

Local Control and Accountability Plan (LCAP) 2016-17 Goals AND Combined Actions

OLD

LCAP State Priority Alignment	Strategic Direction	Goals	Metrics (include EL and Foster Youth), grade spans, programs and sites where appropriate and other specific data point (ex. suspension; kinds of infractions)	Goals Actions and Services Rolled Up Into New Goals
Implementation of CCCS (2) Student Achievement (4) Course Access (7) Other Student Outcomes (8)	Dynamic Instruction	Goal 1: Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, especially those who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement..	Local: <ul style="list-style-type: none"> • All students reading at grade level by grade 3 • Signature Program Enrollment/Performance • Course enrollment (AP) • Implementation of CCCS • Post-Secondary Plans (track college acceptance, career training programs etc...) • Persistence rate of students enrolling in signature programs LCAP <ul style="list-style-type: none"> • Standardized Tests (CAASP) • AP (local measures) • EL Reclassification • EL Proficiency • EAP • AP Exam Score 3+ • College and Career Readiness (A-G completion rate) 	Former Goal 1 Actions <ol style="list-style-type: none"> 1. Ongoing training for counselors on college entrance requirements, financial aid opportunities and career exploration options for students 2. Consulting and counseling between school counselor and all students /parents --Students complete post-secondary plans 3. Align after-school programs to ensure participation in college and career education 4. Implement Exploring College and Career Options (ECCO) Curriculum Ensure a minimum set of WBL experiences, including a compensated internship for all pathway students. 5. Expand pathway offerings and experiences utilizing CTE facilities and equipment upgrades (Measure TT) 6. Increased enrollment in AP courses by all students will necessitate to ensure that all new teachers of AP are trained 7. Online college/career information system to support increased access to our focused subgroups-EL, FY, Low Income, AA and SWD students. 8. District will provide AP training for teachers every two years unless the curriculum is changed by College Board. 9. Begin conversations with all students at the middle schools about the importance of taking honor, AP and/or IB classes towards certification or diplomas. 10. Provide informational sessions to EL parents on

LCAP State Priority Alignment	Strategic Direction	Goals	Metrics (Disaggregated by ethnicity (include EL and Foster Youth), grade spans, programs and sites where appropriate and other specific data point (ex. suspension; kinds of infractions))	Goals Actions and Services Rolled Up Into New Goals
				<p>“what-why” AP classes and high rigorous courses are and their value in current and future educational paths.</p> <p>11. Continue to provide CCSS aligned curriculum development and purchase of instructional materials in partner language for dual-language programs as programs move up grade levels.</p> <p>12. Maintain or increase EL, FY, Low Income and SWD student enrollment by offering a wide range of innovative, rigorous, engaging programs. Program Development Provide additional staffing to support specific innovative instructional programs.</p> <p>13. Staff to continue to provide professional development for PUSD teachers working with increasing number of diverse learners (targeted sub-groups) GATE-identified students and those who wish to become GATE certified. LEA</p> <p>14. Provide opportunities for parents/guardians to visit current sites with innovative/signature programs.</p> <p>15. Counselors and teachers will monitor student progress and counsel and collaborate with parents to ensure students stay on track.</p> <p>16. Quarterly Alternative Education Placement Committee meetings to review students at-risk based on multiple indicators</p> <p>17. Develop high interest and engaging activities for students; extra-curricular middle school sports program.</p> <p>18. District will expand credit reclamation during the school year through Twilight school, before and after</p>

LCAP State Priority Alignment	Strategic Direction	Goals	Metrics (Disaggregated by ethnicity (include EL and Foster Youth), grade spans, programs and sites where appropriate and other specific data point (ex. suspension; kinds of infractions))	Goals Actions and Services Rolled Up Into New Goals
				<p>school for credit recovery offerings to support the individual needs of our targeted sub-groups.</p> <p>19. Innovative Programs: Provide rigorous and challenging instruction during the school day through small group instruction that provide acceleration and engaging learning opportunities.</p> <p>20. To provide all students, with particular focus on access for EL, Low Income and Foster Youth students, engaging and high interest instructional programs through Linked Learning Pathways.</p> <p>21. Increase instructional supports at each school site provided curriculum development, implementation and small group instruction for targeted sub-groups</p> <p>22. Increase access for diverse learners high level sciences through higher education collaboration and hands on learning</p> <p>23. Implementation of AP Prep/Shmoop program to provide increased course access and success for all students</p> <p>24. Provide additional CSR instruction at the elementary level for targeted academically at-risk sub groups to include FRL, FY and EL students.</p> <p>Former Goal 2 Actions</p> <p>1. Curriculum Refinement Committees convene for K-11th ELA and Math, and 6th-12th Science and History, in order to refine Scope and Sequence based on pilot feedback</p> <p>2. Principals, teacher leads are trained in use of Scope and Sequences in classrooms implementation of</p>

LCAP State Priority Alignment	Strategic Direction	Goals	Metrics (include EL and Foster Youth), grade spans, programs and sites where appropriate and other specific data point (ex. suspension; kinds of infractions)	Goals Actions and Services Rolled Up Into New Goals
				<p>CCSS aligned Scope and Sequence—"Leadership Institute"</p> <ol style="list-style-type: none"> 3. Development of instructional "tool kits" that supports teachers with differentiation strategies to support all diverse learners 4. Provide library services at secondary schools to provide increased access for our students to reading materials, online resources in support of literacy initiative 5. Site level teacher collaboration to support differentiating of curriculum to support increased access of EL, RFEF, FY and Low Income students. 6. Replace and repair instructional materials 7. Staff collaborates to implement systems to ensure that ALL classrooms to include EL resiganted EL's and SWD students and innovative programs have standards aligned instructional materials and appropriate intervention supplemental materials on the first day of instruction 8. Research and implement transition to e-books, and digital resources <p>Former Goal 3 Actions</p> <ol style="list-style-type: none"> 1. Provide smaller class sizes for all students K-3 2. Ensure that all students, with specific focus on EL and SWD students who based on assessments are enrolled in appropriate intervention courses and will use common research based intervention curriculum aligned with Common Core Standards 3. Consistent utilization of District instructional

LCAP State Priority Alignment	Strategic Direction	Goals	Metrics (Disaggregated by ethnicity (include EL and Foster Youth), grade spans, programs and sites where appropriate and other specific data point (ex. suspension; kinds of infractions))	Goals Actions and Services Rolled Up Into New Goals
				<p>coaching support expertise for all students, to include English Learners, Low Income, Foster Youth, Students with Disabilities and other students academically at risk</p> <ol style="list-style-type: none"> 4. Teachers at targeted sites will implement provide reading and writing workshops for students, focusing on specific elements of informational, narrative, and opinion text. 5. Coordinated Early Intervention- small group instruction for students academically at risk in grades K-1 JR 6. International Academy for EL students in grades 6-12 who are newcomers level 1 7. Provide library services at the elementary level to support increased literacy skills <p>Former Goal 10 Actions</p> <ol style="list-style-type: none"> 1. All EL students will have an LLP developed to support and identify their academic strengths and challenges 2. Materials (licenses, technology...) to implement EL intervention programs 3. PD for and materials for Admin- Professional Development to support EL students 4. CELDT Instructional Camp 5. Extended Learning Opportunities- after school and Saturday--DEIAC indicates Saturday doesn't work 6. Staff to design and ensure implementation of EL programs

LCAP State Priority Alignment	Strategic Direction	Goals	Metrics (include EL and Foster Youth), where appropriate and other specific data point (ex. suspension; kinds of infractions)	Goals Actions and Services Rolled Up Into New Goals
Basics (1)	Outstanding Staff	Goal 2: A well-trained and qualified teacher in every classroom, every day supported by adequate, well-trained support staff.	Local <ul style="list-style-type: none"> • Number of IHE-District partnerships • Placement of University student teachers • BTSA program for all eligible PUSD teachers • Level of staff satisfaction • Percentage of internal staff promotion • Staff Retention rate LCAP <ul style="list-style-type: none"> • Highly Qualified Teachers 	Former Goal 5 Actions <ol style="list-style-type: none"> 1. All teachers have the qualifications and have met credentialing requirements to maintain a fully highly qualified staff-District specific informational sessions and support for new employees. 2. Districtwide Professional Development Days utilized for classified and certificated training needs. 3. Professional Development and District specific informational sessions and support for new employees specifically those instructing EL/Redesignated, FY and Low Income students. 4. School sites have support personnel to provide expertise and instruction in media, technology use; increase in out years. Develop and offer technology courses at each school. 5. Teacher training and development of technical units for skill assessment 6. Ensure Core Content supplemental materials and support for teachers and staff to support students 7. Provide professional development and collaboration for vertical and horizontal articulation within and among dual immersion programs and IB sites
Student Engagement (5) School Climate (6)	Quality Learning Environment	Goal 3 Students will be in school every day in an environment that is safe, caring and conducive to learning. All facilities will be in	Local <ul style="list-style-type: none"> • Number of partnerships • Increase student access to college and career information grades 3-12 LCAP <ul style="list-style-type: none"> • Suspension/expulsion 	Former Goal 4 Actions <ol style="list-style-type: none"> 1. Foster youth liaison has adequate time, knowledge, and resources to fully execute supports 2. To support and monitor the enrollment, internal communications and tracing of Foster Youth 3. Provide specific academic supports for Foster Youth, emphasis on students also receiving special education services; actions based on and designed

LCAP State Priority Alignment	Strategic Direction	Goals	Metrics (include EL and Foster Youth), where appropriate and other specific data point (ex. suspension; kinds of infractions)	Goals Actions and Services Rolled Up Into New Goals
		good repair and equipped for 21st century learning.	<ul style="list-style-type: none"> • rates • Chronic Absenteeism • Graduation rates • Attendance • High School/Middle School Dropout rates • CHKS 	<p>for each student</p> <ol style="list-style-type: none"> 4. Provide Foster Youth/SWD students social-emotional supports and school based mental health services. Provide each FY/SWD student in need of behavioral supports a fully implemented BSP. 5. Provide increased number of Foster Youth Liaisons and additional admin support at middle school with concentration of foster youth students. 6. Increase support staff and services targeted for Foster Youth (% dedicated to FY)-increased FY staff and % dedicated to FY <p>Former Goal 6 Actions</p> <ol style="list-style-type: none"> 1. All schools will be supported by CWAS in identifying appropriate consequences to discipline infractions. 2. Review 360 Schools will be able to assess internalizing and externalizing student behaviors; therefore matching early supports with identified student needs. 3. RtI -Each school site will utilize a multi-tiered approach to identifying and remediating student behavioral challenges with the use of Review 360, Universal Screening Tool, and develop site level support teams for collaboration of support. The screening tool will be administered at least twice per academic calendar. 4. Professional Development for school site personnel on cultural relevant and responsive training. 5. Provide information to parents of EL, FY and Low Income students about education code specifically

LCAP State Priority Alignment	Strategic Direction	Goals	Metrics (include EL and Foster Youth), grade spans, programs and sites where appropriate and other specific data point (ex. suspension; kinds of infractions)	Goals Actions and Services Rolled Up Into New Goals
Basics (1)	High Performing, Accountable Organization	Goal 4: Systems and processes of the district are effective, transparent and efficient. The central office is responsive to the needs of the school sites.	Local <ul style="list-style-type: none"> • Number of partnerships • Operational KPI's • Expenditure efficiency (final budget as % of actual) • Revenue efficiency (final budget as % of actual) • Fund balance ratio • Change Process training • Increase in efficient effective systems implementation LCAP <ul style="list-style-type: none"> • Increase in efficient effective systems 	<p>as it relates to discipline and attendance.</p> <ol style="list-style-type: none"> 6. Provide ongoing mental health counseling, medical and dental care for chronically absent students and families 7. A2A attendance program: Daily monitoring of attendance and timely communication with parents. 8. Increase Health services and support at school sites 9. Effectively market and promote services and programs offered through Healthy Start and PUSD Health Programs to our families of EL, Low Income students; provide them with the knowledge. 10. Increase Middle School Mentoring Program 11. Provide socio-emotional support staff, focus at the elementary sites to provide conflict resolution <p>Former Goal 8 Actions</p> <ol style="list-style-type: none"> 1. Strategic Planning, research and systems training and staff, professional development in how to effectively conduct a review of District processes for efficiencies and develop implementation plan for improvement 2. Quality succession plan designed and implemented for key leadership position. Teacher leaders provided training in administrative best practices; PD modules to develop internal capacity of leaders 3. Ensure that appropriate and timely translation is provided to EL parents to ensure access to processes and policies
		Goal 4: Systems and processes of the district are effective, transparent and efficient. The central office is responsive to the needs of the school sites. Effective to me means resources are aligned to our goals and our goals are met. Efficient means		

LCAP State Priority Alignment	Strategic Direction	Goals	Metrics (include EL and Foster Youth), grade spans, programs and sites where appropriate and other specific data point (ex. suspension; kinds of infractions)	Goals Actions and Services Rolled Up Into New Goals
Parent Involvement (3)	Meaningful, Collaborative Partnerships /Parent Engagement	timeliness and maximizing resources. Goal 5: Parents and guardians feel welcomed at their school, have sufficient two-way communication with their school and are provided with the knowledge and skills to successfully support and advocate for their child.	<p>Local</p> <ul style="list-style-type: none"> Results of California Healthy Kids Survey Attendance at parent conferences, Back to School, Open House events Attendance at Parent University workshops Percentage of schools that have a parent room/center staffed with a community assistant Percentage of schools that provide professional development to school staff on how to welcome and engage families effectively (number of training hours/average number of staff that participated per school Percentage of parent engagement expenditures allocated 	<p>Former Goal 7 Actions</p> <ol style="list-style-type: none"> Customer Services training for staff that includes culturally responsive skills and awareness. Develop a client survey to ensure high percent of participation of all parents/guardians to include EL, FY, Low income and SWD students Staff to implement and develop marketing and outreach campaign that "targets" our underrepresented families; EL, FY, Low Income students and SWD. Community Assistants to ensure outreach and engagement of parents; each site will have a minimum of three hours a day of staff time to support parents and school community Multi-lingual District Community Liaisons will provide outreach to parents by collaborating with school sites, and other district departments that specifically support our EL, FY and Low Income students. Continue to identify and collaborate with community partners who support our schools and District priorities Continue to utilize the School/Community Work plan to foster partnerships to support our schools Professional Development Workshops provided through Family Resource Center & Parent Engagement Teams training

LCAP State Priority Alignment	Strategic Direction	Goals	Metrics Disaggregated by ethnicity (include EL and Foster Youth), grade spans, programs and sites where appropriate and other specific data point (ex. suspension; kinds of infractions)	Goals Actions and Services Rolled Up Into New Goals
			<p>for personnel costs (community assistant, translators, etc.) and program costs (workshops, resources, etc.)</p>	<p>Former Goal 9 Actions</p> <ol style="list-style-type: none"> 1. Staff perform actions and services to maintain all facilities in good repair 2. Monitor work orders; what they are and completion rate 3. Implement Technology plan to ensure that all schools have the needed electrical and network technological needs 4. Integration of Technology and supports for implementation of educational programs and services for target student groups 5. Develop plan for tech support at sites; teacher and students