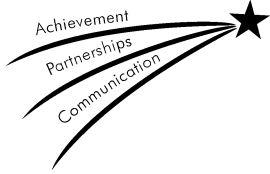


Pleasanton Unified School District



**Local Control Advisory Committee Meeting**

**Tuesday, September 16, 2014**

**6:00 – 8:00 p.m.**

District Office – Board Room

4665 Bernal Avenue

Pleasanton, CA 94566

**AGENDA**

1. Welcome and Introductions
2. FY14/15 LCAP Update
  - a. Nutrition Services – Breakfast Program
  - b. Parent Liaisons
3. FY15/16 LCAP Planning
4. Adjournment

# Pleasanton Unified School District

Created : September 22, 2014 at 12:08 PM

Meeting: Regular Board Meeting : 13. ITEMS FOR REPORT/DISCUSSION & REPORT, DISCUSSION/POSSIBLE ACTION

## 1. 13.1 Report and Discussion of the Parent Liaisons Program (30 minutes) (D)

September 09, 2014

Status:

[Discussion Item](#)

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### Recommendation:

The Board of Trustees is requested to receive the report on the Parent Liaisons Program.

### Budget:

None

### Overview:

To meet the needs identified through our LCAP (Local Control and Accountability Plan) process, our District has expanded the services of our Parent Liaisons. Staff and Liaisons will provide a report on the efforts of our Site and District Parent Liaisons to provide outreach and support for our students and their families.

### Prepared by:

Lisa Hague, Coordinator of Special Projects and Program Improvement

### Reviewed by:

Dr. Odie Douglas, Assistant Superintendent, Educational Services

### Associated File Attachments



[13.1 Parent Liaison Board Presentation 090914 \(Files\)](#)

Pleasanton Unified School District

# District Parent Liaisons

Supporting Our Students and Families

Board of Education Meeting  
September 9, 2014

# PLEASANTON UNIFIED SCHOOL DISTRICT STRATEGIC PLAN

## WE BELIEVE...

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

## MISSION

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

## VISION

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

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

# Role of District Parent Liaisons

The primary role of the Parent Liaison is to empower parents/guardians to become active participants in the education of their children.

To meet the needs identified through our LCAP (Local Control & Accountability Plan) outreach process, our District has expanded the services of our Parent Liaisons.

# Parent Liaisons

- Facilitate parent-school communications
- Facilitate community agency referrals
- Encourage parent involvement in schools
- Foster greater student achievement and access through collaboration with the school
- Foster trust between parents/guardians and the educational community

# PUSD Parent Liaisons

## District Parent Liaisons

- Kirsten Dwyer
- Susana Lopez-Krulevitch

## Site Parent Liaisons

- Patricia Blair
- Isela Rosa Torre

# Collaboration between District and Site Parent Liaisons

- Monthly meetings to coordinate services
- Collaborate on major initiatives
- Communicate to support needs of sites and students



# 2013-2014 in Review

## Support to our students and community

- Connect families and school
- Facilitate Parent Education initiatives
- Assist with communication
- Support ELAC (English Language Advisory Committee) and DELAC (District English Language Advisory Committee)
- Provide community outreach for services
  - AXIS Health
  - Open Heart Kitchen
  - Lincoln Kinship Support

# 2013-14 in Review



Toy  
Library

Health Fair



Families  
Together  
Project

School Smarts





Isela Rosa Torre  
Co-Facilitator for School Smarts

# 2014-15 Major Focus Areas

- Access to technology
- Parent Education, including technology training
- Parent Project/Loving Solutions training
- School Smarts
- Updating ELAC & DELAC
- Meeting the needs of students who may not have consistent access to adequate food

# Outreach to Our Community

- School Smarts training
- Parent Education
  - Technology
  - Special Education
- Assistance in connecting with services



## What are some key learnings you have reached about our students through this LCAC process?

- achievement gap/opportunity gap is large
- lack of student engagement and motivation
  - doesn't matter whether SED or not
- lack of identification for foster youth/homeless
- students in the middle of the achievement curve
  - being ignored/left behind
- hispanic male achievement gap
  - need for support
- There is a large diversity of needs in the student population
  - Can the set of needs be prioritized in some fashion. It will be impossible to address all the needs presented.
  - There is limited budget for all the needs
  - We should partner with other resources in the community to address needs. The school cannot be the only resource/community entity that can address needs
- The amount of students with needs (i.e. Foster & SED is larger than we thought)
- The achievement gap is significant for these subgroup, which is surprising is a dist. such as this. (i.e. SED... we live in an affluent area)
- social/emotional well-being of students
  - nutrition (esp elementary)
  - drug/alcohol use
  - mental health

## What are some topics we need to calendar for our 2014/2015 meetings?

- key indicators of success in new initiatives?
- conversations w/ new hires to understand the new programs being implemented
- how does the CC align w/ these new initiatives
- parent feedback
  - are they seeing differences in behavior and performance
  - do parents feel more engaged in child's education
  - how to measure/quantify parent engagement?
- RTI (Response to Intervention)
  - how does it work?
  - how is it being implemented?
  - how to quantify success?
- Can we have statistics regarding how the various needs are being address
  - It would be interesting to know if there's a particular need that consumes most of the budget
  - Or if there is a need that a small population has, but are consuming a large portion of the budget
  - What needs are mandated by law that must be addressed?
- How can we address the disadvantaged group without impacting the other students?
  - In effect, we want to aid those who need aid without lowering the standards or affecting the other students negatively.

- Indicators of progress should be able to be measured in a timely manner...monitor/track progress. Continue to examine the valid/accuracy of these benchmarks
  - Drugs, emotional, etc. as a topics to explore more
- Understanding support around social and emotional wellbeing/health of students
  - how is this measured?
  - how can this (the support) be provided?

## **What are some outside resources you recommend that we connect with?**

- County mental health
- Alameda County Foster Youth Alliance
- DARE
- Mother's with a purpose
- Rainbow Coalition, Concord
- Other districts with success with certain populations
- Other districts with higher #'s of special populations who may have strategies we can use
- college board
- SAT private programs... what do they do that gets such success
- Perhaps the County school district can develop a referral and resource list that all schools in the county can use.
- Local churches - if the student is a member of a particular house of worship perhaps they can be partnered with.
- Local Universities can perhaps provide interns, students and/or research dollars that a school can participate in. (community colleges)
- DonorsChoose.org - does the PUSD utilize any resource like this that allows community citizens to donate to the school for a specific need.
- Student focus groups - provide feedback on experiences, problems, needs & possible solutions
  - Link with Youth Commission
- Health resources in community
  - e.g. Valley Care
- Look at other school districts that have successfully closed achievement gap
  - use as a model
- Look at usage of the AVID program in other districts
  - Success? How?



# **2014-15 Local Control and Accountability Plan (LCAP) Funding Allocations**

# Supplemental Funding

- **Supplemental funding is to be used specifically to provide increased services to improve the academic achievement of the following student sub-groups:**
  - **English Learners (EL) and Reclassified Fluent English Proficient (RFEP) students**
  - **Socio-economically Disadvantaged (SED) students**
  - **Foster Youth**

# LCAP Funded Site Resources

- **Library Instructional Materials:**
  - \$3,350 per Elementary School
  - \$4,355 per Middle School
  - \$8,040 per Comprehensive High School
  - \$2,010 for Village/Horizon
- **Before/AfterSchool/Evening Tutoring:**
  - \$ 5,398 per Elementary School (5 hrs/wk, 30 wks)
  - \$16,193 per Middle School (15 hrs/wk, 30 wks)
  - \$32,384 per Comprehensive High School (30 hrs/wk, 30 wks)
  - \$5,398 for Village/Horizon (5 hrs/wk, 30 wks)

# School Site Plan

- The detailed plan on how the site level LCAP allocated resources (Library Instructional Materials and Tutoring) will be expended is to be included in the school's Single Plan for Student Achievement.
- The 2014-15 School Plan Development Timeline will be shared at the October 7<sup>th</sup> Principals/ VPs Meetings.

# LCAP Funded Positions

- TK-12 EL Instructional Content Coach
- TK-12 Response to Intervention (RTI) Instructional Content Coach
- Additional Child Welfare and Attendance Specialist to support the needs of Foster Youth and serve as liaison for these students and their guardians in our schools
- College and Career Education Specialist (increase .5 FTE at each comprehensive high school)
- Site/District-wide Parent Liaisons (added hours)
- Increased Counseling hours to support the College Boot Camp Academy to further improve the college readiness for the targeted student sub-groups

# LCAP Funded Programs

- Instructional Strategies Professional Development for Teachers and Classified Instructional Staff
- Parent Education, including technology training
- PTA (Parent Teacher Association) *School Smarts* in Spanish (Elementary)
- *Loving Solutions* and *Parent Project* programs offered in Spanish, with additional languages as available

# LCAP Funded Programs

- College Boot Camp Academy
- Increased outreach to ensure maximum access to the National School Lunch Program (NSLP) for qualified students
- Music program support for targeted student populations

**Pleasanton Unified School District  
Parent Liaison Contacts  
2014/2015**

SITE	PARENT LIAISON
Alisal	Rosa Isela Torre
Donlon	Kirsten Dwyer
Fairlands	Kirsten Dwyer
Hearst	Rosa Isela Torre
Lydiksen	Patricia Blair
Mohr	Susana Lopez- Krulevitch
Valley View	Rosa Isela Torre
Vintage Hills	Rosa Isela Torre
Walnut Grove	Susana Lopez- Krulevitch
Hart	Kirsten Dwyer
Harvest Park	Susana Lopez- Krulevitch
Pleasanton Middle	Patricia Blair
Amador Valley	Susana Lopez- Krulevitch
Foothill	Patricia Blair
Village/Horizon	Kirsten Dwyer