Pleasanton Unified School District

Achievement
Partnerships
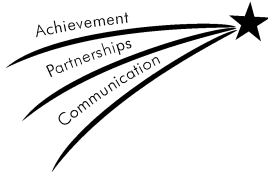Communication

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Local Control Advisory Committee Meeting
Tuesday, February 18, 2014
6:00 – 8:00 p.m.
District Office – Board Room
4665 Bernal Avenue
Pleasanton. CA 94566

AGENDA

1. Welcome and Introductions

2. 2012-13 Student Achievement Data

3. Summer School 2013 Student Profile Data

4. 2014-15 LCAP Template and Completion Timeline

5. Adjournment

FISCAL REPORT

The FISCAL REPORT *an informational update*

Ask SSC . . . Local Control and Accountability Plan Frequently Asked Questions—Part 1

In the weeks since our Governor's Budget Workshop and the adoption of the Local Control Funding Formula (LCFF) regulations and Local Control and Accountability Plan (LCAP) template by the State Board of Education (SBE), we have received a number of questions related to the LCAP. We have gathered some of these questions and answers here and expect to release more *Ask SSCs* on the topic over the coming weeks.

Q1. Does the LCAP replace other plans such as the local educational agency (LEA) or Single Plan for Student Achievement (SPSA)?

A1. The LCAP does not replace federal requirements related to LEA plans. This topic came up as the SBE responded to questions and comments during the LCAP template creation discussions and specifically responded that sites will continue to prepare SPSAs to capture site-level plans and expenditures as required by federal law. [The SPSA is provided for in Education Code Section (E.C.) 64001 and allows school districts to consolidate the LEA plan and plans required by other categorical-funded programs, into one single document.]

Q2. What is the timeline for aligning the SPSA with the LCAP?

A2. The district will need to align the SPSA and the LCAP as the LCAP is being created. The LCFF accountability provisions of the Budget Trailer Bill (Assembly Bill [AB] 97) adds E.C. 52062 (a)(4), which states that:

The superintendent of the school district shall review school plans submitted pursuant to Section 64001 for schools within the school district and ensure that the specific actions included in the local control and accountability plan or annual update to the local control and accountability plan are consistent with strategies included in the school plans submitted pursuant to Section 64001.

Additionally, the LCAP template states: "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 E.C. 64001."

Q3. Will the format or content of the SPSA change in light of the new LCAP requirement?

A3. According to the California Department of Education, there are currently no plans to change the SPSA.

Q4. Does School Services of California, Inc., (SSC) have a template or some other suggestion for collecting data related to the LCAP needs assessment?

A4. SSC does not have an LCAP needs assessment template, but recommends that you think about and organize leaders in the organization responsible for collecting and analyzing data around the three planning

categories provided for in the LCAP template. The three categories are Conditions of Learning, Pupil Outcomes, and Engagement. Each category groups together two or more of the state's eight (ten for county offices of education [COEs]) priorities. The state's priorities are listed in E.C. 52060. The chart below identifies within each of the three planning categories what LEAs will be expected to measure.

Conditions of Learning (State Priorities 1, 2, and 7)	Pupil Outcomes (State Priorities 4 and 8)	Engagement (State Priorities 3, 5, and 6)
• Degree to which: (1) teachers are appropriately assigned and fully credentialed in the subjects and areas for the pupils they are teaching, (2) pupils have access to standards-aligned instructional materials, and (3) school facilities are maintained in good repair • Evidence of the implementation of academic content and performance standards adopted by the state board for all pupils, including English learners • Evidence of students being enrolled in a broad course of study that includes all of the subject areas described in E.C. 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable • For COEs only, evidence of: (1) the coordination of instruction of expelled pupils and (2) the 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	• Student achievement as measured by (1) performance on standardized tests, (2) Academic Performance Index (API) scores, (3) the percentage of students that are college and career ready, (4) the percentage of English learners that made progress towards English proficiency as measured by the California English Language Development Test, (5) the English learner reclassification rate, (6) the percentage of students who have Advanced Placement exams with a score of 3 or higher, and (7) the percentage of students determined to be prepared for college by the Early Assessment Program • Student outcomes in the subject areas described in E.C. 51210 and subdivisions (a) to (i), inclusive, of E.C. 51220, as applicable	• Parent involvement, including the efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups • Pupil engagement as measured by school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates • School climate as measured by student suspension rates, student expulsion rates, other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness

While the chart indicates what you will be expected to measure based on E.C. 52060, it does not tell you how. Districts will have to identify in the LCAP the metrics they will use in measuring progress towards each goal. In some areas, E.C. 52060 identifies how the priority will be measured, but not all. Beyond the standardized measures that will be used in, for example, pupil achievement, metrics will be a local decision based on local needs and the goals contained in the LEAs LCAP.

Q5.   What exactly will the LCAP template require us to "input" as evidence into the plan?

A5.   As we read the applicable provisions of the Education Code and review the LCAP template, we believe that LEAs must include the following evidence in the LCAP and/or the annual update:

- Evidence of a needs assessment
- Evidence of stakeholder engagement
- Evidence of progress towards goals (annual update)

LEAs will have to show evidence of having conducted a needs assessment and how the needs assessment informed the goals of the plan. Additionally, LEAs will have to show evidence of how the needs assessment was shared with stakeholders at the consultation stage and how their input, based on the needs assessment, shaped the goals and actions of the plan. The consultation stage must therefore follow the needs assessment which we believe is the responsibility of the management team. The consultation stage requires, as identified in E.C. 52060(g), that the LEA consult with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing LCAP goals and actions. For each goal included in the LCAP, the LEA must identify the metrics that will be used in measuring progress annually.

Q6.   SSC has stated that LEAs must meet separately with union stakeholders in development of the LCAP. Why?

A6.   Our statement that LEAs must meet separately with union stakeholders in development of the LCAP is based on (1) the requirement contained in E.C. 52060(g) that local bargaining units be consulted with in development of the LCAP, and (2) the definition of consultation found in Government Code Section (G.C.) 3543.2. Specifically, G.C. 3543.2(a) provides that the determination of curriculum content, the selection of instructional materials, and the use of instructional technology are subject to the duty to "consult" (also known as "meet and confer"). This duty involves the free exchange of information, opinions, informal proposals, and recommendations according to orderly procedures in a conscientious effort to incorporate such recommendations into the resulting policy or plan. This duty to consult on these limited subjects extends to certificated bargaining units under G.C. 3543.2(a). While the LCAP is not limited to these subjects, the duty to consult with both certificated and classified bargaining units in developing the LCAP is clearly provided for in E.C. 52060(g).

E.C. 52060(g) also requires that LEAs meet with parents, students, teachers, principals, and other school personnel. There is no requirement that these groups be combined or convened individually. That is a local decision. But we do believe that LEAs have a duty to consult ("meet and confer") with the exclusive representatives of each bargaining group in developing your LCAP.

Q7.   Who must we engage in conducting the LEAs needs assessment and development of the LCAP?

A7.   E.C. 52060(g) requires that LEAs consult with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP.

Q8.   Is there a requirement to survey a certain percentage of the stakeholder groups identified in the statute?

A8.   There is no requirement that an LEA use surveys to engage stakeholder groups, but surveys are a great way to engage more stakeholders than you can reasonably meet with in the time between now and when you have to develop your first LCAP draft. We believe that surveys are best used prior to or during the consultation stage. Following the consultation stage, a draft plan must be developed and presented to advisory groups and the public for comment. The Superintendent must respond to all comments received at the "Inform and Respond" stage. For that reason, we recommend that surveys be closed prior to this stage and be used to inform the plan, rather than be used to inform the public of the LEAs plans.

Q9.   How do we build our goals since we are moving from one assessment system to another?

A9.   With the state's testing system in transition, this is a question that is often asked but for which we do not have an answer. It is clear that LEAs must include API scores and standardized test scores as measures of student outcomes, but there is nothing to prohibit an LEA from identifying and using other measures to show how students are doing relative to state standards. Keep in mind that there are seven performance indicators identified in state priority 4 (see the chart in Question 4) and only two rely upon the use of the state's assessment system.

—Michelle McKay Underwood, Suzanne Speck, and Jeff Bell

posted 02/12/2014

Ask SSC . . . Local Control and Accountability Plan Frequently Asked Questions—Part 2

In the weeks since our Governor's Budget Workshop and the adoption of the Local Control Funding Formula (LCFF) regulations and Local Control and Accountability Plan (LCAP) template by the State Board of Education (SBE), we have received a number of questions related to the LCAP. The questions below represent Part 2 of this series, with more *Ask SSCs* on this topic in the coming weeks.

Q1. Must all LCFF funds (base, supplemental, and concentration grants) be identified in the LCAP or are we only required to document the use of supplemental and concentration grant funds?

A1. The statute requires that the LCAP identify goals, actions, and expenditures. It is very clear that the LCAP must describe how the supplemental and concentration grant dollars are being used to support increased/improved services to the eligible students. But the LCAP must also describe goals and actions related to all students and statistically significant subgroups. Nowhere does the statute (E.C. 52060-52077) or the spending regulations (as far as we can tell) say that the LCAP must include a description of how the LEA will expend all base grant dollars. But it will include a description of any base grant expenditures that support the goals and actions articulated in the LCAP.

The LCAP is goal and student focused, and addresses resources that support activities designed to achieve the identified goals for all students and for significant subgroups. It is any resources that meet these criteria, but not all resources in a budget. As stated above, you must explicitly address how supplemental and concentration grant dollars are spent but there is no requirement to describe how all base grant dollars are spent—only describe those dollars that support the goals of your plan.

Q2. The superintendent must respond in writing to all "comments" about the LCAP after the draft plan is released. What constitutes a "comment"? If a parent says they like the font of the LCAP plan, does the superintendent really have to respond to this comment in writing?

A2. In terms of what constitutes a "comment", E.C. 52060-52077 do not provide a definition of "comment." Therefore, we would advise that LEAs use a "reasonableness rule" when determining what comments to respond to. So, is it reasonable to expect that the superintendent respond to comments that criticize or express concerns related to font size, or other formatting? We do not believe that is what the Legislature intended. However, the LEA should not dismiss comments from them that are specific to goals, actions, or expenditures, for example, or comments that criticize the process used by the LEA for developing the plan.

Q3. What is the timing of the LCAP public hearing and adoption? And should it be with the adoption of the budget?

A3. E.C. 52062 governs the timing of the LCAP public hearing and adoption by the district governing board

and aligns it with adoption of the district's budget. The law requires that the governing board hold at least one public hearing "to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the local control and accountability plan." The law also states that this public hearing must be held at the same meeting as the public hearing for the budget adoption and before—not on the same day as—the public meeting at which the governing board adopts the LCAP (or its annual update).

Finally, the law states that the LCAP (or its annual update) shall be adopted at the same public meeting that the district governing board adopts a budget. So, a district's LCAP public hearing and budget public hearing will be at the same meeting on one day, and the public meeting for the LCAP adoption and budget adoption will be at a separate public meeting no sooner than the subsequent day.

Q4. If there is a midyear increase or decrease to our base, supplemental, or concentration grants, we will be required to do a midyear revision to our LCAP? Would this require board approval, and if so, would we be required to reengage stakeholders and hold a public hearing?

A4. In short, no. There is no statutory requirement that if a district receives an increase in resources midyear, it triggers a requirement to do a midyear revision to the LCAP. Now, the increase in resources might result in a board action to distribute increased resources accordingly, based upon the LCAP and district priorities. However, there isn't a need to rewrite the LCAP, reengage stakeholders, or hold a public meeting simply because the district received a revised amount of resources.

Q5. What is the COE's role in evaluating and approving district LCAPs? What are the dates that we can expect to hear from the COE?

A5. There are a number of places in the LCAP statutes where the role of the COE is engaged in the LCAP approval process. But essentially, on or before October 8 of each year, the role of the COE is to ensure that the LCAPs that were submitted by the districts in their counties on July 1 pursuant to state statute have addressed the eight state priorities that are listed in E.C. 52060. Additionally, E.C. 52065 requires the COEs to post on the Internet all the submitted as well as approved and updated LCAPs for the districts under their purview (as well as the COE's LCAP). If the COE has any questions regarding the district LCAP, they can seek clarification on or before August 15 of each year, in writing, which sets off a series of 15-day response/amendment communications.

To meet the requirements listed above, the COE's role is pretty clear when it comes to the statute. It is the following from E.C. 52070(d):

> The county superintendent of schools approves a local control and accountability plan or annual update to a local control and accountability plan on or before October 8, if he or she determines all of the following:
>
> (1) The local control and accountability plan or annual update to the local control and accountability plan adheres to the template adopted by the state board pursuant to Section 52064
>
> (2) The budget for the applicable fiscal year adopted by the governing board of the school district includes expenditures sufficient to implement the specific actions and strategies included in the local control and accountability plan adopted by the governing board of the school district, based on the projections of the costs included in the plan
>
> (3) The local control and accountability plan or annual update to the local control and

accountability plan adheres to the expenditure requirements adopted pursuant to Section 42238.07 for funds apportioned on the basis of the number and concentration of unduplicated pupils pursuant to Sections 42238.02 and 42238.03 to make sure it is compliant with the Consolidation Application law 64001

—*Michelle McKay Underwood, Suzanne Speck, and Jeff Bell*

posted 02/12/2014

The FISCAL REPORT

an informational update

A Brief Guide to the Requirements to Adopt the Local Control and Accountability Plan and Budget for the 2014-15 Fiscal Year

We have received many inquiries regarding the sequence of events as it relates to the adoption of the Local Control and Accountability Plan (LCAP) and the adoption of the local educational agency (LEA) budget for the 2014-15 fiscal year.

Here are the key events and requirements:

- **Consult**—with teachers, principals, administrators, parents, school personnel, pupils, and local bargaining unit (Education Code Section [E.C.] 52060).
- **Review and comment prior to adoption of the LCAP**—from parent advisory committee and English learner parent advisor committee. The superintendent is required to respond in writing to comments received from the committees (E.C. 52062).
- **Notify**—the members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP (E.C. 52062).
- **Public hearings**—for the LCAP and for the budget held at the same meeting. The public hearing must take place in advance of and at a meeting separate from the Board meeting to adopt the LCAP and the budget (E.C. 42127 and 52062).
- **Adopt LCAP and budget**—the LCAP must be adopted before the LEA adopts the budget; it must occur at the same meeting as budget adoption (E.C. 42127 and 52062).

—Maureen Evans and Michael Ricketts

posted 02/12/2014

Pleasanton Unified School District

Accountability Progress Report Preliminary Update

LCAC Meeting

February 18, 2014

Accountability Progress Report (APR) Executive Summary

The primary assessments that determine school and District success in meeting **State** Academic Performance Index (**API**) and **Federal** Adequate Yearly Progress (**AYP**) accountability requirements are the STAR and California High School Exit Exam (CAHSEE) assessments.

Content Areas Assessed	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12
STAR - English Language Arts	x	x	x	x	x	x	x	x	x	x	
STAR - Mathematics	x	x	x	x	x	x	x	x	x	x	
STAR - Science				x			x	x	x	x	
STAR - History - Social Science							x	x	x	x	
CAHSEE - English Language Arts									x	x	x
CAHSEE - Mathematics									x	x	x

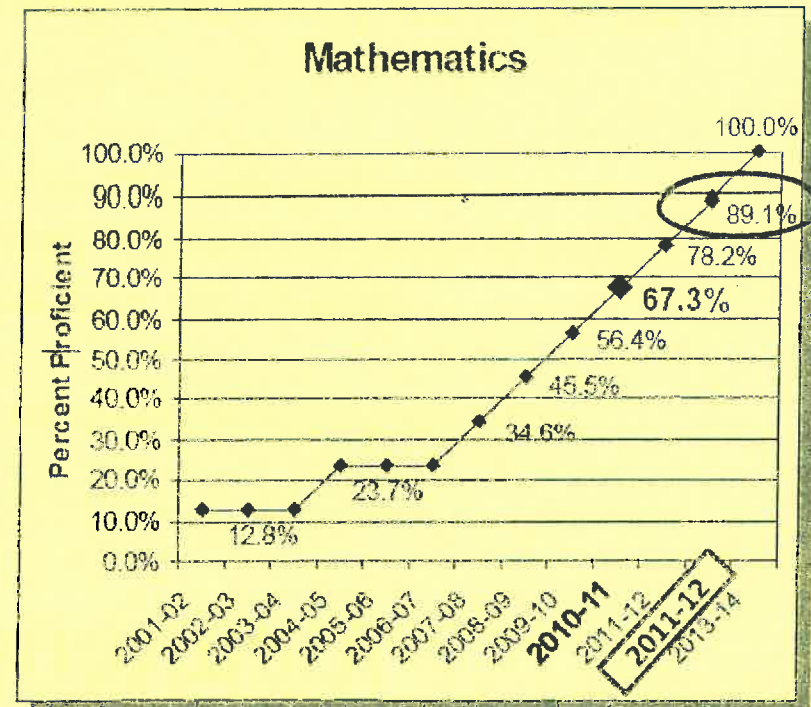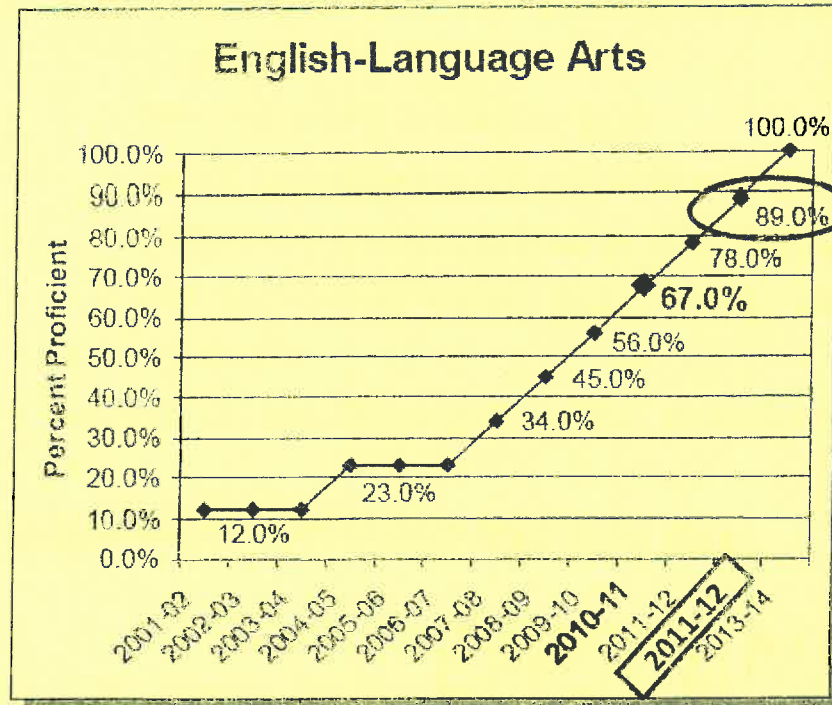# Accountability Progress Report
Executive Summary

Differences Between API and AYP

- API results focus on how much schools are improving academically from year-to-year.
    - Results are reported using scores ranging from 200 to 1000.
    - California's expectation is that every school will annually make-up at least 5% of the difference between their base API and the statewide performance target of 800.

- AYP results focus on school performance, **regardless of growth or baseline data.**
    - Results are reported in terms of the:
        - Participation rate for English Language Arts and Mathematics
        - Annual Measureable Objective (AMO) - percent proficient in English Language Arts and Mathematics
        - API
        - Graduation rate

AYP Targets, 2002–2014
Unified School Districts, High School Districts,
and County Offices of Education
(with students in any of grades two through eight and nine through twelve)

- Participation Rate – 95 percent (schoolwide/LEA-wide and subgroups)
- Percent Proficient – AMOs (schoolwide/LEA-wide and subgroups)

Accountability Progress Report
Executive Summary Highlights

API (Academic Performance Index) achievements include:

- All schools (except Village High School) reached the State's goal of 800

- Four District schools made double digit growth of 12 or more points

- Three numerically significant subgroups (African American, Hispanic/Latino, and English Learners) made double digit growth of 23 or more points

AYP (Annual Yearly Progress) achievement include:

- Six elementary schools met 100% of their AYP criteria
- Four secondary schools met 100% of their AYP criteria

2013 Growth
API Comparison

	2012 API Base	2013 API Growth	Growth from 2012-2013
Pleasanton USD	915	909	-6
Alisal Elementary	896	885	-11
Donlon Elementary	918	916	-2
Fairlands Elementary	946	944	-2
Hearst Elementary	952	947	-5
Lydiksen Elementary	905	890	-15
Mohr Elementary	964	967	3
Valley View Elementary	899	887	-12

2013 Growth API Comparison

	2012 API Base	2013 API Growth	Growth from 2012-2013
Vintage Hills Elementary	927	942	15
Walnut Grove Elementary	937	935	-2
Hart Middle	923	916	-7
Harvest Park Middle	943	936	-7
Pleasanton Middle	944	935	-9
Amador Valley High	901	897	-4
Foothill High	886	871	-15
Village High*	631*	564*	-67

" * " means this API is calculated for a small school, defined as having between 11-99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small in either 2011 or 2012. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

API Growth Over the Years

District API Growth

State County PUSD
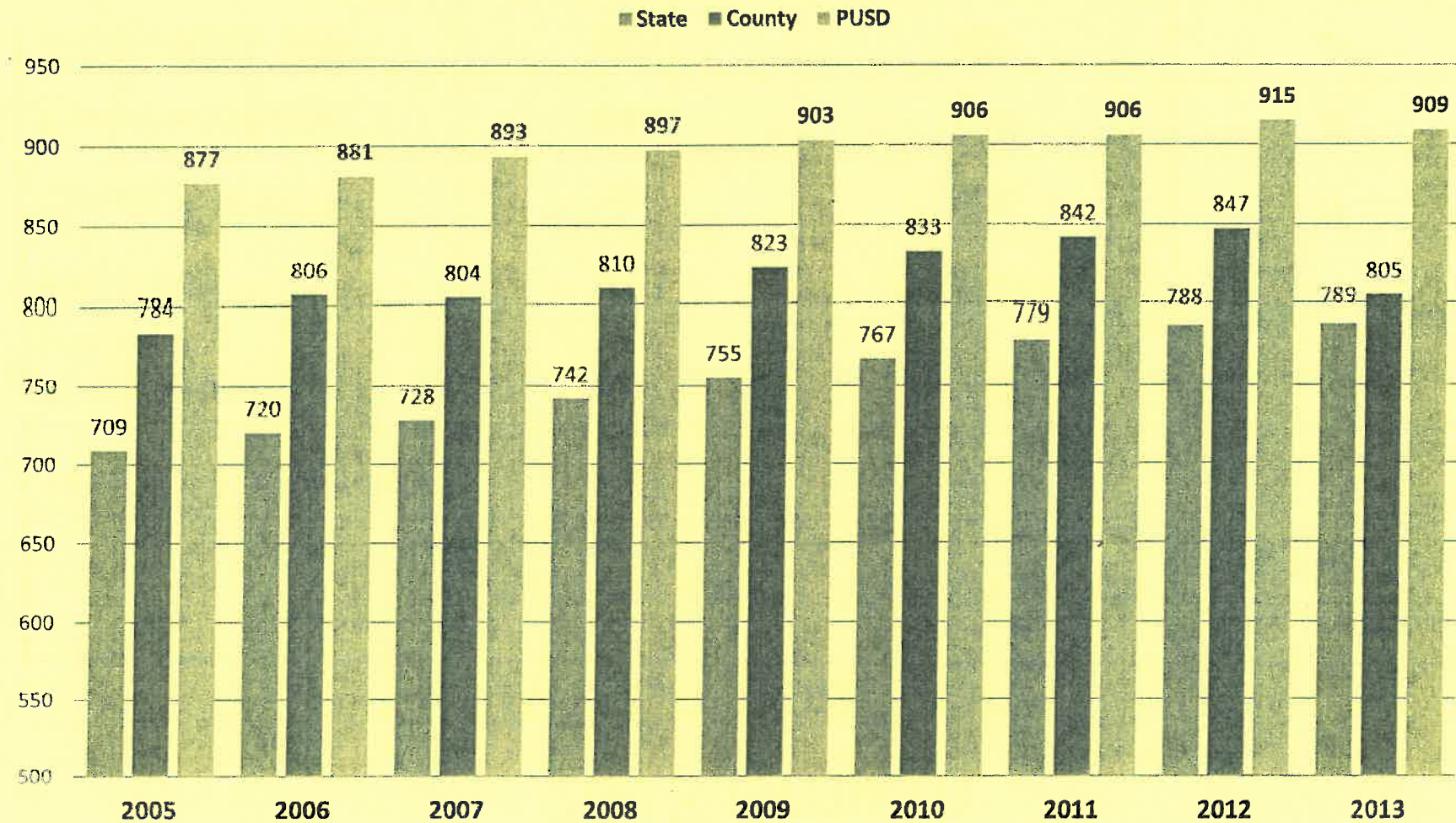
API Growth 2013
Elementary Schools

State API 2013 = 789
County API 2013 = 805
AYP Minimum API 2013 = 800

■ 2011 API Base   ■ 2012 API Growth   ■ 2013 API Growth

School	2011 API Base	2012 API Growth	2013 API Growth
Pleasanton USD	906	915	909
Alisal Elementary	899	896	885
Donlon Elementary	916	918	916
Fairlands Elementary	949	946	944
Hearst Elementary	945	953	947
Lydiksen Elementary	893	905	890
Mohr Elementary	957	965	967
Valley View Elementary	899	898	887
Vintage Hills Elementary	928	927	942
Walnut Grove Elementary	931	937	935

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API Growth
Secondary Schools
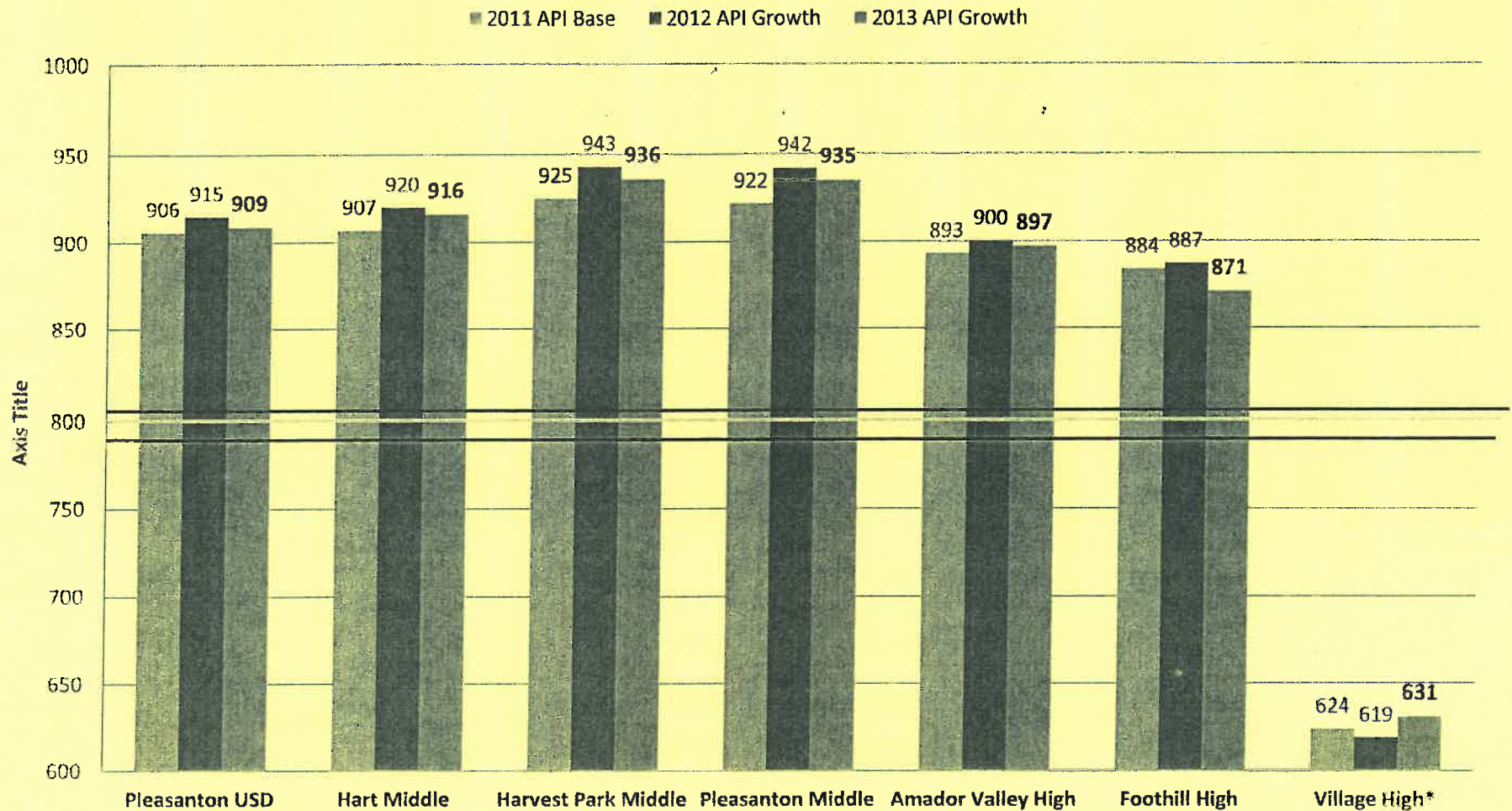
State API 2013 = 789
County API 2013 = 805
AYP Minimum API 2013 = 800

2011 API Base   2012 API Growth   2013 API Growth

School	2011 API Base	2012 API Growth	2013 API Growth
Pleasanton USD	906	915	909
Hart Middle	907	920	916
Harvest Park Middle	925	943	936
Pleasanton Middle	922	942	935
Amador Valley High	893	900	897
Foothill High	884	887	871
Village High*	624	619	631

Axis Title

" * " means this API is calculated for a small school, defined as having between 11-99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small in either 2011 or 2012. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.
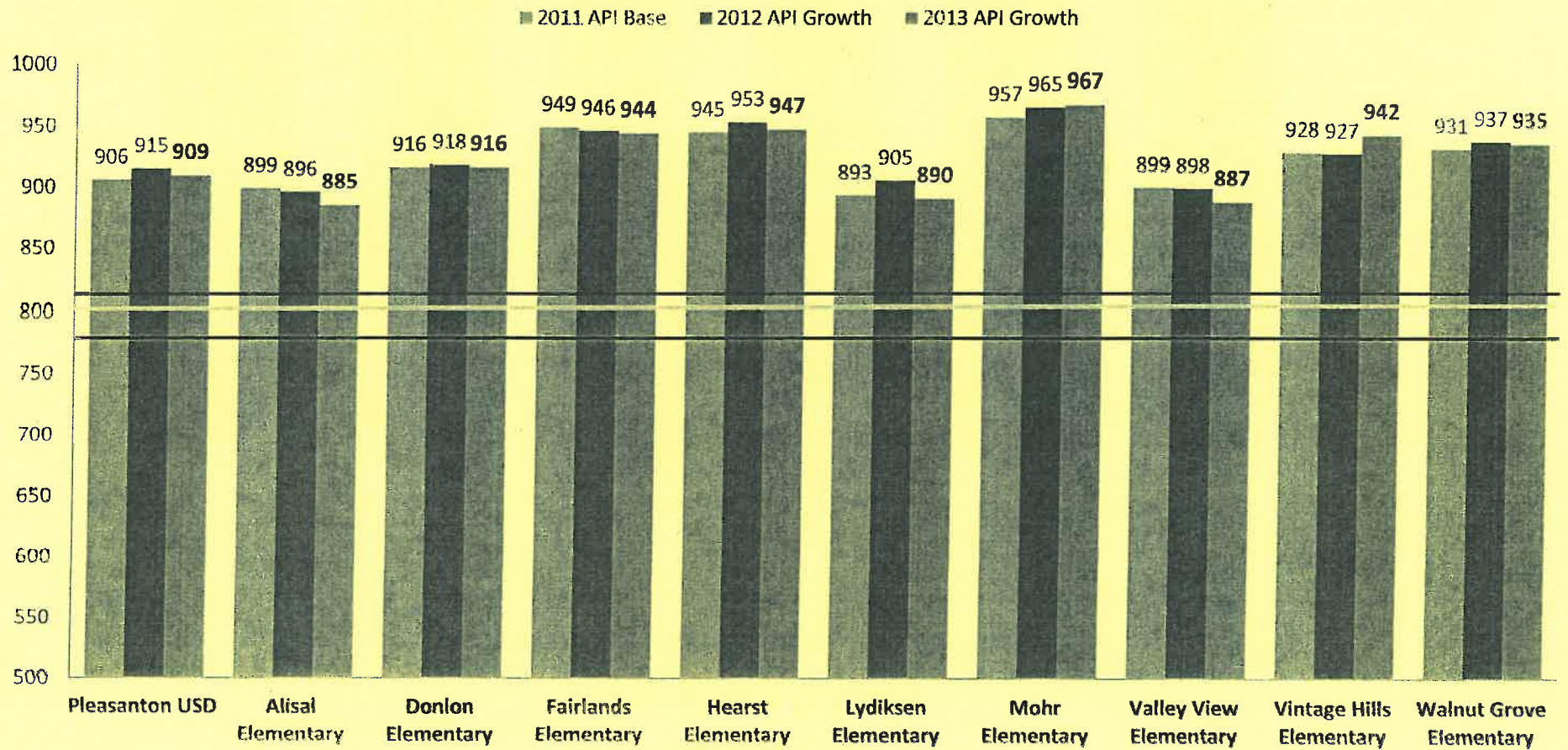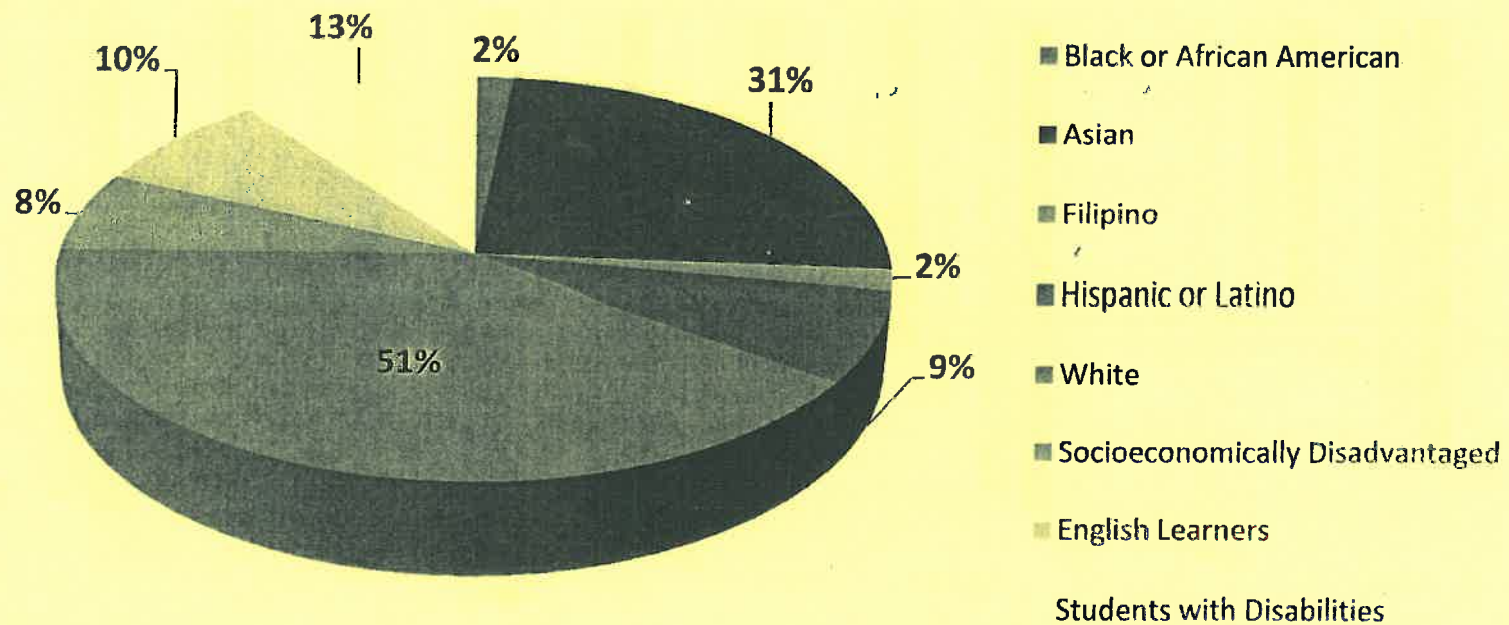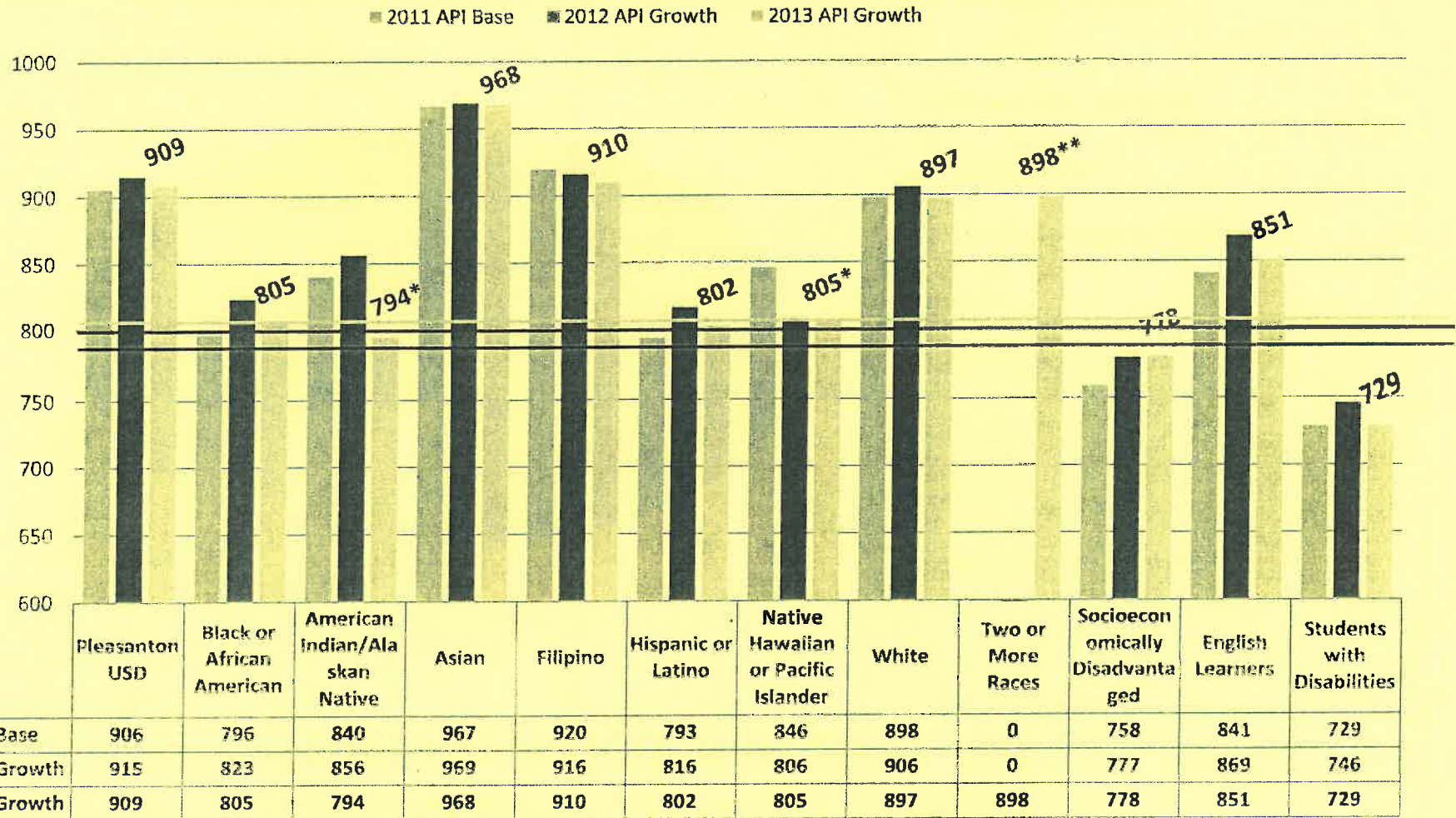
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Student Subgroups
Students included in 2013 API

Legend:
- Black or African American
- Asian
- Filipino
- Hispanic or Latino
- White
- Socioeconomically Disadvantaged
- English Learners
- Students with Disabilities

Pie chart values: 13%, 10%, 8%, 2%, 31%, 2%, 9%, 51%

Some students will be counted in the Ethnicity categories as well as the SED, EL or SD categories, so the total of all subgroups will be over 100%.

API Growth Subgroups

Legend:
- State API 2013 = 789
- County API 2013 = 805
- AYP Minimum API 2013 = 800

- 2011 API Base
- 2012 API Growth
- 2013 API Growth

Data labels shown on chart: 909, 968, 910, 897, 898**, 851, 805, 794*, 802, 805*, 729

	Pleasanton USD	Black or African American	American Indian/Alaskan Native	Asian	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander	White	Two or More Races	Socioeconomically Disadvantaged	English Learners	Students with Disabilities
2011 API Base	906	796	840	967	920	793	846	898	0	758	841	729
2012 API Growth	915	823	856	969	916	816	806	906	0	777	869	746
2013 API Growth	909	805	794	968	910	802	805	897	898	778	851	729

* Subgroup NOT numerically significant in both years (under 50 students)
** Assessment results for students without valid Statewide Student Identifiers (SSIDs) were assigned to the group for the initial AYP release. Results for "Two or More Races" is likely to change and will be reflected in the updated AYP reports released in January 2014.
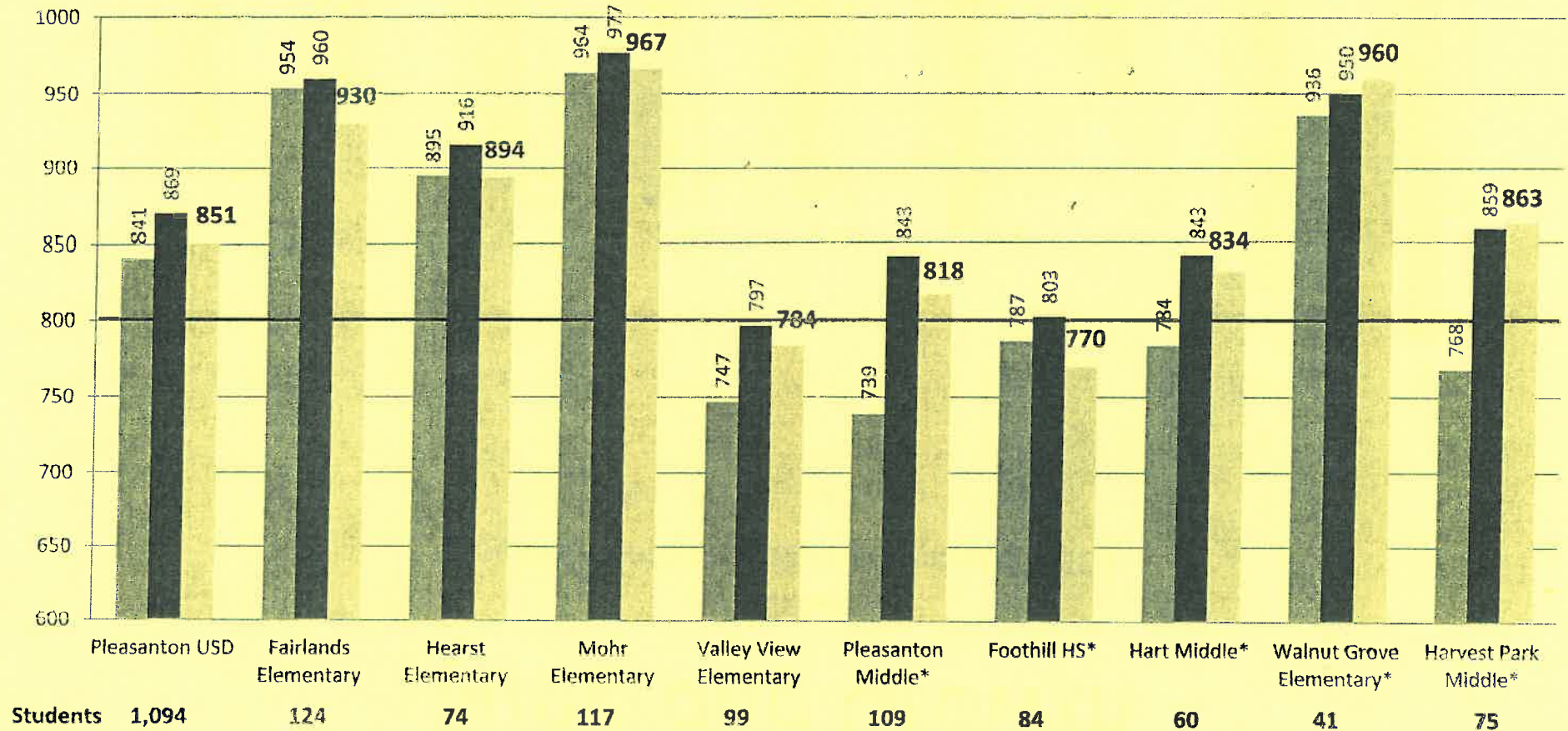
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Subgroup Growth

API Growth
English Learners

AYP Minimum API 2013 = 800

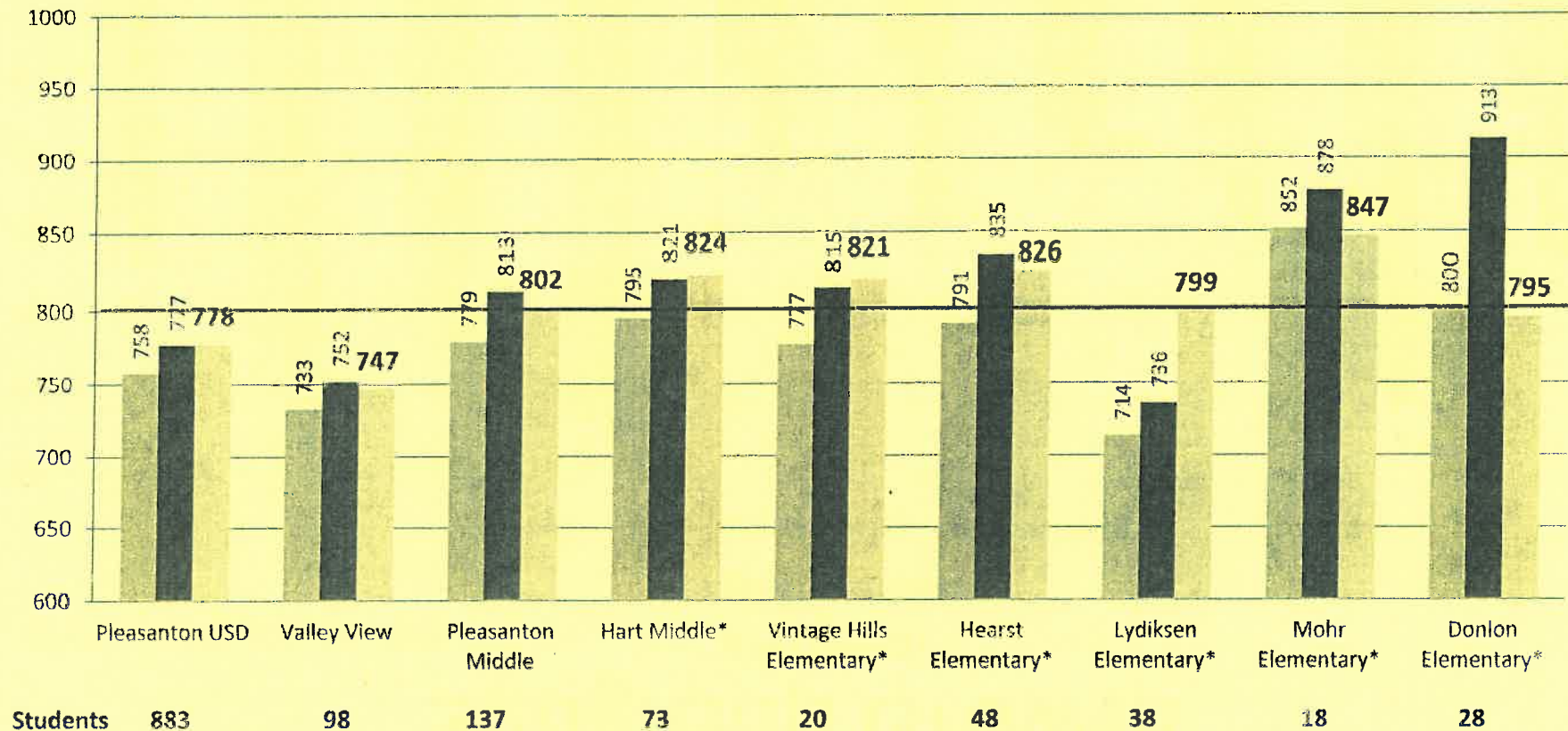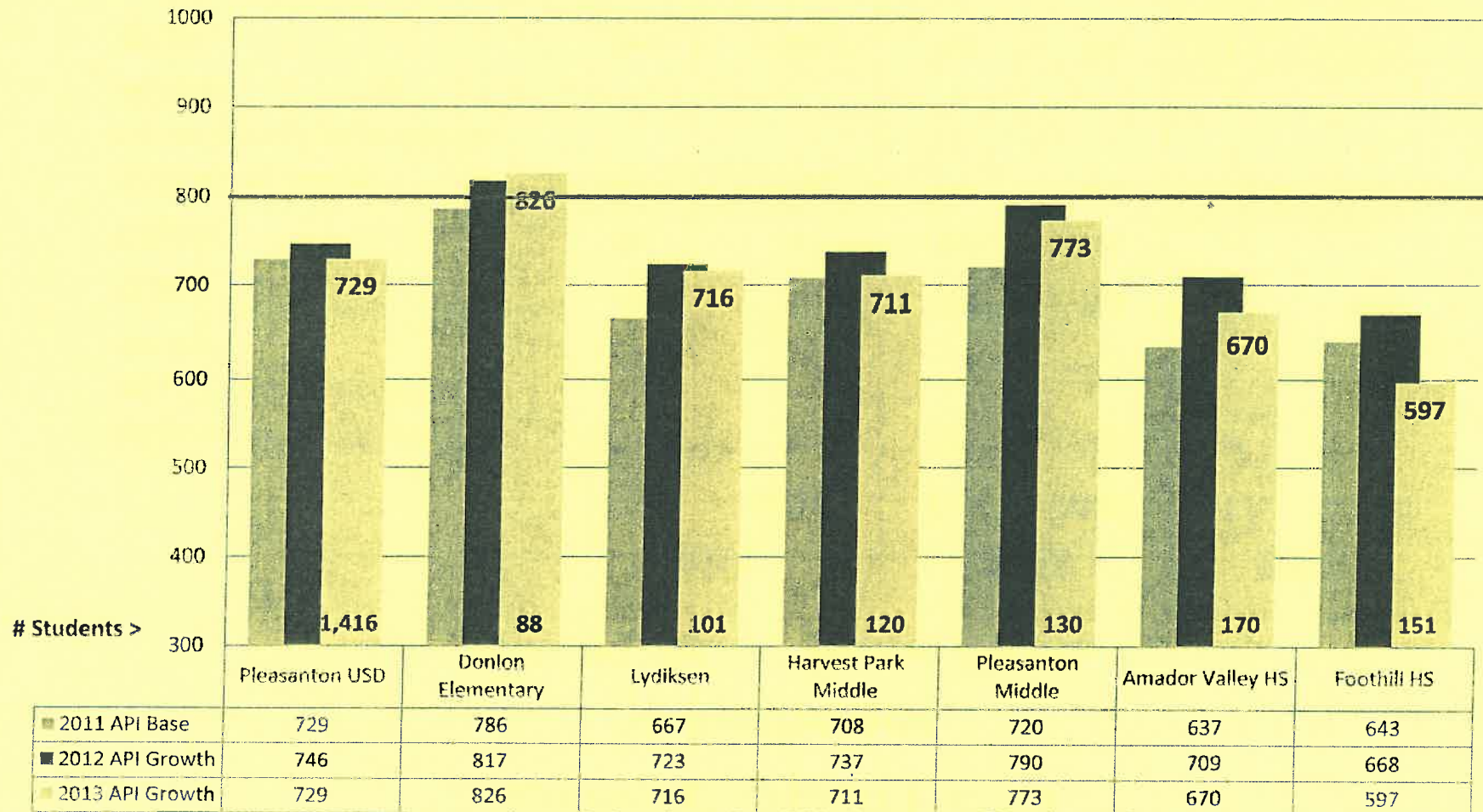■ 2011 API Base   ■ 2012 API Growth   ■ 2013 API Growth

	Pleasanton USD	Fairlands Elementary	Hearst Elementary	Mohr Elementary	Valley View Elementary	Pleasanton Middle*	Foothill HS*	Hart Middle*	Walnut Grove Elementary*	Harvest Park Middle*
Students	1,094	124	74	117	99	109	84	60	41	75

Data values shown:
- Pleasanton USD: 841, 869, 851
- Fairlands Elementary: 954, 960, 930
- Hearst Elementary: 895, 916, 894
- Mohr Elementary: 964, 977, 967
- Valley View Elementary: 747, 797, 784
- Pleasanton Middle*: 739, 843, 818
- Foothill HS*: 787, 803, 770
- Hart Middle*: 784, 843, 834
- Walnut Grove Elementary*: 936, 950, 960
- Harvest Park Middle*: 768, 859, 863

* Not considered by the state to be numerically significant for two consecutive years.

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Subgroup Growth

AYP Minimum API 2013 = 800

API Growth

Socioeconomically Disadvantaged (SED)

2011 API Base   2012 API Growth   2013 API Growth

	Pleasanton USD	Valley View	Pleasanton Middle	Hart Middle*	Vintage Hills Elementary*	Hearst Elementary*	Lydiksen Elementary*	Mohr Elementary*	Donlon Elementary*
Students	883	98	137	73	20	48	38	18	28

Values shown on bars:
- Pleasanton USD: 758, 777, 778
- Valley View: 733, 752, 747
- Pleasanton Middle: 779, 813, 802
- Hart Middle*: 795, 821, 824
- Vintage Hills Elementary*: 777, 815, 821
- Hearst Elementary*: 791, 835, 826
- Lydiksen Elementary*: 714, 736, 799
- Mohr Elementary*: 852, 878, 847
- Donlon Elementary*: 800, 913, 795

* Not considered by the state to be numerically significant for two consecutive years.

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Subgroup Growth

API Growth
Students w/ Other Abilities

	Pleasanton USD	Donlon Elementary	Lydiksen	Harvest Park Middle	Pleasanton Middle	Amador Valley HS	Foothill HS
2011 API Base	729	786	667	708	720	637	643
2012 API Growth	746	817	723	737	790	709	668
2013 API Growth	729	826	716	711	773	670	597

Grade Span 2-5
% Proficient
ELA: 89.2%   Math: 89.5%

	2011		2012		2013	
	ELA	**Math**	**ELA**	**Math**	**ELA**	**Math**
Black or African American	No	Yes	Yes	Yes	--	--
American Indian/Alaskan Native	-	-	-	-	--	---
Asian	Yes	Yes	Yes	Yes	Yes	Yes
Filipino	Yes	Yes	Yes	,Yes	--	--
Hispanic or Latino	No	No	Yes	Yes	No	No
Native Hawaiian or Pacific Islander	-	..	-	-	--	...
White	Yes	Yes	Yes	Yes	No	No
Two or More Races	-	-	-	-	No	No
Socioeconomically Disadvantaged	No	Yes	No	Yes	Yes	No
English Learners	Yes	Yes	Yes	Yes	No	No
Students with Disabilities	No	Yes	No	No	No	No

Grade Span 6-8
% Proficient
ELA: 89.2%   Math: 89.5%

	2011		2012		2013	
	ELA	**Math**	**ELA**	**Math**	**ELA**	**Math**
Black or African American	-	-	-	-	--	--
American Indian/Alaskan Native	-	-	-	-	--	--
Asian	Yes	Yes	Yes	Yes	Yes	Yes
Filipino	-	-	-	-	--	--
Hispanic or Latino	No	No	Yes	No	No	No
Native Hawaiian or Pacific Islander	-	-	-	-	--	--
White	Yes	Yes	Yes	Yes	No	No
Two or More Races	-	-	-	-	--	--
Socioeconomically Disadvantaged	Yes	Yes	Yes	No	No	No
English Learners	No	No	Yes	Yes	No	No
Students with Disabilities	No	No	Yes	Yes	No	No

17

Grade Span 10
% Proficient
ELA: 88.9%   Math: 88.7%

	2011		2012		2013	
	ELA	**Math**	**ELA**	**Math**	**ELA**	**Math**
Black or African American	-	-	-	-	-	-
American Indian/Alaskan Native	-	-	-	-	-	-
Asian	Yes	Yes	Yes	Yes	Yes	Yes
Filipino	-	-	-	-	-	-
Hispanic or Latino	Yes	Yes	-	-	No	No
Native Hawaiian or Pacific Islander	-	-	-	-	-	-
White	Yes	Yes	Yes	Yes	Yes	Yes
Two or More Races	-	-	-	-	-	-
Socioeconomically Disadvantaged	-	-	-	-	-	-
English Learners	-	-	-	-	-	-
Students with Disabilities	-*	-*	No	No	No	No

Graduation Rates

	2012 Cohort Graduation Rate (Class of 2010-11)	2013 Cohort Graduation Rate (Class of 2011-12)	2013 Target Graduation Rate	2013 Graduation Rate Criteria Met	2014 Target Graduation Rate (Class of 2012-13)
Pleasanton USD	95.65	95.67	90.00	Yes	90.00
Black or African American	85.00	84.00	n/a	n/a	n/a
American Indian/Alaskan Native	92.86	100.00	n/a	n/a	n/a
Asian	98.98	99.34	90.00	Yes	90.00
Filipino	93.55	97.30	n/a	n/a	n/a
Hispanic or Latino	92.73	86.61	86.98	Yes	87.17
Native Hawaiian or Pacific Islander	100.00	90.00	n/a	n/a	n/a
White	95.29	95.81	90.00	Yes	90.00
Two or More Races	100.00	100.	n/a	n/a	n/a
Socioeconomically Disadvantaged	85.86	79.69	76.36	Yes	78.63
English Learners	85.29	83.13	75.69	Yes	78.08
Students with Disabilities	78.68	86.29	80.30	Yes	86.91

Graduation Rate Criteria: (1) met or exceeded the goal of 90%, or (2) met the fixed target graduation rate, or (3) met the variable target graduation rate. Fixed and variable target graduation rates are calculated for local educational agencies and schools that have not reached the 90% goal.

Appendix A: Glossary of Terms

- AMO – Annual Measurable Objective
- API – Academic Performance Index
- APR – Accountability Progress Report
- AYP – Adequate Yearly Progress
- CAHSEE – California High School Exit Exam
- CALPADS – California Longitudinal Pupil Achievement Data System
- CAPA - California Alternate Performance Assessment
- CST – California Standards Test
- CMA- California Modified Assessment
- STS- Standards-based Test in Spanish
- STAR – Standardized Testing and Reporting program
- SED – Socio-Economically Disadvantaged

All Elementary Students (K-5)

6,470 Students

EL Level

- CELDT Data 14%
- No CELDT Data 86%

Gender

- Male 52%
- Female 48%

GATE

- Gate 10%
- Not Gate 90%

SED

- Yes 8%
- No 92%

Special Ed

- Yes 11%
- No 89%
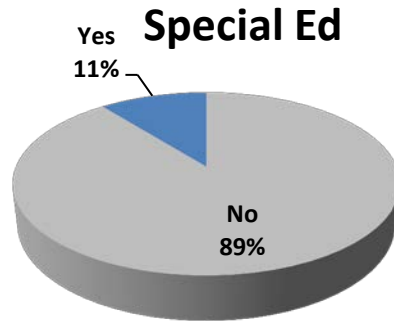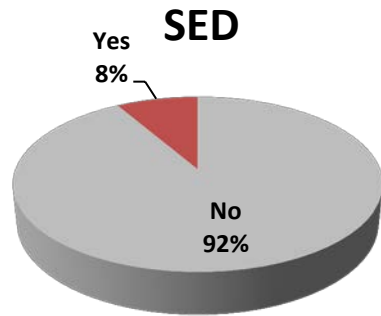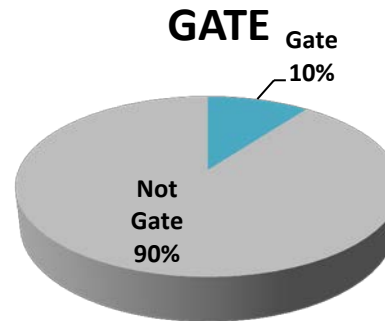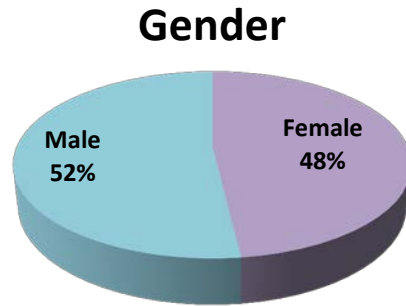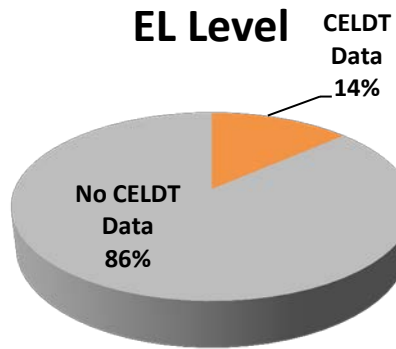
Ethnicity		
American Indian/Native American	24	0%
Asian Indian	994	15%
Black/African American	137	2%
Cambodian	3	0%
Chinese	768	12%
Filipino	180	3%
Guamanian	3	0%
Hawaiian	8	0%
Hispanic or Latino	709	11%
Hmong	1	0%
Japanese	74	1%
Korean	233	4%
Laotian	3	0%
Native Hawaiian/Pacific Islander	7	0%
Other Asian	121	2%
Vietnamese	63	1%
White	3135	48%
Grand Total	**6470**	**100%**

STAR 2013 ELA

4,367 Students (Gr. 2-5)

- 5-Advanced 54%
- 4-Proficient 28%
- 3-Basic 14%
- 2-Below Basic 3%
- 1-Far Below Basic 1%
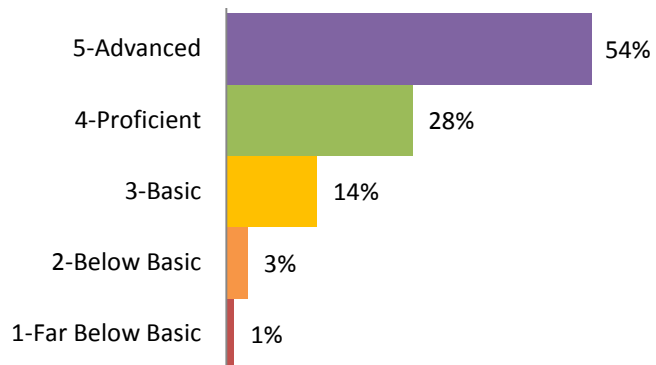
STAR 2013 Math

4,385 Students (Gr. 2-5)

- 5-Advanced 64%
- 4-Proficient 23%
- 3-Basic 9%
- 2-Below Basic 4%
- 1-Far Below Basic 1%
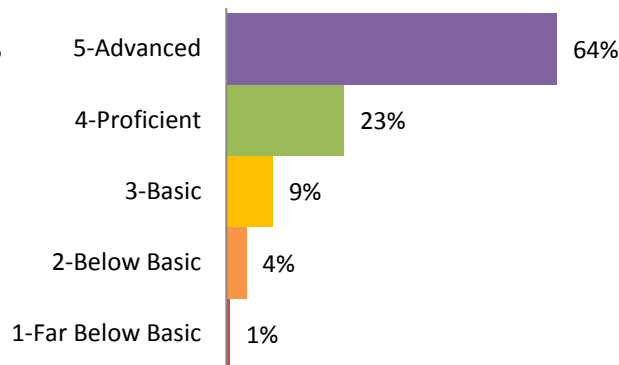
STAR 2013 Science

1,112 Students (*5th Grade ONLY*)

- 5-Advanced 54%
- 4-Proficient 32%
- 3-Basic 10%
- 2-Below Basic 2%
- 1-Far Below Basic 1%
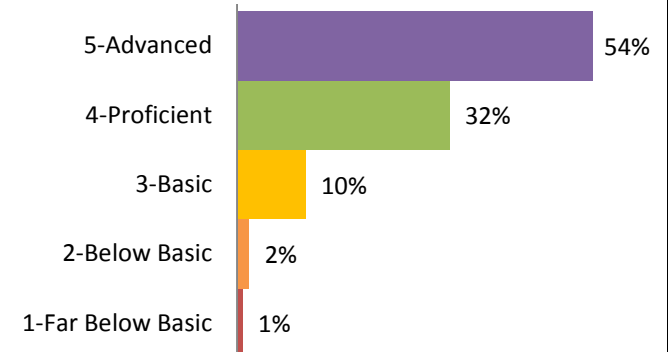
Elementary
Summer School Students (K-5)

318 Students

EL Level

- Advanced 0%
- Beginning 13%
- Early Advanced 1%
- Early Intermediate 10%
- No CELDT Data 64%
- Intermediate 12%

Gender

- Female 42%
- Male 58%

SED

- Yes 39%
- No 61%

Special Ed

- Yes 41%
- No 59%

GATE

- Not Gate 100%
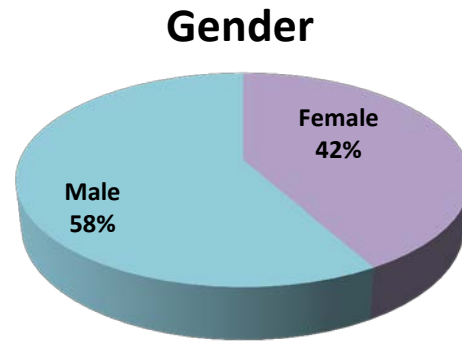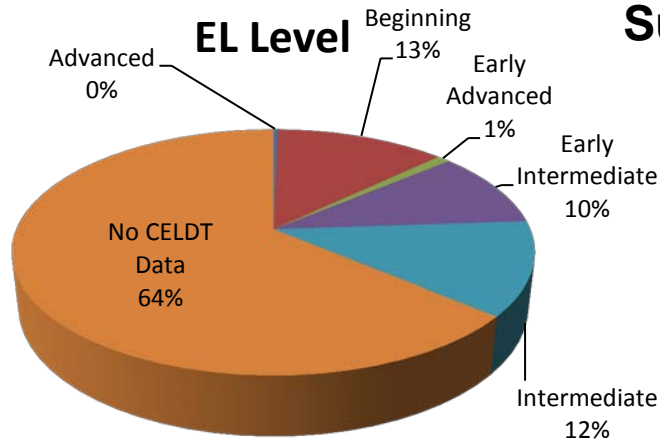
Ethnicity		
American Indian/Native American	2	1%
Asian Indian	21	7%
Black/African American	17	5%
Chinese	17	5%
Filipino	12	4%
Guamanian	1	0%
Hispanic or Latino	123	39%
Japanese	1	0%
Korean	5	2%
Laotian	1	0%
Native Hawaiian/Pacific Islander	2	1%
Other Asian	3	1%
Vietnamese	5	2%
White	108	34%
Grand Total	318	100%
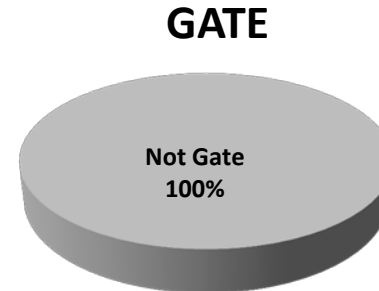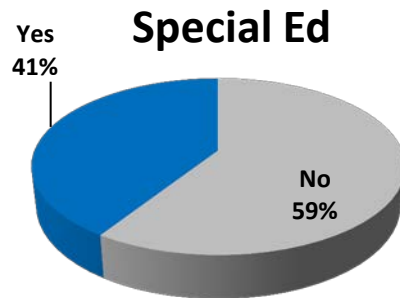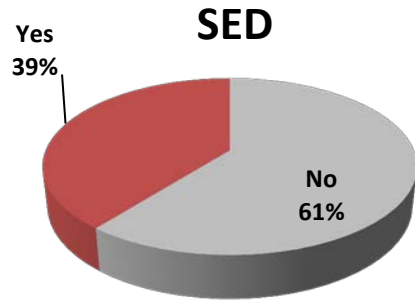
STAR 2013 ELA

177 Students (Gr. 2-5)

- 5-Advanced 10%
- 4-Proficient 22%
- 3-Basic 38%
- 2-Below Basic 21%
- 1-Far Below Basic 10%
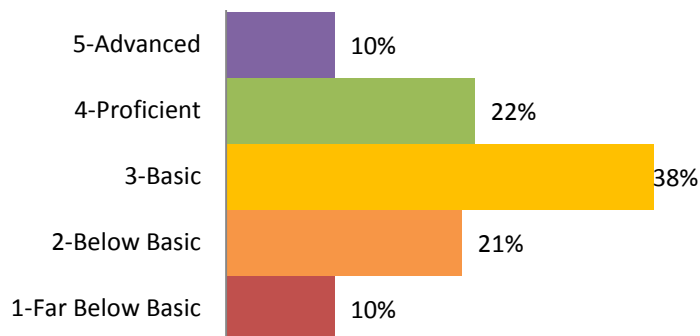
STAR 2013 Math

174 Students (gr. 2-5)

- 5-Advanced 9%
- 4-Proficient 27%
- 3-Basic 34%
- 2-Below Basic 26%
- 1-Far Below Basic 5%
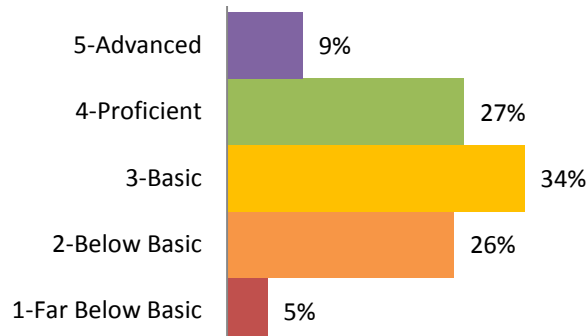
STAR 2013 Science

34 Students (5th Grade ONLY)

- 4-Proficient 44%
- 3-Basic 35%
- 2-Below Basic 15%
- 1-Far Below Basic 6%
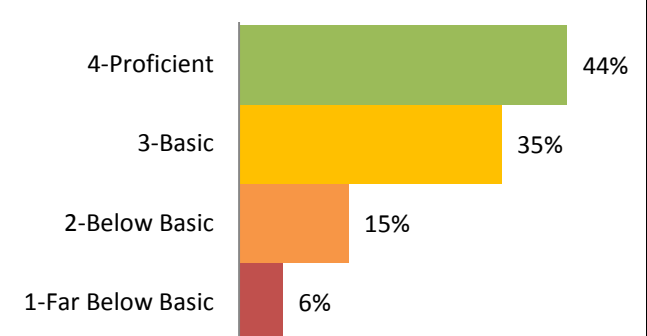
All Middle School Students (6-8)

3,555 Students

EL Level

CEDLT Data 3%

No CELDT Data 97%

Gender

Male 51%

Female 49%

SED

Yes 7%

No 93%

GATE

Gate 19%

Not Gate 81%

Special Ed

Yes 10%

No 90%

Ethnicity		
American Indian/Native American	13	0%
Asian Indian	431	12%
Black/African American	94	3%
Cambodian	2	0%
Chinese	407	11%
Filipino	114	3%
Hawaiian	7	0%
Hispanic or Latino	327	9%
Japanese	48	1%
Korean	160	5%
Laotian	1	0%
Native Hawaiian/Pacific Islander	4	0%
Other Asian	75	2%
Samoan	1	0%
Vietnamese	30	1%
White	1841	52%
Grand Total	**3555**	**100%**

Project Lead The Way	
Exploring Tech 7 451007	20
Exploring Tech 8 451008	34
Exploring Tech 8 451008, TA 421001	21
Industrial Tech 6 451006	54
Total	129

Geometry	
Honors Geometry (P) 381045	216

STAR 2013 ELA

3,441 Students

5-Advanced	59%
4-Proficient	27%
3-Basic	11%
2-Below Basic	2%
1-Far Below Basic	0%
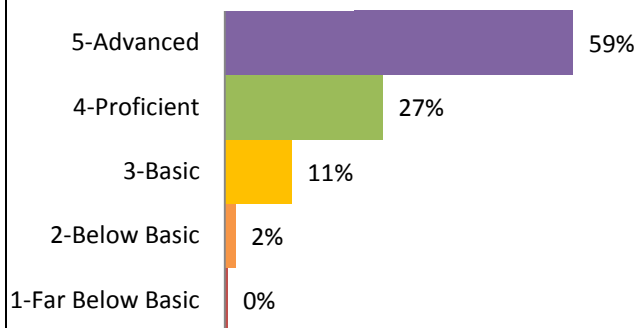
STAR 2013 Math

3,422 Students

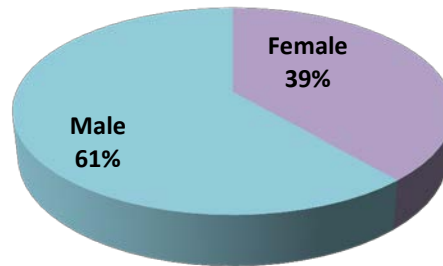|	
5-Advanced	44%
4-Proficient	33%
3-Basic	15%
2-Below Basic	7%
1-Far Below Basic	1%

Middle School
Summer School Students (6-8)

150 Students

EL Level

- Advanced 1%
- Beginning 5%
- Early Advanced 7%
- Early Intermediate 1%
- Intermediate 10%
- No CELDT Data 76%

Gender

- Female 39%
- Male 61%
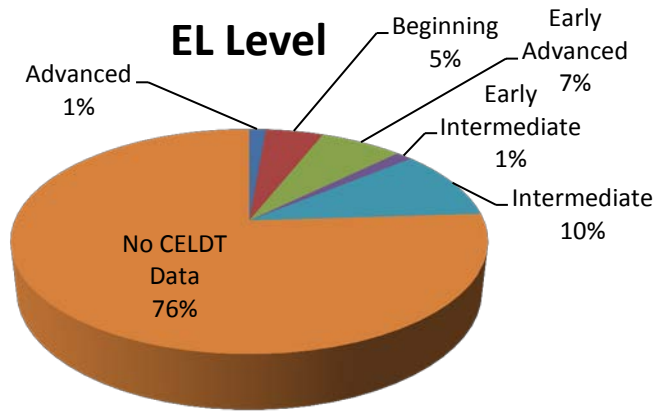
Ethnicity		
American Indian/Native American	1%	1
Asian Indian	5%	7
Black/African American	9%	14
Chinese	5%	7
Filipino	2%	3
Hispanic or Latino	37%	55
Japanese	1%	1
Korean	1%	1
Other Asian	1%	1
White	40%	60
Grand Total	**100%**	**150**

SED

- Yes 34%
- No 66%

Special Ed

- Yes 37%
- No 63%

GATE

- Gate 1%
- Not Gate 99%
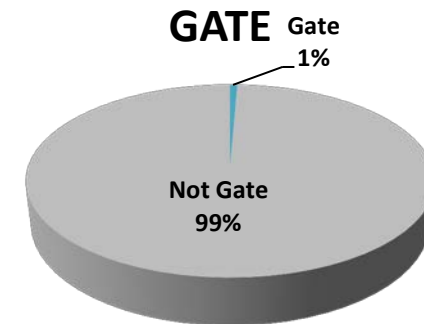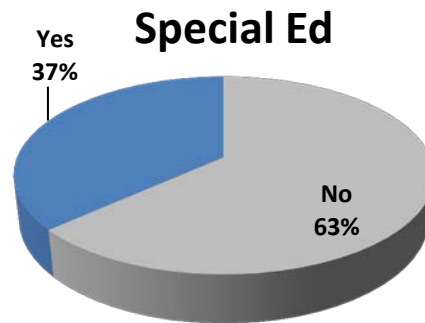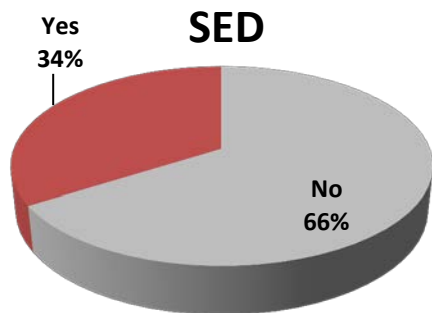
STAR 2013 ELA

126 students

- 5-Advanced 14%
- 4-Proficient 28%
- 3-Basic 42%
- 2-Below Basic 13%
- 1-Far Below Basic 3%
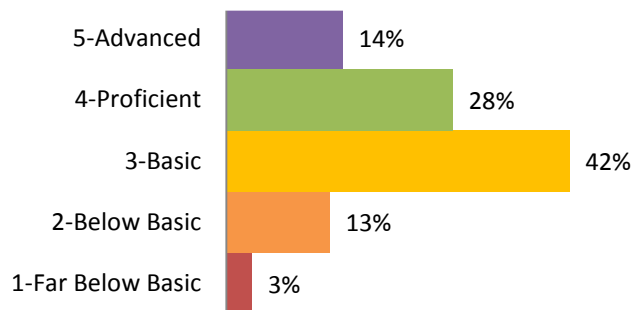
STAR 2013 Math

124 Students

- 5-Advanced 2%
- 4-Proficient 22%
- 3-Basic 36%
- 2-Below Basic 31%
- 1-Far Below Basic 8%
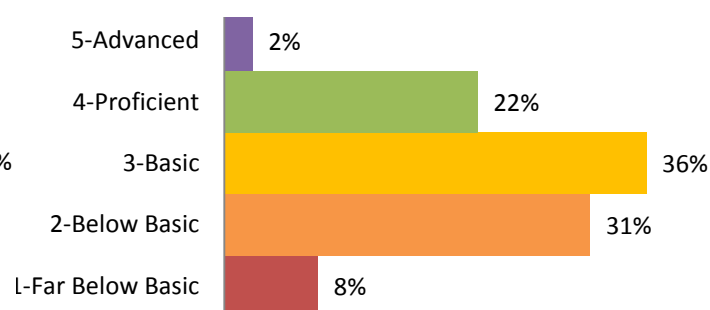
Project Lead The Way	
Exploring Tech 7 451007	1
Exploring Tech 8 451008	3
Industrial Tech 6 451006	1
Total	5

Geometry	
Honors Geometry (P) 381045	0

All High School Students (9-12)

4,920 Students

EL Level

- No CELDT Data 97%
- CELDT Data 3%

Gender

- Male 51%
- Female 49%

Special Ed

- Yes 8%
- No 92%

SED

- Yes 6%
- No 94%

GATE

- Gate 20%
- Not Gate 80%

Ethnicity

Ethnicity		
American Indian/Native American	43	1%
Asian Indian	349	7%
Black/African American	127	3%
Cambodian	1	0%
Chinese	517	11%
Filipino	139	3%
Guamanian	4	0%
Hawaiian	7	0%
Hispanic or Latino	456	9%
Japanese	60	1%
Korean	220	4%
Laotian	1	0%
Native Hawaiian/Pacific Islander	12	0%
Other Asian	222	5%
Samoan	1	0%
Vietnamese	40	1%
White	2721	55%
Grand Total	4920	100%

AP Course Enrollment

AP Course Enrollment	
AP Art Hist (HP) 624100	13
AP Biology (HP) 737450	291
AP Calculus AB (HP) 697230	206
AP Calculus BC (HP) 697240	237
AP Chemistry (HP) 737680	184
AP Computer Sci (HP) 697370	159
AP Econ Comp (HP) 748255	29
AP Eng Lang/Comp (HP) 653435	210
AP Eng Lit/Comp (HP) 653425	140
AP Env Sci (HP) 751670	2
AP Env Sci (HP) 751665	2
AP French IV (HP) 665065	32
AP German IV (HP) 665265	19
AP Gov / Pol:US (HP) 748240	226
AP Human Geo (HP) 748320	64
AP Japanese IV (HP) 665380	38
AP Latin IV (HP) 665375	29
AP Macroecon (HP) 748290	65
AP Physics (HP) 737690	54
AP Psychology (HP) 748380	458
AP Sp La IV (HP) 665165	215
AP Sp Li V (HP) 665185	66
AP Statistics (HP) 697145	228
AP Studio Art-2D (HP) 624291	65
AP Studio Art-3D (HP) 624293	76
AP Studio Art-Draw (HP) 624283	65
AP US History (HP) 748200	264
AP Wrld Hist (HP) 748310	236

Project Lead The Way Participation

Project Lead The Way Participation	
Intro to Engineering Design (P) 632775	135

STAR 2013 ELA

3,536 Students

- 5-Advanced 54%
- 4-Proficient 28%
- 3-Basic 12%
- 2-Below Basic 4%
- 1-Far Below Basic 2%

CAHSEE Math

3,611 students

- Passed 99%
- Not passed 1%

CAHSEE ELA

3,611 students

- Passed 98%
- Not passed 2%
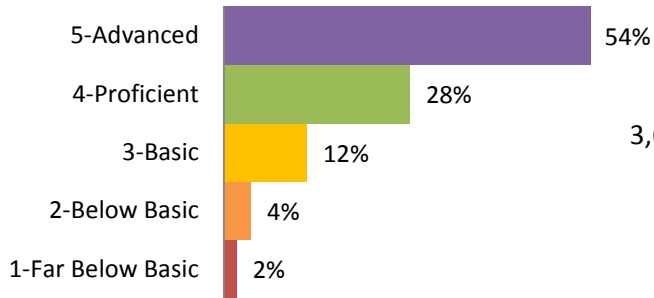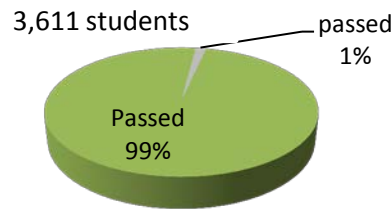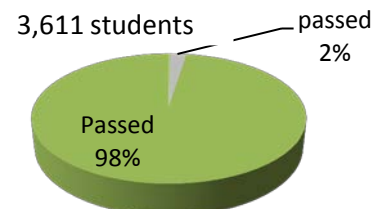
STAR 2013 Math

3,472 Students

- 5-Advanced 21%
- 4-Proficient 29%
- 3-Basic 24%
- 2-Below Basic 20%
- 1-Far Below Basic 6%
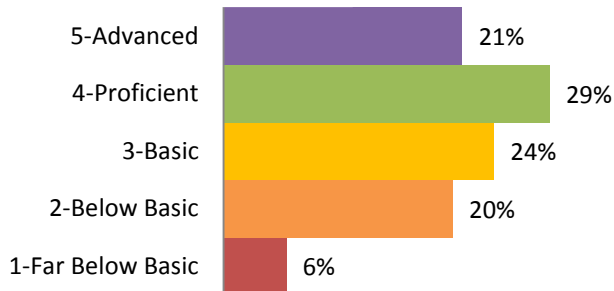
STAR 2013 Science

1,170 Students (*10th Grade ONLY*)

- 5-Advanced 60%
- 4-Proficient 24%
- 3-Basic 12%
- 2-Below Basic 3%
- 1-Far Below Basic 2%

High School
Summer School Students (9-12)
545 Students

EL Level

CELDT Data 7%

No CELDT Data 93%

Gender

Female 36%

Male 64%

GATE

Gate 5%

Not Gate 95%

SED

Yes 16%

No 84%

Special Ed

Yes 18%

No 82%

CAHSEE Math

390 Students

Not passed 5%

Passed 95%

CAHSEE ELA

388 Students

Not passed 7%

Passed 93%
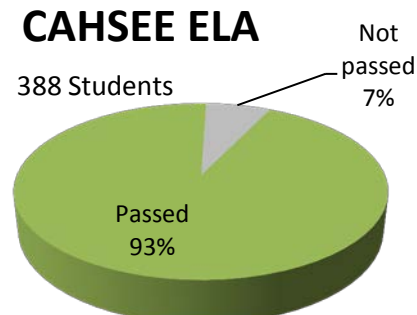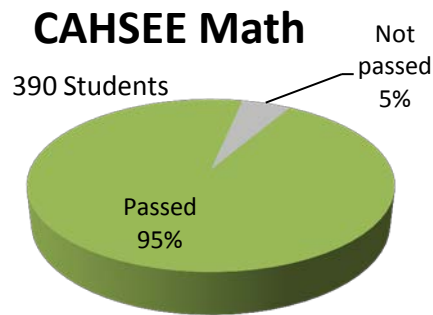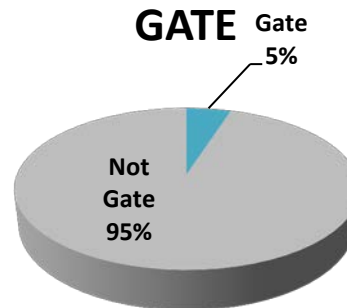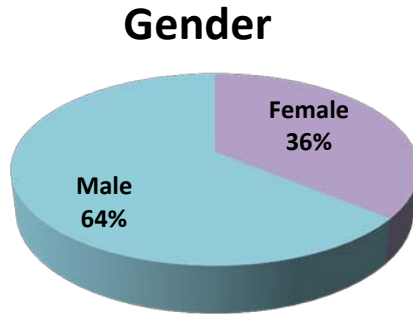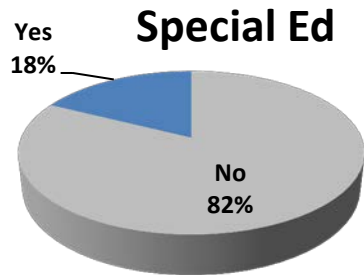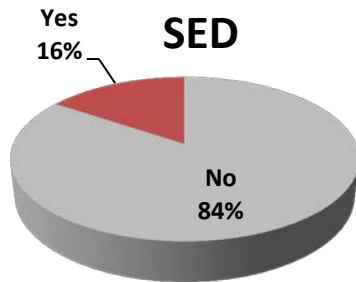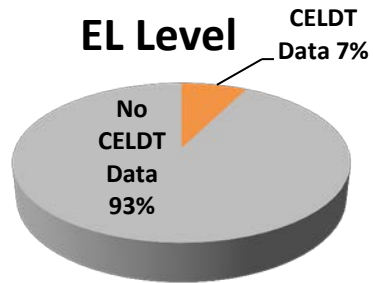
Ethnicity		
American Indian/Native American	4	1%
Asian Indian	38	7%
Black/African American	29	5%
Chinese	31	6%
Filipino	21	4%
Guamanian	2	0%
Hawaiian	4	1%
Hispanic or Latino	100	18%
Japanese	5	1%
Korean	22	4%
Other Asian	11	2%
Samoan	1	0%
Vietnamese	3	1%
White	274	50%
Grand Total	545	100%

AP Course Enrollment	
AP Biology (HP) 737450	1
AP Computer Sci (HP) 697370	3
AP Latin IV (HP) 665375	1
AP Psychology (HP) 748380	4
AP Sp La IV (HP) 665165	7
AP US History (HP) 748200	3
AP Wrld Hist (HP) 748310	1

Project Lead The Way Participation	
Intro to Engineering Design (P) 632775	0

STAR 2013 ELA

495 Students

- 5-Advanced: 25%
- 4-Proficient: 34%
- 3-Basic: 25%
- 2-Below Basic: 10%
- 1-Far Below Basic: 6%
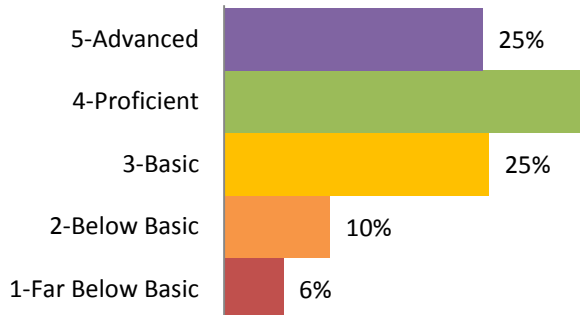
STAR 2013 Math

475 Students

- 5-Advanced: 2%
- 4-Proficient: 16%
- 3-Basic: 25%
- 2-Below Basic: 40%
- 1-Far Below Basic: 17%
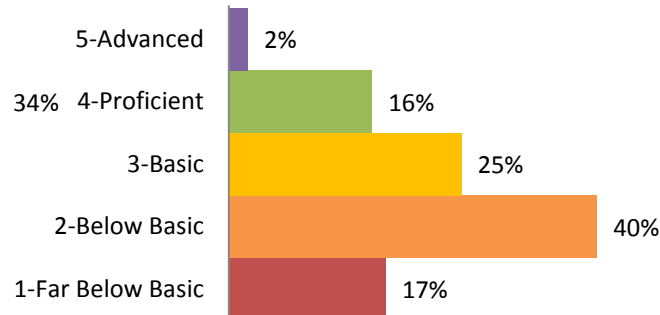
STAR 2013 Science

193 Students (*10th Grade ONLY*)
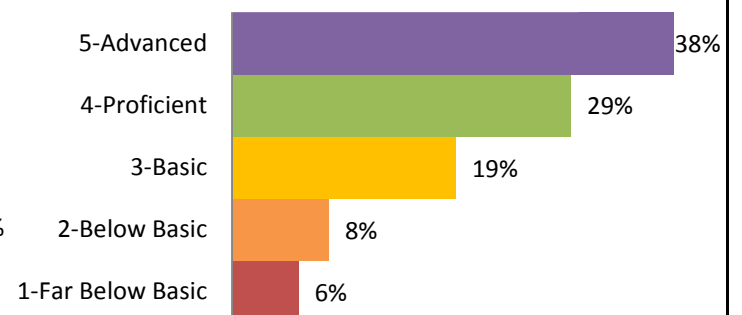
- 5-Advanced: 38%
- 4-Proficient: 29%
- 3-Basic: 19%
- 2-Below Basic: 8%
- 1-Far Below Basic: 6%

Pleasanton Unified School District
Local Control Advisory Committee Listening Campaign Opportunities

Meeting	Description	Meeting Date	Time	Please add your name if you plan to attend
Parent Communication Council (PCC)	Presidents of parent organizations at each school in addition to the PTA Council President	February 6th	9:00-11:00 a.m. (District Office, Bernal Room)	Odie Susana
Classified Employees Communication Council (CECC)	13 classified employees from various classifications	February 5th	3:00-4:30 p.m. (District Office, Conf. Rm #4)	Luz Bonnie
Faculty Communication Council (FCC)	Association of Pleasanton Teachers Site Representative from each site	February 20th	3:30 – 5:00 pm (District Office, Bernal Room)	Luz Bonnie
District English Language Advisory Committee (DELAC)	Parent/staff representing English Learners at each school site	March 20th	7:00 – 8:30 pm (District Office, Board Room)	Odie Susana Amy Liu (maybe)
Seeking Education Equity and Diversity (SEED)	Self selected teachers and classified members	March 13th	4:00 – 7:00 pm (District Office, Board Room)	Odie Susana Caroline Fields
Common Core State Standards Implementation Team	Representative from teachers, administrators, instructional coaches, vice principals, and district office staff	February 19th	2:45 – 4:45 pm (District Office, Board Room),	Odie Caroline Fields Amy Liu (maybe)

Pleasanton Unified School District
Local Control Advisory Committee Listening Campaign Opportunities

Community Meeting	Open to the public; parents and guardians from all schools	March 6th	6:30 – 8:00 pm Board Room	Luz Debbie Look Caroline Fields Samuel Santiago
Community Meeting	Spanish Speaking Families – Held at Valley View ES	February 20th (as part of Spanish SBAC Forum)	6:30 – 9:00 pm (Valley View)	Odie Susana David Pascualy
~~Special Needs PTA~~ **Cancelled per Odie**	~~Special Needs Parent Community Members~~	~~March 4th~~	~~8:30-11:00 am (District Office, Kottinger)~~	~~Luz~~ ~~Beth~~ ~~Tony Ellis~~
Foothill High School	Students	February 24th	12:11-12:41 pm Foothill High School Room C-6	Odie Nicole Lisa ?
Amador Valley High School	Students	March 5th	12:35 - 1:00 pm Amador Valley Library Lab B	Odie Nicole Lisa?
Village High School	Students	March 6th	10:50 - 11:10 am Village High School Break Room	Odie Lisa

Pleasanton Unified School District
Educational Services Division

Timeline for Completion and Approval of Local Control Accountability Plan (LCAP) for the 2014-15 School Year

February 18	LCAC Committee meeting
February 25	Writing Team work 8 am to 12 noon
February 27	Writing Team work 8 am to 12 noon Review input from LCAC Listening Campaigns Identify disaggregated data needs based upon LCAP's Eight Major Areas
March 11	Writing Team work 8 am to 12 noon Review input from LCAC Listening Campaigns
March 18	LCAC Committee meeting
March 24	Writing Team work 8 am to 12 noon Review input from LCAC Listening Campaigns
March 25	Writing Team work 8 am to 12 noon
April 8	Provide LCAP update to Principals/Vice Principals
April 14	Share draft with Cabinet
April 16	Share draft with CCSS District Implementation Team
April 29	Share draft with LCAC Committee Invite school community to provide input
May 1	Final document completed and shared with Cabinet and the Board
May 6	Share final document with Principals/Vice Principals
May 13	First reading by the Board of Trustees
May 27	Second/Final reading by the Board of Trustees

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Pleasanton Unified School District   Contact (Name, Title, Email, Phone Number): TBD   LCAP Year: 2014-15

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not

applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
4) What are the LEA's goal(s) to address locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX	

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
2) How do these actions/services link to identified goals and performance indicators?
3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
		For low income pupils:					
		For English learners:					
		For foster youth:					
		For redesignated fluent English proficient pupils:					

C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

2-04-14 [California Department of Education]