

Local Control and Accountability Plan (LCAP) 2016-17

Goals

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)	Former Goals Actions and Services
Implementation of CCSS (2) Student Achievement (4) Course Access (7) Other Student Outcomes (8)	Dynamic Instruction	Goal 1: Provide high quality, dynamic instruction for all students (including EL, SPED, GATE, Foster Youth, and Socioeconomically Disadvantaged) so that our students exemplify the PUSD Graduate Profile (1,2,3 ,10)	Local: <ul style="list-style-type: none"> • All students reading at grade level by grade 2 • Signature Program Enrollment/Performance • Course enrollment (AP) • Implementation of CCSS • 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) • API (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

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				<p>and/or IB classes towards certification or diplomas.</p> <p>10. Provide informational sessions to EL parents on “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>

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				<p>18. District will expand credit reclamation during the school year through Twilight school, before and after 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>

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				<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

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				<p>aligned with Common Core Standards</p> <ol style="list-style-type: none"> 3. Consistent utilization of District Instructional coaching support expertise for all students, to include English Learners, Low Income, Foster Youth, Students with Disabilities and other students academically at risk 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 JR <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--DELAC indicates Saturday doesn't work 6. Staff to design and ensure implementation of EL

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Basics (1)	Outstanding Staff	Goal 2: Provide highly qualified staff through recruitment, retention and development so that every student thrives (5)	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 • Highly Qualified Teachers LCAP	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 Former Goal 4 Actions
Student Engagement (5) School Climate (6)	Quality Learning Environment	Goal 3: Provide health and wellness, social emotional support services so that students can reach their full academic	Local <ul style="list-style-type: none"> • Number of partnerships • Increase student access to college and career information grades 3-12 LCAP	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

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		potential using the community school framework (4,6,)	<ul style="list-style-type: none"> • Suspension/expulsion rates • Chronic Absenteeism • Graduation rates • Attendance • High School/Middle School Dropout rates • CHKS 	<p>education services; actions based on and designed 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

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Basics (1)	High Performing, Accountable Organization	Goal 4: Develop and implement effective, transparent, and efficient processes and systems that result in responsive and efficient services to school sites (8)	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 	<p>Income students about education code specifically 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

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Parent Involvement (3)	Meaningful, Collaborative Partnerships /Parent Engagement	Goal 5: Promote a welcoming and inclusive environment for all stakeholders and ensure parents and guardians have the opportunity to acquire knowledge, information, and skills needed to support their children's success in school (7,9)	<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 for personnel costs (community assistant, 	<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 <p>Former Goal 9 Actions</p>

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			<p>translators, etc.) and program costs (workshops, resources, etc.)</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