

Local Control and Accountability Plan (LCAP) 2016-17

Goals

LCAP State Priority Alignment	Strategic Direction	Goals	Metrics
<p>Implementation of CCSS (2)</p> <p>Student Achievement (4)</p> <p>Course Access (7)</p> <p>Other Student Outcomes (8)</p>	<p>Dynamic Instruction</p>	<p>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. (1,2,3,4,10)</p>	<p>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)</p> <p>Local:</p> <ul style="list-style-type: none"> • All students reading at grade level by grade 3 • Signature Program Enrollment/Performance • Course enrollment/completion (AP, IB, Honors) • Reduction of LTEL students by 5% each year <p>LCAP (state required)</p> <ul style="list-style-type: none"> • Meets or exceeds standards on the CAASPP • Implementation of CCSS (as measured by instructional rounds data collection) • EL Reclassification • EAP • A-G completion rate • Percentage of students with 3 or above on AP exams
<p>Basics (1)</p>	<p>Outstanding Staff</p>	<p>Goal 2: A well-trained and qualified teacher in every classroom, every day supported by adequate, well-training support staff. (5)</p>	<p>Local</p> <ul style="list-style-type: none"> • Number of IHE-District Partnerships • Staff turnover/retention • Staff attendance at 96% or better • Appropriately Credentialed Teachers, assigned properly
<p>Student Engagement (5)</p> <p>School Climate (6)</p>	<p>Quality Learning Environment</p>	<p>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 good repair and equipped for 21st century learning. (4,6,10)</p>	<p>Local</p> <ul style="list-style-type: none"> • Rates of alternatives to suspension activities (RTI fidelity rating) <p>LCAP (state required)</p> <ul style="list-style-type: none"> • Suspension/expulsion rates • Graduation rates • Attendance - both internal and chronic absenteeism

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			<p>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)</p> <ul style="list-style-type: none"> Dropout rates – both 4 yr grad cohort and middle school
<p>Basics (1)</p>	<p>High Performing, Accountable Organization</p>	<p>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. (8)</p>	<p>Local</p> <ul style="list-style-type: none"> Expenditure efficiency (final budget as % of actual) Revenue efficiency (final budget as % of actual) Increase percentage of reserve annually <p>LCAP</p> <ul style="list-style-type: none"> Increase in efficient effective systems (as measured through implementation surveys) Staff satisfaction with central office support – survey Transparent system/processes – survey/focus groups
<p>Parent Involvement (3)</p>	<p>Meaningful, Collaborative Partnerships/Parent Engagement</p>	<p>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. (9)</p>	<p>Local/LCAP</p> <ul style="list-style-type: none"> Results of California Healthy Kids Survey – welcoming environment/communication By school, number of hours of PD for staff on how to work with families – offered and attended By school, number of hours of PD for parents on supporting student success – offered, attended and evidence of effectiveness Percentage of schools with 75% or more of parents on parent committees who received training on their duties and evidence of effectiveness of the training.