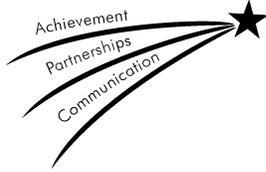


Pleasanton Unified School District



Local Control Advisory Committee Meeting

Tuesday, December 17, 2013

6:00 – 7:30 p.m.

Village, Multipurpose Room (MPR)

4645 Bernal Avenue

Pleasanton, CA 94566

AGENDA

1. Welcome and Introductions
2. Overview of the Strategic Plan
3. What Do Students Need to be Successful Considering Their Unique Circumstances?
4. Overview of the Local Control Accountability Plan (LCAP)
5. Adjournment

Local Control Accountability Committee

December 17, 2013

Agenda

- Welcome and Introductions
- Overview of the Strategic Plan
- Activity
- Overview of the LCAP
- Next Agenda Items
- Adjournment

Meeting Norms

- Be respectful to the speaker
- Be positive
- Actively participate
- Speak without risk
- Be mindful of each others' time
- Cell phones on vibrate
- Listen from point of view of others/speaker
- ?

Getting Acquainted

Think back to when you were in school...

Think back to a time when things were hard...

What helped you overcome that challenging time?

Role of LCAC Members

- Advisory

Advise the Board and Superintendent about supporting the District Strategic Plan with resources from our Local Control Funding Formula (LCFF)

- ❖ Ambassador

PLEASANTON UNIFIED SCHOOL DISTRICT STRATEGIC PLAN

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. Optimize student learning by utilizing innovative technologies.	All students and staff are provided a high-quality physical environment that facilitates teaching and learning. Every student and staff will feel safe, respected, and enjoy positive connections.	Empower all students to develop character, compassion, civility, and community consciousness.	Students will be central to all fiscal decisions. Ensure fiscal health through investing in today while planning for tomorrow.

Key Question

What do students need to succeed?

Local Control Accountability Plan

- Adopted by July 1, 2014
 - Effective for three years
 - Updated annually
- Must include for the District and each school:
 - Annual goals for all student groups for each state priority area
 - Specific Actions
 - Description of Expenditures

Local Control Accountability Plan

- Adoption process
 - Consultation, Review and Comment, Public Input, COE Approval
- Final template and regulations yet to come

State Priorities

- Total of eight priorities, categorized into three areas
 - Pupil Outcomes
 - Conditions of Learning
 - Engagement

How does the PUSD Strategic Plan relate to the State Priorities?

Next Meeting

- January 20, 2013
 - 6:00 – 8:00 pm
 - Board Room
- Agenda Items?
 - Budget Building Blocks

Resources

- PUSD FY13/14 1st Interim Report
<http://www.tri-valleystv.org/streaming/PSB/PSB-12-10-13.html>
- WestEd
<http://lcff.wested.org/>
- CDE
<http://www.cde.ca.gov/fg/aa/lc/>

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.

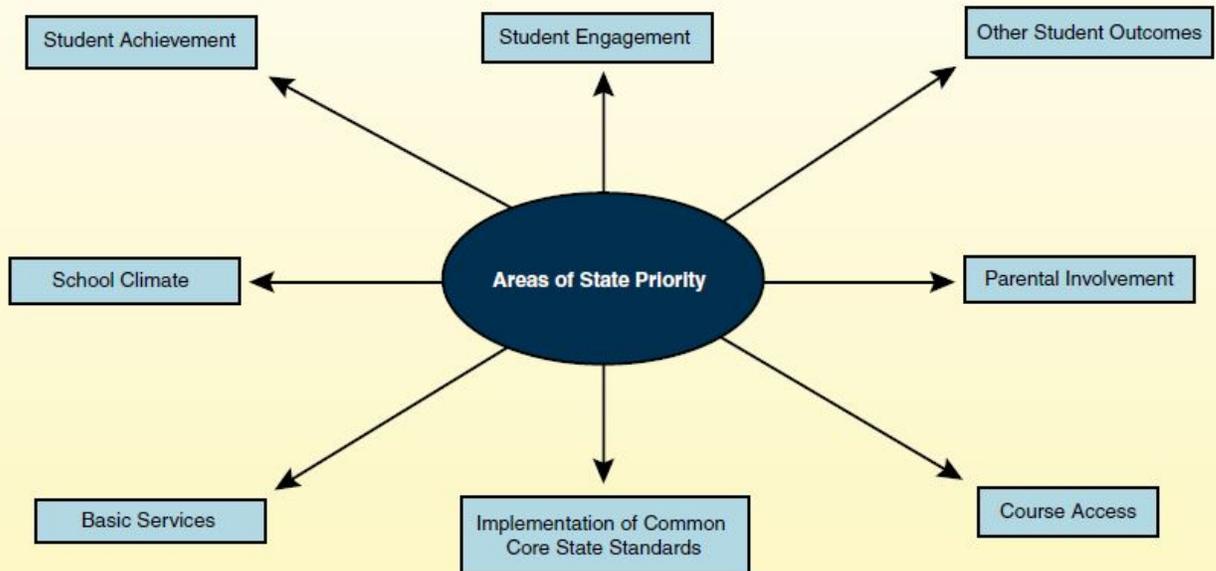
CURRICULUM & INSTRUCTION	LEARNING ENVIRONMENT	PERSONAL GROWTH	FISCAL STEWARDSHIP
All students, regardless of race, ethnicity, socio-economic status, or gender will be proficient/advanced and college/career ready upon graduation.	All students and staff are provided a high-quality physical environment 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.

District Development and Adoption of LCAPs

Districts Must Set Annual Goals in Eight Specified Areas. Each LCAP must include a school district's annual goals in each of the eight areas shown in Figure 7. These eight areas of specified state priorities are intended to encompass the key ingredients of high-quality educational programs. Figure 8 identifies how districts are to measure success in each of the eight areas, with districts required to include associated data in their LCAPs. The plans must include both district-wide goals and goals for each numerically significant student subgroup in the district. (To be numerically significant, a district must have at least 30 students in a subgroup, with the exception of foster youth, for which districts must have at least 15 students.) The student subgroups that must be addressed in the LCAPs are listed in Figure 9. (In addition to specified state priorities, districts' LCAPs can include annual goals in self-selected areas of local priority.)

Figure 7

Eight Areas of State Priority Must Be Addressed in LCAPs



LCAP = Local Control and Accountability Plan.

Figure 8

Required Data for Each of Eight State Priority Areas

Student Achievement

- Performance on standardized tests.
- Score on Academic Performance Index.
- Share of students that are college and career ready.
- Share of ELs that become English proficient.
- EL reclassification rate.
- Share of students that pass Advanced Placement exams with 3 or higher.
- Share of students determined prepared for college by the Early Assessment Program.

Student Engagement

- School attendance rates.
- Chronic absenteeism rates.
- Middle school dropout rates.
- High school dropout rates.
- High school graduation rates.

Other Student Outcomes

- Other indicators of student performance in required areas of study. May include performance on other exams.

School Climate

- Student suspension rates.
- Student expulsion rates.
- Other local measures.

Parental Involvement

- Efforts to seek parent input.
- Promotion of parental participation.

Basic Services

- Rate of teacher misassignment.
- Student access to standards-aligned instructional materials.
- Facilities in good repair.

Implementation of Common Core State Standards (CCSS)

- Implementation of CCSS for all students, including EL.

Course Access

- Student access and enrollment in all required areas of study.

EL = English learner.

Strategic Plan Goal	State Category	State Priority			
C&I All students, regardless of race, ethnicity, socio-economic status, or gender will be proficient/advanced and college/career ready upon graduation	Pupil Outcomes	Pupil achievement as measured by multiple indicators including, but not limited to, assessment data, college readiness, and language proficiency	4	d	Student Achievement
		Pupil outcomes, if available, in the subject areas comprising a broad course of study	8	h	Other Student Outcomes
LE Every student and staff will feel safe, respected, and enjoy positive connections	Engagement	Pupil engagement as measured by multiple indicators including, but not limited to, rates associated with attendance, chronic absenteeism, dropout (middle and high school), and high school graduation	5	e	Student Engagement
		School climate as measured by multiple indicators including, but not limited to, pupil suspension and expulsion rates as well as other local measure assessing safety and school connectedness	6	f	School Climate
PG Empower all students to develop character, compassion, civility, and community consciousness		Parental involvement, including efforts the school district makes to seek parent input in making decisions for the school district and each individual school site, and including how the school district will promote parental participation in programs for economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs	3	c	Parental Involvement
LE All students and staff are provided a high-quality physical environment that facilitates teaching and learning	Conditions of Learning	Compliance with Williams requirements: appropriate teacher assignment, sufficient instructional materials, and facilities in good repair	1	a	Basic Services
FS Students will be central to all fiscal decisions		Implementation of the academic content and performance standards adopted by SBE, including how the programs and services will enable English learners to access the common core academic content standards and the English Language Development standards	2	b	Implementation of CCSS
C&I Optimize student learning by utilizing innovative technologies		The extent to which pupils have access to, and are enrolled in, a broad course of study that includes core subject areas (i.e., English, mathematics, social science, science, visual and performing arts, health, physical education, career and technical education, etc.), including programs and services developed and provided to economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs	7	g	Course Access
FS Ensure fiscal health through investing in today while planning for tomorrow					