



**Local Control Advisory Committee Meeting**

**Tuesday, December 15, 2015**

**6:00 – 8:00 p.m.**

District Office – Bernal Room

4665 Bernal Avenue

Pleasanton, CA 94566

**AGENDA**

**1. Welcome and Introductions**

- New Members
- Board Appointing Additional Members – January 12, 2016

**2. FY15/16 LCAP Updates**

- English Learners Systemic Program Delivery
- 2015-16 LCAP Supplemental Budget Information
- Informational Items
  - ✓ Overview of LCAP & Required Metrics
  - ✓ "The Hanger"
  - ✓ Music Program Outreach
  - ✓ Summer School 2016

**3. FY16/17 LCAP Planning**

- Village Media Center – January 28<sup>th</sup> Grand Opening
- 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, January 19, 2016

# Pleasanton Unified School District



## LCAC FY15/16 Membership

### Staff:

Mary Charuhas  
Janice Clark  
Odie Douglas  
Ann Fischer  
Susana Lopez-Krulevitch  
Micaela Ochoa  
Denise Parnell  
Leslie Tavernier

### Status:

APT  
APT  
Assistant Superintendent  
CSEA  
Parent Liaison  
Deputy Superintendent  
Special Projects Coordinator  
CSEA

### Community Members:

Tony Ellis  
Grace Leung  
Amy Liu  
Debbie Look  
Heidi McFadden  
Nila Shroff  
Mark Torres-Gil

### Status:

Continuing  
New  
Continuing  
Continuing  
New  
Continuing  
New

### Students:

Harshita Kaushal  
Joshua Ott  
Jaylissa Raygoza

### Status:

Foothill High School  
Amador Valley High School  
Village High School

Arthur Hwang  
Devin Ketell  
Rose-Joseph Graff  
Mariah Raygoza  
Richa Tenany

Foothill High School, Alternate  
Village High School, Alternate  
Village High School, Alternate  
Village High School, Alternate  
Amador Valley High School Alternate

# **Pleasanton Unified School District**

## **Educational Services Division**

### **2015-16 EL (English Learners) Pathways Plan**

**English Language Development (ELD):** ELD is a key component of an effective program for English Learners as it provides a pathway to the English Language Arts (ELA) standards. Instruction must develop students' full receptive and expressive proficiencies in the domains of listening, speaking, reading, and writing. ELD lessons further reflect curriculum, materials, and approaches that are designed to promote an English Learner's acquisition of English as rapidly and effectively as possible. ELD must be provided to all English Learners at all language proficiency levels until students are reclassified.

**Instructional Grouping for ELD:** In order to facilitate ELD instruction at the elementary level, the best practice is for English Learners to be grouped according to their language proficiency levels for ELD. A span of language levels may be allowed to include one level plus; for example, Beginning level students may be grouped with Early Intermediate level students. Intermediate level students are grouped alone, while Early Advanced and Advanced students may be grouped together.

**Time for ELD:** ELD instruction is provided for all EL students for a minimum of 150 minutes per week.

#### **EL Program Support Staff:**

- Site Elementary Administrators are assigned an Early Literacy Coach to:
  - collaborate with Site Administrator to determine student needs and develop support plan for the site.
- Early Literacy Coach (K-5) and an EL Coach (K-12) who work with classroom teachers at our schools to:
  - assist teachers in analyzing diagnostic data and identifying targeted language/reading support for students.
  - assist in developing recommendations for targeted interventions.
  - assist teachers in developing and monitoring goals for Student Improvement Plans (SIP).
  - provide demonstration lessons in differentiated instruction and use of research-based best practices.
  - assist leaders in refining the District English Learner Program.

- Early Literacy Coaches at the elementary level will oversee the work of assigned Reading/EL Support Specialists who:
  - assist with support services and on-site delivery of intervention and language development programs.

**Terms:**

- ❖ Academic Vocabulary Toolkit (AVT)
- ❖ English Language Development (ELD)
- ❖ California English Language Development Test (CELDT)
- ❖ Specially Designed Academic Instruction in English (SDAIE)
- ❖ Guided Language Acquisition Design (GLAD)
- ❖ CELDT Language Level 1 (C1)
- ❖ CELDT Language Level 2 (C2)
- ❖ CELDT Language Level 3 (C3)
- ❖ CELDT Language Level 4 (C4)
- ❖ CELDT Language Level 5 (C5)

# Elementary Schools

CELDT LANGUAGE LEVEL*	INSTRUCTION	MATERIALS / PROGRAMS	STRATEGIES / APPROACHES	SUPPORT STAFF
1	<ul style="list-style-type: none"><li>● Oral/Visual/Written Practice</li><li>● Learning the Code</li><li>● Phonics</li><li>● Phonemic Awareness</li><li>● Learn to Read</li><li>● Vocabulary</li></ul>	<ul style="list-style-type: none"><li>● Sound Partners (K-2)</li><li>● AVT - Academic Vocabulary Toolkit (3-5)</li><li>● National Geographic: In the USA curriculum</li></ul>	<p>In the classroom</p> <ul style="list-style-type: none"><li>● Specially Designed Academic Instruction for English (SDAIE)</li><li>● Guided Language Acquisition Design (GLAD)</li></ul> <p>Focused short term pull out</p> <ul style="list-style-type: none"><li>● Small group accelerated instruction</li></ul>	<ul style="list-style-type: none"><li>● English Learner Instructional Coach (1.0 FTE)</li><li>● Early Literacy Instructional Coaches (3.0 FTE)</li><li>● Reading / EL Support Specialists (8 six hour positions)</li></ul>
2				
3	<ul style="list-style-type: none"><li>● Vocabulary</li><li>● Syntax</li><li>● Grammar</li></ul>	<ul style="list-style-type: none"><li>● AVT - Academic Vocabulary Toolkit (3-5)</li><li>● Read and Write for Google</li></ul>		
4	<ul style="list-style-type: none"><li>● Vocabulary</li><li>● Fluency</li><li>● Comprehension</li></ul>	<ul style="list-style-type: none"><li>● AVT - Academic Vocabulary Toolkit (3-5)</li><li>● Read and Write for Google</li><li>● Read Naturally (2-5)</li><li>● Quick Reads (3-5)</li><li>● Six Minute Solution</li></ul>		
5				

\*Placement based on CELDT scores and ELD placement/progress assessments.

# Secondary Schools

High School	Pathways Plan	Student Enrollment Numbers	Additional FTE for Smaller Class Sizes
<b>Amador Valley High School</b>	2 period block of ELD for CELDT 1-2 3 periods sheltered English for CELDT 2-4 2 Sheltered History 1 Sheltered Science 1 Academic support class for CELDT	<b>2015 - 2016 Numbers:</b> C1: 11 C2: 8 C3: 24 C4: 28 C5: 10  <b>Total: 81</b>	<b>1.4 FTE</b>
<b>Foothill High School</b>	2 sections - ELD C1&2 2 sections - Sheltered English C3/4 1 section - Science C 1/2/3 (sheltered) with Non EL students who need scaffolded instruction 1 section - Social Studies C 1/2/3 (sheltered) with Non EL students who need scaffolded instruction 1 section - Academic Skills class C5 (possible C4)	<b>2015 - 2016 Numbers:</b> C1: 3 C2: 9 C3: 12 C4: 10 C5: 9  <b>Total: 43</b>	<b>1.0 FTE</b>

Middle School	Pathways Plan	Student Enrollment Numbers	Additional FTE for Smaller Class Sizes
<b>Harvest Park Middle School</b>	<p>(1) Two class periods of ELD and 1 class period for sheltered history for levels C1-C2. Enrollment is projected at 16 students</p> <p>(2) Two class periods of ELD for level C3-C4. Enrollment is projected at 16 students. Push these 16 students out for Gen Ed history rather than keep them in a sheltered history.</p>	<p><b>2015 - 2016 Numbers:</b>  C1: 8  C2: 10  C3: 11  C4: 10  C5: 3    <b>Total: 42</b></p>	<p><b><u>Overall Total:</u></b>    <b>.86 FTE</b></p>
<b>Pleasanton Middle School</b>	<p>2 period block for CELDT 1-3 in READ 180</p> <p>2 periods for CELDT 3-4 in 3D and AVT</p> <p>5 Math Intervention Sections</p> <p>2 Sheltered Science</p> <p>2 Sheltered History</p>	<p><b>2015 - 2016 Numbers:</b>  C1: 5  C2: 11  C3: 24  C4: 23  C5: 14  <b>Total: 77</b></p>	<p><b>1.667 FTE</b></p>
<b>Hart Middle School</b>	<p>2 period block for ELD</p> <p>2 period block for Sheltered English</p> <p>1 Sheltered History</p> <p>1 period academic skills class</p>	<p><b>2015 - 2016 Numbers:</b>  C1: 7  C2: 5  C3: 9  C4: 19  C5: 11  <b>Total: 51</b></p>	<p><b>.883 FTE</b></p>

TK-12 Systemic Coordination & Planning		Tasks to be completed and provided support	Certificated FTE
		<p><i>Support includes the following:</i></p> <ul style="list-style-type: none"> <li>• <i>Working on EL Master Plan</i></li> <li>• <i>Computer/Internet access for SED students</i></li> <li>• <i>Diversity Day support and outreach</i></li> <li>• <i>Parent Ed outreach</i></li> </ul>	<b>.2 FTE</b>
<b>Cumulative Total Additional Certificated FTE</b>			<b>6.01 FTE</b>



## 2015-16 SUMMARY OF LCAP SUPPLEMENTAL BUDGET

Original Allocation	Carryover	Total
\$1,987,597	\$646,724	\$2,634,321

### 15-16 Allocation

Goal 1.5 Before & After School Support	\$222,427
Goal 1.5 Supplies, Materials & Furniture	\$59,246
Goal 1.6 Coordinator Interventions	\$125,754
Goal 1.8 EL Coach	\$106,686
Goal 1.9 Assessment Analyst	\$45,000
Goal 1.10 College Boot Camp	\$10,000
Goal 1.11a College and Career Ed. Specialist (TVROP)	\$55,142
Goal 1.11b College & Career Readiness Action Plan incentives	\$5,000
Goal 2.4 Computers on Loan	\$91,800
Goal 2.9 Daycare	\$1,217
Goal 2.9 Supplies	\$3,000
Goal 3.3a Music Teacher	\$5,397
Goal 3.3b Instrumental Rentals (\$9,000 only in 16-17/17-18)	\$22,600
Goal 3.3c Mariachi	\$45,320
Goal 3.4 RtI Coach	\$89,945
Goal 3.5 Youth Dev. Specialist	\$78,293
Goal 3.6 Transportation Aft-Sch	\$32,638
Goal 4.3 English Learner Program Delivery at Sites	\$453,206
Goal 4.4 Reading Support Paraprofessionals	\$292,500
Goal 4.5a English Learner Curriculum Resources	\$124,606
Goal 4.5b Professional Development	\$400,000
Goal 5.2 Loving Solutions and Parent Projects	\$18,439
Goal 5.3a Liaisons	\$149,511
Goal 5.3b Parent Outreach	\$6,595
Goal 5.3c Liaison	\$45,000
Goal 5.5 Social Worker	\$90,000
Goal 5.3c Adult Ed CBET	\$54,999
<b>Total</b>	<b>\$2,634,321</b>

# Local Control and Accountability Plan (LCAP)

Important new ways for parents to engage in decision making

## What is the Local Control and Accountability Plan (LCAP)?

The LCAP is a critical part of the new Local Control Funding Formula (LCFF).

Each school district must engage parents, educators, employees and the community to establish these plans. The plans will describe the school district's overall vision for students, annual goals and specific actions the district will take to achieve the vision and goals.

The LCAPs must focus on eight areas identified as state priorities. The plans will also demonstrate how the district's budget will help achieve the goals, and assess each year how well the strategies in the plan were able to improve outcomes.



## What are the eight state priority areas that must be addressed in the plans?

There are eight areas for which school districts, with parent and community input, must establish goals and actions. This must be done both district-wide and for each school. The areas are:

1. Providing all students access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities.
2. Implementation of California's academic standards, including the Common Core State Standards in English language arts and math, Next Generation Science Standards, English language development, history social science, visual and performing arts, health education and physical education standards.
3. Parent involvement and participation, so the local community is engaged in the decision-making process and the educational programs of students.
4. Improving student achievement and outcomes along multiple measures, including test scores, English proficiency and college and career preparedness.
5. Supporting student engagement, including whether students attend school or are chronically absent.
6. Highlighting school climate and connectedness through a variety of factors, such as suspension and expulsion rates and other locally identified means.
7. Ensuring all students have access to classes that prepare them for college and careers, regardless of what school they attend or where they live.
8. Measuring other important student outcomes related to required areas of study, including physical education and the arts.

In addition to these eight areas, a district may also identify and incorporate in its plan goals related to its own local priorities.



## **When will districts start developing these plans?**

The State Board of Education is in the process of developing a template for school districts to use for their own local plans. This template will be finalized by March 2014.

Between March and June, school districts must engage their parents and communities and adopt their local plans. California State PTA encourages districts to utilize a broad and multi-channel approach to involve parents and school sites beginning now.

Ultimately, the plan must be reviewed by a parent advisory committee. If a district has 15 percent or more English learners, a separate parent committee must provide feedback in this area. The final plans must be approved by July 1.

The initial plan will cover three years, but must be updated annually by the district by July 1 of each following year.

## **What can parents and PTAs do now?**

The new LCFF and LCAPs provide a great opportunity for parents to engage in the decisions that impact their children and schools.

You can start now by thinking about the eight state priority areas and what you would like to see as goals for your school district and schools in each.

In addition, now is the time to communicate with school administrators and elected board members to help them establish an LCAP development and adoption process that ensures many ways for all parents and community members to participate and be heard.

Ask school and district administrators to schedule presentations and participate directly in conversations about the following:

- ▶ The programs and services currently being offered in the district, and their effectiveness in achieving student outcomes.
- ▶ Strategies, programs and services to improve student outcomes at your schools and for groups of students, and the resources needed.
- ▶ The district's current budget-building process, and how the district will be adapting its planning and budgeting processes to meet the new requirements of the LCFF and LCAP.

**Your voice matters – join the conversation!**

[www.capta.org](http://www.capta.org)

## LCAP Required Metrics

State Priority	Priority/Metric
<b>1</b>	<b>Basic Services:</b>
	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
<b>2</b>	<b>Implementation of State Standards:</b>
	Implementation of content and performance standards for all students, including EL
	Programs and services enable ELs to access core and ELD standards
<b>3</b>	<b>Parental Involvement:</b>
	Efforts to seek parent input & decision making
	Promotion of parental participation
<b>4</b>	<b>Pupil Achievement:</b>
	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)
<b>5</b>	<b>Pupil Engagement:</b>
	School attendance rates
	Chronic absenteeism rates*
	Middle school dropout rates*
	High school dropout rates*
	High school graduation rates*
<b>6</b>	<b>School Climate:</b>
	Student suspension rates*
	Student expulsion rates*
	Other local measures
<b>7</b>	<b>Course Access:</b>
	Student access and enrollment in all required areas of study
<b>8</b>	<b>Other Pupil Outcomes:</b>
	Other indicators of student performance in required areas of study.
<b>9</b>	<b>(COEs only) Expelled Youth:</b>
	Coordination of instruction of expelled youth
<b>10</b>	<b>(COEs only) Foster Children:</b>
	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*

# Join us for an Open House...

**January 28, 2016**

Village High School  
6:30pm - 7:30pm

**The Hanger**

Vocational Skills Classroom  
Room 703b



**Village High School**  
Media Center  
Room 704



City of Pleasanton Library Cards  
will be available

**PLEASANTON UNIFIED SCHOOL DISTRICT**

# Pleasanton Unified School District Summer School 2016

Board of Education Meeting  
December 8th, 2015

## Summer School Program Overview

- Academic Intervention - English/Language Arts & Mathematics
- High School Credit Recovery
- Virtual Academy
- Extended school year for identified Pre-K through 12th Special Needs students
- Pre-K program
- Online Drivers Education
- College Boot Camp

## High School Learning Opportunities

### Seniors

Within 10 units of graduation. Opportunity to complete the units within summer school and to participate in a graduation ceremony.

### Grades 9-12

Credit recovery for students in grades 9-12 who have not passed required core curriculum courses.

### Virtual Academy

Credit recovery in a computer lab setting.

## High School Course Offerings

**Incoming 9th Grade**  
Intensive academic intervention in Math and English/Language Arts.

**Grades 10-12**  
21 Courses covering English, Mathematics, Science, Health, & World Languages.

**12th Grade**  
Junior English, US History and Senior Make-up opportunities.

## Elementary, Middle & Special Day Opportunities

**Grades 1-9**  
Identified students receive intensive intervention instruction in English/Language Arts and Mathematics.

**Special Day**  
PreK-12 Special Day students receive an extended school year.

**Pre Kindergarten**  
A primer for incoming kindergarten students who have not attended pre-school.

## Summer School 2016 Sites

**Elementary School (Grades Tk-5)**  
Valley View

**Grades 6-12 and Special Day**  
Amador Valley High School

**Special Day Preschool Program**  
Harvest Park Pre School



### Summer School 2016 Dates

#### Elementary, Middle, SDC and ELD Programs

From June 20, 2016 to July 21, 2016  
Monday through Thursday

#### High School Program

From June 20, 2016 to July 28, 2016  
Monday through Thursday

Attendance will be closely monitored.  
Monday July 4th will be a Holiday.

### Additional Summer School Details

- Food will be provided by Child Nutrition Services
- Enrollment information available Mid-March
- Summer school will culminate with a college/career fair
- Eligible HS students will participate in a Graduation Ceremony

Funding will come from General Ed & Title I Budgets  
Extended School Year is funded through Special Ed.

Estimated Total Budget  
\$289,404

Thank you! We are looking forward to providing a great summer school experience for the Pleasanton Unified Students.

Questions?  
<http://www.pleasantonunified.net>

# Pleasanton Unified School District Village High School

Media Center Project Presentation

LCAP Meeting

December 15, 2015

6 PM



# Introductions

- Devin Ketell, Senior Village HS, Leadership
- Mariah Raygoza, Junior Village HS, Leadership
- Erik Scherer, Amador Valley HS, Librarian
- Tanya Ludden, Community Member

# Creating a Media Center at Village High School

# What a Library Offers

- Curriculum
  - Library skills
  - Academic databases
- Technology
  - Access to chromebooks
  - Manage transition to digital information environment
- Safe Space
  - Foothill Librarian does outreach with struggling readers and students in the Special Education department
  - Amador-Advisor to the Gender Sexuality Alliance and Muslim Student Association
- Promoting the joys of reading
  - Leading book talks throughout the year
  - Book Club with students where we read anything and everything

# LCAP So far...

- Elementary and Middle School – LCAP funds have allowed the libraries to purchase more resources, mainly books
- High Schools—
  - Foothill purchased electronic resources like a subscription to history databases and digital audiobooks (with companion print books as well)
  - Amador purchased Microsoft Surface 3 computers which students in the EL program are allowed to take home—also tied to more instruction in how to use the devices

# Budget

- Current Financial Dollars set aside for project: \$50K
- Grant written to Lowes Hardware \$47k (no update yet as to acceptance)
- Presented to the PCC on Dec 3, support chrome books and chrome cart

\*note\* project has currently spent  
\$2,160 on Electrical  
\$1,044 window treatments (blinds)

# Items Needed

- New tables and chairs
- New rolling bookcases
- Books and computers
- Part time staffing



# Where are we today

- We have identified a space for our Media Center
- We have added books to the space
- We have researched furniture options
- We have applied for grants

# Current Media Center Set Up





# Current Media Center Set Up

## Reading Material Added



How Can You Help?



wish list

# Funding for Part Time Staff



# Chrome Note Book

## Looking to add to media center



- Goal to acquire 26 units @ \$258 each
- Current Library budget will cover 13 units – need \$3,500 for remaining 13 units



# Chrome Book Cart

Looking to add to media center – Cost \$1,500



QUESTIONS?





**Thank You!**

## 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	<b>LISTENING CAMPAIGN:</b> 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
<b>May 11, 2016</b>	<b>Share draft LCAP with Cabinet</b>
<b>May 17, 2016</b>	<b>LCAC Meeting – Share draft</b>
<b>May, 2016</b>	<b>LCAP Feedback session at Alameda County Office of Education (ACOE)</b>
<b>May 24, 2016</b>	<b>LCAP Presentation to Board (First Reading)</b>
<b>June 14, 2016</b>	<b>LCAP Presentation to Board – Public Hearing</b>
<b>June 21, 2016</b>	<b>LCAP Presentation to Board – Final Approval</b>