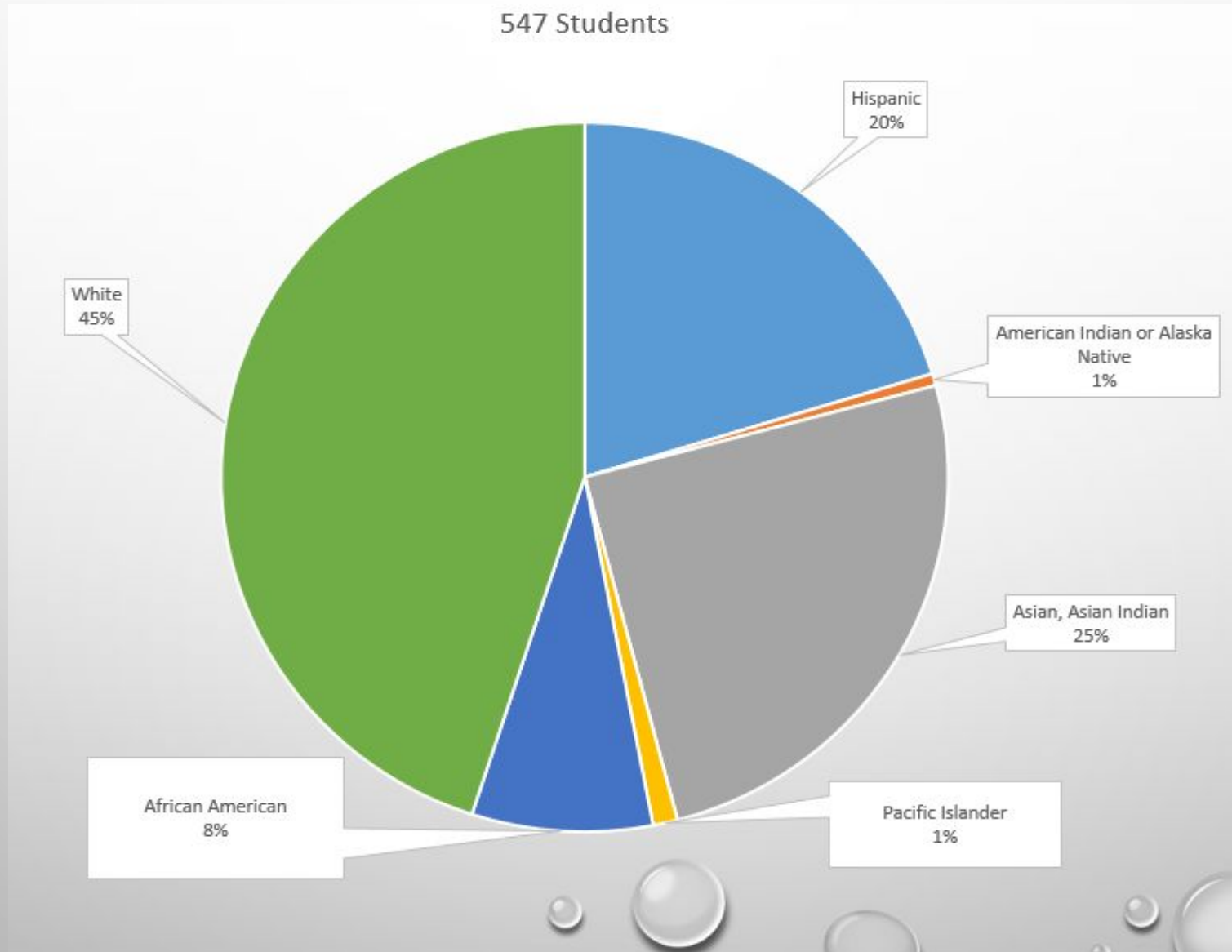
Who are Our 2015 **Elementary** Summer School Students



Who are Our 2015 **Middle School** Summer School Students



Who are Our 2015 **High School** Summer School Students





CAA SPP ELA 2015	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Met or Exceeded (PUSD)	76%	75%	79%	79%	81%	83%	85%	80%
Standard Met or Exceeded (County)	45%	48%	54%	50%	52%	53%	61%	52%
Standard Met or Exceeded (Statewide)	38%	40%	44%	43%	44%	45%	56%	44%

CAA SPP Math 2015	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Met or Exceeded (PUSD)	79%	71%	69%	71%	75%	74%	67%	72%
Standard Met or Exceeded (County)	49%	46%	44%	42%	45%	43%	39%	44%
Standard Met or Exceeded (Statewide)	40%	35%	30%	33%	34%	33%	29%	33%



Pleasanton Unified - District Summary

3rd-8th & 11th ELA/Literacy Achievement Levels 2015

CAASPP 2015 Smarter Balanced (ELA) English Language Arts/Literacy - Result Summary	# OF STUDENTS TESTED	Standard Not Met				Standard Nearly Met				Standard Met				Standard Exceeded				% OF STUDENTS WHO HAVE MET OR EXCEEDED STANDARDS			% OF PUSD REPORTED SCORES
		PUSD N	PUSD %	ACOE %	STATE %	PUSD N	PUSD %	ACOE %	STATE %	PUSD N	PUSD %	ACOE %	STATE %	PUSD N	PUSD %	ACOE %	STATE %	PUSD %	ACOE %	STATE %	
All Students	7942	549	6.9%	26%	31%	1052	13.2%	22%	25%	2636	33.1%	28%	28%	3705	46.6%	24%	16%	79.7%	52%	44%	99.8%
3rd Grade	1013	75	7.4%	32%	36%	165	16.3%	23%	26%	266	26.2%	21%	20%	507	50.0%	24%	18%	76.2%	45%	38%	99.9%
4th Grade	1120	116	10.3%	34%	39%	164	14.6%	19%	21%	276	24.6%	21%	21%	564	50.3%	27%	19%	74.9%	48%	40%	99.8%
5th Grade	1150	97	8.4%	28%	34%	141	12.2%	18%	21%	395	34.3%	28%	27%	517	44.9%	26%	17%	79.2%	54%	44%	99.8%
6th Grade	1175	100	8.5%	25%	28%	145	12.3%	25%	29%	411	35.0%	30%	30%	519	44.2%	20%	13%	79.1%	50%	43%	100.0%
7th Grade	1166	65	5.6%	26%	31%	161	13.8%	21%	25%	497	42.6%	33%	32%	443	38.0%	19%	12%	80.6%	52%	44%	100.0%
8th Grade	1193	49	4.1%	22%	26%	157	13.1%	25%	29%	519	43.4%	34%	33%	468	39.1%	19%	12%	82.5%	53%	45%	99.7%
11th Grade	1125	47	4.1%	18%	20%	119	10.5%	20%	24%	272	24.0%	30%	33%	687	60.6%	31%	23%	84.6%	61%	56%	99.3%
Male		366	8.9%	31%	36%	624	15.2%	22%	25%	1384	33.8%	27%	25%	1710	41.7%	21%	14%	75.5%	47%	39%	
Female		183	4.7%	22%	25%	428	11.1%	21%	26%	1252	32.4%	30%	31%	1995	51.7%	27%	19%	84.1%	57%	50%	
American Indian or Alaska Native		3	16.7%	36%	41%	2	11.1%	27%	27%	8	44.4%	24%	23%	5	27.8%	13%	9%	72.2%	37%	32%	
Asian		85	3.1%	10%	12%	204	7.5%	13%	16%	725	26.5%	31%	32%	1717	62.8%	45%	40%	89.3%	76%	72%	
Native Hawaiian or Pacific Islander		3	16.7%	40%	33%	2	11.1%	31%	29%	8	44.4%	23%	27%	4	22.2%	7%	11%	66.7%	30%	38%	
Filipino		21	6.8%	16%	15%	51	16.4%	24%	22%	118	37.9%	37%	37%	121	38.9%	23%	27%	76.8%	60%	63%	
Hispanic or Latino		152	20.2%	41%	39%	191	25.4%	28%	29%	258	34.4%	23%	24%	147	19.6%	8%	8%	53.9%	31%	32%	
Black or African American		26	17.3%	50%	46%	29	19.3%	26%	26%	54	36.0%	18%	21%	41	27.3%	6%	7%	63.3%	24%	28%	
White		241	6.5%	13%	18%	529	14.2%	18%	22%	1388	37.3%	35%	35%	1559	41.8%	34%	26%	79.1%	69%	60%	
Two or More Races		18	7.2%	20%	24%	44	17.5%	19%	23%	77	30.7%	31%	31%	111	44.2%	30%	23%	74.9%	61%	54%	
EL (English Learner)		143	39.9%	65%	66%	115	32.1%	23%	25%	73	20.4%	9%	8%	20	5.6%	3%	2%	26.0%	12%	9%	
EO (English Only)		376	6.8%	19%	23%	768	13.9%	21%	25%	1988	35.9%	31%	32%	2401	43.3%	28%	20%	79.2%	59%	52%	
IFEP (Initially Fluent English Prof)		9	0.9%	7%	12%	44	4.6%	13%	19%	205	21.2%	30%	34%	708	73.3%	50%	34%	94.5%	80%	68%	
RFEP (Reclassified Fluent English Prof)		21	1.9%	13%	16%	125	11.4%	26%	31%	370	33.9%	36%	36%	576	52.7%	24%	17%	86.6%	60%	53%	
Economically Disadvantaged Students		152	25.8%	43%	40%	170	28.9%	27%	29%	163	27.7%	22%	23%	100	17.0%	8%	8%	44.7%	30%	31%	
Students with Disability		257	40.2%	67%	70%	193	30.2%	19%	18%	132	20.6%	9%	9%	57	8.9%	4%	3%	29.5%	14%	12%	



Pleasanton Unified - District Summary

3rd-8th & 11th Mathematics Achievement Levels 2015

CAASPP 2015 Smarter Balanced Mathematics - Result Summary	# OF STUDENTS TESTED	Standard Not Met				Standard Nearly Met				Standard Met				Standard Exceeded				% OF STUDENTS WHO HAVE MET OR EXCEEDED STANDARDS			% OF REPORTED SCORES
		PUSD N	PUSD %	ACOE %	STATE %	PUSD N	PUSD %	ACOE %	STATE %	PUSD N	PUSD %	ACOE %	STATE %	PUSD N	PUSD %	ACOE %	STATE %	PUSD %	ACOE %	STATE %	
All Students	7909	757	9.5%	31%	38%	1403	17.6%	25%	29%	2060	25.9%	20%	19%	3689	46.3%	24%	14%	72.2%	44%	34%	99.3%
3rd Grade	1023	65	6.3%	28%	33%	147	14.4%	23%	27%	348	34.0%	26%	26%	463	45.2%	23%	14%	79.2%	49%	40%	99.9%
4th Grade	1121	75	6.7%	26%	31%	251	22.4%	29%	35%	372	33.1%	24%	22%	423	37.7%	22%	13%	70.8%	45%	35%	99.8%
5th Grade	1124	124	10.7%	32%	41%	204	17.7%	25%	29%	256	22.2%	17%	15%	540	46.8%	27%	15%	69.0%	44%	30%	97.4%
6th Grade	1175	114	9.7%	31%	36%	224	19.1%	27%	31%	252	21.4%	18%	18%	585	49.8%	24%	15%	71.2%	43%	33%	100.0%
7th Grade	1166	89	7.6%	30%	37%	207	17.7%	25%	29%	277	23.7%	20%	19%	593	50.8%	25%	15%	74.5%	44%	34%	99.8%
8th Grade	1192	132	11.0%	34%	41%	172	14.4%	22%	26%	268	22.4%	16%	17%	620	51.8%	27%	16%	74.2%	43%	33%	99.7%
11th Grade	1108	158	14.1%	38%	45%	198	17.7%	22%	25%	287	25.6%	19%	18%	465	41.5%	20%	11%	67.1%	40%	30%	98.8%

Male	409	9.0%	32%	39%	694	18.4%	24%	27%	987	27.8%	20%	19%	1987	44.1%	25%	15%	71.9%	44%	34%
Female	348	10.0%	30%	36%	709	16.9%	28%	30%	1073	24.1%	21%	20%	1702	48.5%	23%	14%	72.5%	44%	33%

American Indian or Alaska Native	2	11.1%	41%	49%	6	33.3%	32%	29%	6	33.3%	17%	15%	4	22.2%	9%	7%	55.6%	26%	21%
Asian	67	2.4%	9%	12%	231	8.4%	15%	19%	546	19.9%	22%	25%	1887	68.6%	53%	44%	88.5%	75%	69%
Native Hawaiian or Pacific Islander	4	23.5%	46%	40%	4	23.5%	34%	33%	7	41.2%	14%	18%	2	11.8%	6%	9%	52.9%	21%	27%
Filipino	25	8.0%	21%	20%	78	25.1%	31%	29%	86	27.7%	28%	29%	120	38.6%	20%	23%	66.2%	48%	51%
Hispanic or Latino	205	27.5%	49%	48%	228	30.6%	30%	31%	194	26.0%	15%	15%	114	15.3%	6%	6%	41.3%	21%	21%
Black or African American	39	26.0%	59%	56%	41	27.3%	26%	22%	37	24.7%	11%	12%	31	20.7%	4%	4%	45.3%	15%	16%
White	390	10.5%	17%	23%	764	20.5%	24%	28%	1127	30.3%	28%	27%	1416	38.1%	31%	22%	68.3%	59%	49%
Two or More Races	25	10.0%	24%	30%	51	20.4%	23%	28%	57	22.8%	24%	22%	115	46.0%	28%	20%	68.8%	53%	42%

EL (English Learner)	123	32.6%	65%	70%	119	31.6%	22%	21%	74	19.6%	8%	7%	58	15.4%	5%	2%	35.0%	14%	9%
EO (English Only)	573	10.4%	25%	30%	1110	20.1%	25%	30%	1561	28.2%	23%	23%	2255	40.8%	28%	17%	69.0%	50%	39%
IFEP (Initially Fluent English Prof)	13	1.3%	11%	18%	49	5.1%	16%	25%	167	17.3%	21%	25%	729	75.7%	52%	32%	93.0%	73%	57%
RFEP (Reclassified Fluent English Prof)	48	4.4%	20%	26%	125	11.5%	29%	34%	258	23.6%	25%	24%	647	59.3%	27%	15%	83.0%	51%	40%

Economically Disadvantaged Students	185	31.5%	49%	49%	177	30.2%	29%	30%	134	22.8%	14%	15%	81	13.8%	7%	5%	36.6%	22%	21%
Students with Disability	330	51.6%	71%	75%	165	25.8%	17%	15%	74	11.6%	7%	6%	68	10.6%	5%	3%	22.2%	12%	10%

Reflecting on Our Data

In a team of three, please review the following data graphs/charts and discuss the following:

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?

Making a Difference for Our Students

“Things get done only if the data we gather can inform and inspire those in a position to make difference.”

Mike Schmoker, *Results*

Pleasanton Unified School District
2016-17 LCAP Listening Campaign - Summer School 2015 Student Demographic Data

Group: _____ **Date:** _____

In a team of three, please provide responses to the questions posed in the presentation.

Team	What do you notice from the student demographic data results?	What are some possible reasons why we may not be reaching all student sub-groups during the school year?	How can we continue to prepare ALL students to be college and career ready upon high school graduation?
1			
2			
3			
4			
5			
6			
7			
8			

***Pleasanton Unified School District
2016-17 Local Control Accountability Plan (LCAP)
Listening Campaign Opportunities***

Meeting	Membership	Meeting Dates	Time	Location	Facilitators
<i>Local Control Advisory Committee (LCAC)</i>	Community representatives	January 19th	6:00 - 8:00 p.m.	Board Room	Denise Parnell
<i>District Counselors Meeting</i>	TK-12 Counselors, Social Workers invited	January 28th	1:00 - 3:00 p.m.	Bernal Room	Kevin Johnson/ Kathleen Rief
<i>Parent Communication Council (PCC)</i>	Presidents of parent organizations at each school in addition to the PTA Council President	February 4th	9:00-11:00 a.m.	Bernal Room	Denise Parnell /Ken Rocha
<i>Classified Employees Communication Council (CECC)</i>	13 classified employees from various classifications	February 3rd	3:00-4:30 p.m.	Conference Room 4	Kevin Johnson/ Kathleen Rief
<i>Faculty Communication Council (FCC)</i>	Association of Pleasanton Teachers Site Representative from each site	March 10th	3:30 – 5:00 pm	Bernal Room	Ken Rocha/ Odie Douglas
<i>District English Language Advisory Committee (DELAC)</i>	Parent/staff representing English Learners at each school site	March 23rd	6:00 – 7:30 pm	Board Room	Denise Parnell
<i>Seeking Education Equity and Diversity (SEED)</i>	Self-selected teachers and classified members	February 11th	4:30 – 7:00 pm	Board Room	Heather Pereira
<i>Common Core State Standards District Implementation Team</i>	Representative from teachers, administrators, instructional coaches, vice principals, and District office staff	February 17th	2:45 – 4:45 pm	Board Room	Ken Rocha
<i>Common Core Cohorts</i>	Teachers Leaders and Site Administrators	March 22 and 24	8:00 a.m.- 3:00 p.m.	Amador Valley High School	Denise Parnell
<i>Principal/VP Meeting</i>	Site Administrators	March 1st	8:00 a.m.- 3:00 p.m.	District Office, Bernal Room	Mike Kuhfal

As of 1/14/16

<i>Community Meeting</i>	Open to the public; parents and guardians from all schools-Parent University	January 30th	9:00 a.m. - 12:00 p.m.	Village High School	Denise Parnell/ Heather Pereira
<i>Community Meeting</i>	Spanish Speaking Families – Held at Valley View ES	TBD	6:30 – 9:00 pm	Valley View	District Parent Liaisons
<i>Special Needs PTA</i>	Special Needs Parent Community Members	February 2nd	9:30-10:00 a.m.	Kottinger Room	Marla Silversmith/ Tara Kyle
<i>Amador Valley High School Students</i>	Students from Amador Valley High School	February 9th	12:15-1:00 p.m.	Amador Valley High School	Jim Hansen, Heather Pereira, Ken Rocha
<i>Foothill High School Students</i>	Students from Foothill High School	February 12th	12:27-1:10 p.m.	Foothill High School	Jim Hansen, Heather Pereira
<i>Village High School Students</i>	Students from Village High School	February 1st	10:50-11:10 a.m.	Village High School	Jim Hansen, Heather Pereira, Mike Kuhfal
<i>Hart Middle School</i>	Students from Hart Middle School	February 19th	11-12:30	Hart Middle School	Jim Hansen, Heather Pereira
<i>Harvest Park Middle School</i>	Students from Harvest Park Middle School	February 17th	11-12:30	Harvest Park School	Jim Hansen, Heather Pereira, Ken Rocha
<i>Pleasanton Middle School</i>	Students from Pleasanton Middle School	February 16th	11-12:30	Pleasanton Middle School	Jim Hansen, Heather Pereira, Mike Kuhfal

Pleasanton Unified School District
Resolution No. 2015-2016.23
“Equity & Diversity”

WHEREAS The strength and richness of our community is in its diversity. The Board of Trustees affirms its commitment to continuing the District’s systemic efforts to build a society free of hatred, bigotry, and racism.

WHEREAS Equity and equality are not interchangeable terms. The concept of educational equity goes beyond formal equality -- where all students are treated the same -- to fostering a barrier-free environment where all students, regardless of background, have the opportunity to benefit equally. We believe that equity must be measured by access and outcomes.

WHEREAS Pleasanton Unified School District Board Policy 0410 outlines our commitment to nondiscrimination based on “gender, sex, race, color, religion, ancestry, national origin, ethnic group identification, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics.” While this policy addresses intentional inequities, we will not ignore the unintentional creation of inequity. Our District strategic plan states: “All students regardless of race, ethnicity, socioeconomic status, or gender will be proficient/advanced and college/career ready upon graduation.” We recognize there are historical and ongoing societal causes of inequity, and we are firmly committed to the success and well-being of all Pleasanton children.

WHEREAS Our District data shows that not all students are achieving at their full potential. We assert that addressing disparities in educational access and opportunity are the responsibility of every adult in the Pleasanton Unified School District, and not the responsibility of our children. Inequality in outcomes will be addressed through the implementation of systemic structures to support all students within our school system.

NOW, THEREFORE BE IT RESOLVED With these commitments in mind, the School Board of the Pleasanton Unified School District expects that:

- Every student will be provided with equitable access to high quality and culturally relevant instruction, curriculum, support, facilities, and other educational resources, even when this means differentiating resources to accomplish this goal.
- Multiple pathways to success will be created, in order to meet the needs of each of our students and shall actively encourage, support, and expect high academic achievement from all students uniformly.
- Practices and policies that lead to both the over-representation of students from some ethnic groups and students of low socioeconomic status in areas such as special education and the under-representation in programs such as gifted and talented, honors, and Advanced Placement will be critically examined and modified.

- All staff and students will be provided with the opportunity and education needed to understand identity with regards to gender, ethnicity, parental status, ability, religion, or sexual orientation and the connection between identity and the disparate impact of both contemporary and historical practices in education, and society as a whole, on our students.

PASSED AND ADOPTED this 12th day of January, 2016, by the Governing Board of the Pleasanton Unified School District, of Alameda County, California

	AYES	NOES	ABSTAIN	ABSENT
Arkin	<u>✓</u>	<u> </u>	<u> </u>	<u> </u>
Grant	<u>✓</u>	<u> </u>	<u> </u>	<u> </u>
Hintzke	<u>✓</u>	<u> </u>	<u> </u>	<u> </u>
Laursen	<u>✓</u>	<u> </u>	<u> </u>	<u> </u>
Miller	<u>✓</u>	<u> </u>	<u> </u>	<u> </u>



Vice-President of the Board of Trustees
Pleasanton Unified School District
Alameda County, State of California

College & Career Specialists Action Plan

Supporting LCAP (Local Control & Accountability Plan) Objectives

Pleasanton Unified School District



2015-2016 School Year

Our College & Career Specialists

- **Deborah Walker** – Amador Valley High School
dwalker@pleasantonusd.net
- **Solana Olsen** – Foothill High School
solsen@pleasantonusd.net

Each is assigned 20 hours per week to address LCAP objectives

Heather Pereira - Coordinator of Extended Day Academic Intervention Programs, PUSD.
hpereira@pleasantonusd.net

Background on LCAP Creation Process

Focused outreach for English Language Learners, Soci-Economically Disadvantaged, and Foster Youth in the areas of:

- Pupil Achievement
- Parent Involvement
- Pupil Engagement
- School Climate

Pupil Achievement

Identified common challenges

- ❑ Attendance
- ❑ Grades
- ❑ Test Scores

Pupil Engagement

- ❑ Meet with identified students quarterly, to check in and connect to resources like tutoring.
- ❑ Maintain notes on meetings with students.
- ❑ Establish contact with parents to provide information regarding opportunities for students.
- ❑ Arrange transportation for students to Tri Valley College fair.
- ❑ Facilitate a quarterly lunch group to distribute information, build community and make connections.
- ❑ Articulate with MS students and Parents (Spring 2016 Open House)
- ❑ Arrange and chaperone visits to colleges and college fairs.

Off Site College Fairs & Tours

❑ **September**

- ❑ Historically Black College & University Recruitment Fair (30 Students)

❑ **November**

- ❑ Cal State East Bay Tour (20 Students)

❑ **December**

- ❑ Hispanic Colleges and Universities Fair and University of the Pacific Tour (60 Students)

❑ **Spring 2016**

- ❑ UC Merced Tour

College Visits



Middle School Program Development

Data Gathering

- Student Data
- Home Language Data

Outreach

- Open house at the High Schools for identified families. (Spring 2016)

Continued Preparation

Our students and families need help with many aspects of college and career readiness. To that end we have attended the following training sessions in the Fall Semester.

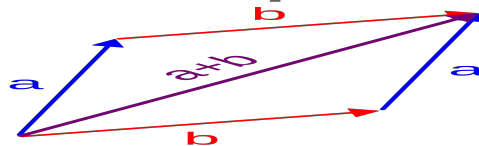
- ❑ Naviance
- ❑ FAFSA background and preparation

Monitoring & Accountability

- ❑ Meet monthly with Educational Services Staff
- ❑ Review student achievement data and course placements of identified student sub-groups
- ❑ Participate in monthly district counselor meetings
- ❑ Meet regularly with site parent liaisons
- ❑ Quarterly and End of Semester review of identified student progress.

Pleasanton Unified School District

Local Control Accountability Plan (LCAP) 2015-16 Update



What is LCFF?

- ★ The Local Control Funding Formula (LCFF) was enacted in 2013–14, and it replaced the previous kindergarten through grade 12 (K–12) finance system which had been in existence for roughly 40 years.
- ★ For school districts and charter schools, the LCFF establishes base, supplemental, and concentration grants in place of the myriad of previously existing K–12 funding streams, including revenue limits, general purpose block grants, and most of the 50-plus state categorical programs that existed at the time.
- ★ The vision of the Local Control Funding Formula (LCFF) is to refocus the educational system on improving student outcomes. LCFF works to align local budgets and resource allocations with local goals and 8 state priorities to improve student learning. The system is intended to be simple, transparent and easily understood by educators, parents, and the public.

What is a LCAP?

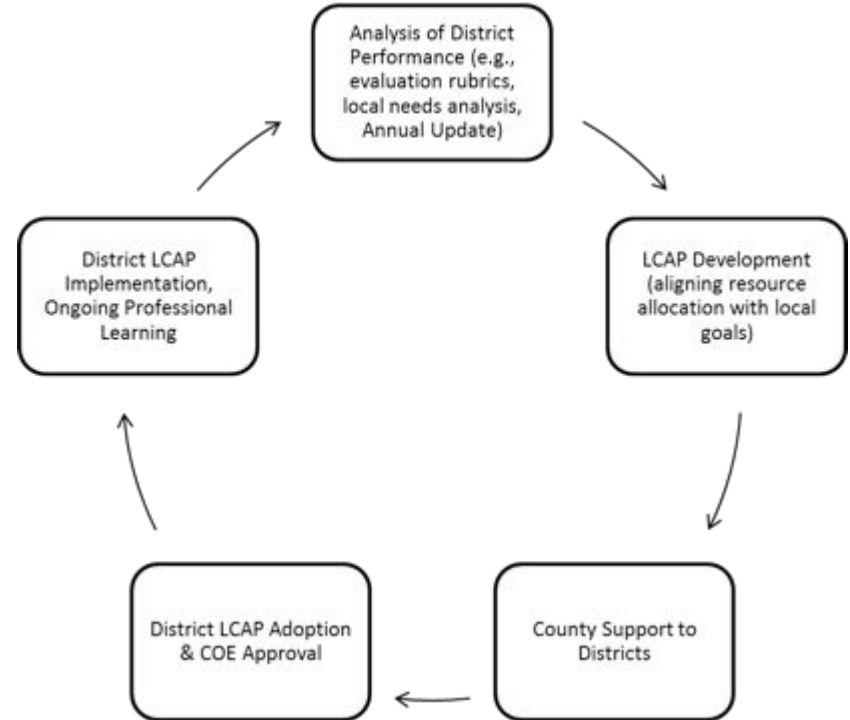
- ★ The LCAP is an important component of the LCFF. Under the LCFF all LEAs are required to prepare an LCAP, which describes how they intend to meet annual goals for all pupils, with specific activities to address state and local priorities identified pursuant to *EC* Section 52060(d).
- ★ Local Educational Agencies (LEAs) are required to adopt Local Control and Accountability Plans (LCAPs) that prioritize goals, actions, and decisions at the local level. LCAPs must be aligned and consistent towards ensuring all students are ready for college and career, based on the needs of students and the local context and community. LEAs develop and implement the LCAPs based on state and local priorities. Starting in 2015, LEAs are also required to complete annual updates to the LCAPs.

Annual Update a Reflection of Progress

Annual Update

The annual updates provide a point of reflection to assess progress towards goals, future adjustments, and use of funds/resource alignment to achieve state and local priorities.

Reflection Process



State Priorities

The 8 state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below and on the following two slides for planning. School districts must address each of the state priorities in their LCAP.

[8 State Priorities](#)

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)

State Priorities

The 8 state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning. School districts must address each of the state priorities in their LCAP.

[8 State Priorities](#)

Engagement

Parental involvement: *efforts to seek parent input in decision making at the district and each school site, 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)*

State Priorities

The 8 state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning. School districts must address each of the state priorities in their LCAP.

[8 State Priorities](#)

Pupil Outcomes

Pupil achievement: performance on standardized tests, share of pupils that are college and career ready, share of English learners that become English proficient (CELDT), 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)

Goal 1: All Students Will Be College & Career Ready

Highly Qualified Teachers

Pleasanton Unified continues to hire and retain Highly Qualified Teachers who ensure a culture and climate that promotes a highly-skilled dedicated and passionate educational team.



State Priorities: 1, 2, 4, 5, 7, & 8

Goal 1: All Students Will Be College & Career Ready

Summer School Interventions

Who attended?

- 362 Elementary students, including Kindergarteners who had not attended preschool
30% Hispanic, 1% Indian, 35% Asian, 1% Pacific Islander, 5% African American, 28% White & 47% English Learner
- 139 Middle school students
24% Hispanic, 0% Indian, 25% Asian, 0% Pacific Islander, 6% African American, 45% White & 17% English Learner
- 547 High School students
20% Hispanic, 1% Indian, 25% Asian, 1% Pacific Islander, 8% African American, 45% White & 9% English Learner

What was taught?

Elementary:

Academic Support
English Language Development (ELD)
Special Day Class Extended Year
Mariachi Music Program

Secondary:

Credit Recovery
English Language Development (ELD)
Special Day Class Extended Year
Virtual Academy
Higher Mathematics Seminar



Goal 1: All Students Will Be College & Career Ready

Building Site Libraries

All sites have bought library books and/or computers to access online learning materials



State Priorities: 1, 2, 4, 5, 7, & 8

Goal 1: All Students Will Be College & Career Ready Continued

Before & After School Tutoring Services

- After-School Interventions
 - 28 Teacher/Adult Tutors
 - 50 + Peer Tutors
 - Approximately 500 Students served
 - English Language Arts
 - Mathematics
 - English Language Development (ELD)
- Coordinated Resources
 - District Coaches
 - Technology
 - Facilities
 - Food Service
- Community Based Program
 - Individualized Data Driven Programs
 - Site Based Instructors
 - Professional Development Provided



Goal 1: All Students Will Be College & Career Ready

Extended Day Academic Intervention Coordinator

After-School Intervention Program Management:

- Collaborating with Individual Sites
 - Individualized Data Driven Programs
 - Organizes Site Based Instructors
 - Provides Professional Development
 - Researched Based Curriculum
 - Student Recruitment
- LCAP Supplemental Budget Management
 - Purchases Supplies
 - Maintains Reports
- Coordinates Resources
 - District Coaches
 - Technology Needs
 - Facility Needs
- Supports Parent Communication



Supports many District programs:

Co-Facilitator of SEED Program*

**Seeking Educational Equity and Diversity*

Parent Liaison Program

*Co-Facilitator of SIAC**

Student Inter Schools Action Council

School Smarts

College and Career Boot Camp

Parent Project

Loving Solutions

Toy Library

Mariachi Project

Latino Literacy Project

State Priorities: 1, 2, 4, 5, 7, & 8