

Pleasanton Unified School District

2017-2020 LOCAL CONTROL and ACCOUNTABILITY PLAN (LCAP) Final Review

**Board of Education Meeting
June 25, 2019**

**Pam VandeKamp, Ed.D.
Director of Assessment
and Accountability**

Board of Trustees

June 11, 2019 First Review Feedback/Guidance

- **In developing a new three year Local Control and Accountability Plan, continue the process of evaluating the effectiveness of funded programs using multiple data points in order to identify measurable goals and the most effective actions and services to meet those goals.**
 - **Each program must have quantitative/qualitative data as part of the action or service in order to measure program effectiveness**
 - **Based upon data results, recommend program continuance or elimination**
- **Provide additional research and program effectiveness data regarding Naviance, PIQE, and other recently funded programs including expected annual measurable outcomes as reported by the Local Control and Accountability Plan**

Meet with the Local Control Advisory Committee (LCAC) to obtain input on the areas listed below to further utilize the LCAP carryover dollars:

- **Consider additional site specific funding support based on equity allocations to address the learning needs of identified student groups**
- **Develop and implement a COST (Coordination of Services Team) model at each school site, including training, coaching, and resources**

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set, specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Pleasanton Unified School District	Dr. Odie Douglas Assistant Superintendent of Educational Services	odouglas@pleasantonUSD.net 925-426-5500

2017-20 Plan Summary The Story

Describe the students and community and how the LEA serves them.

The Community of Pleasanton

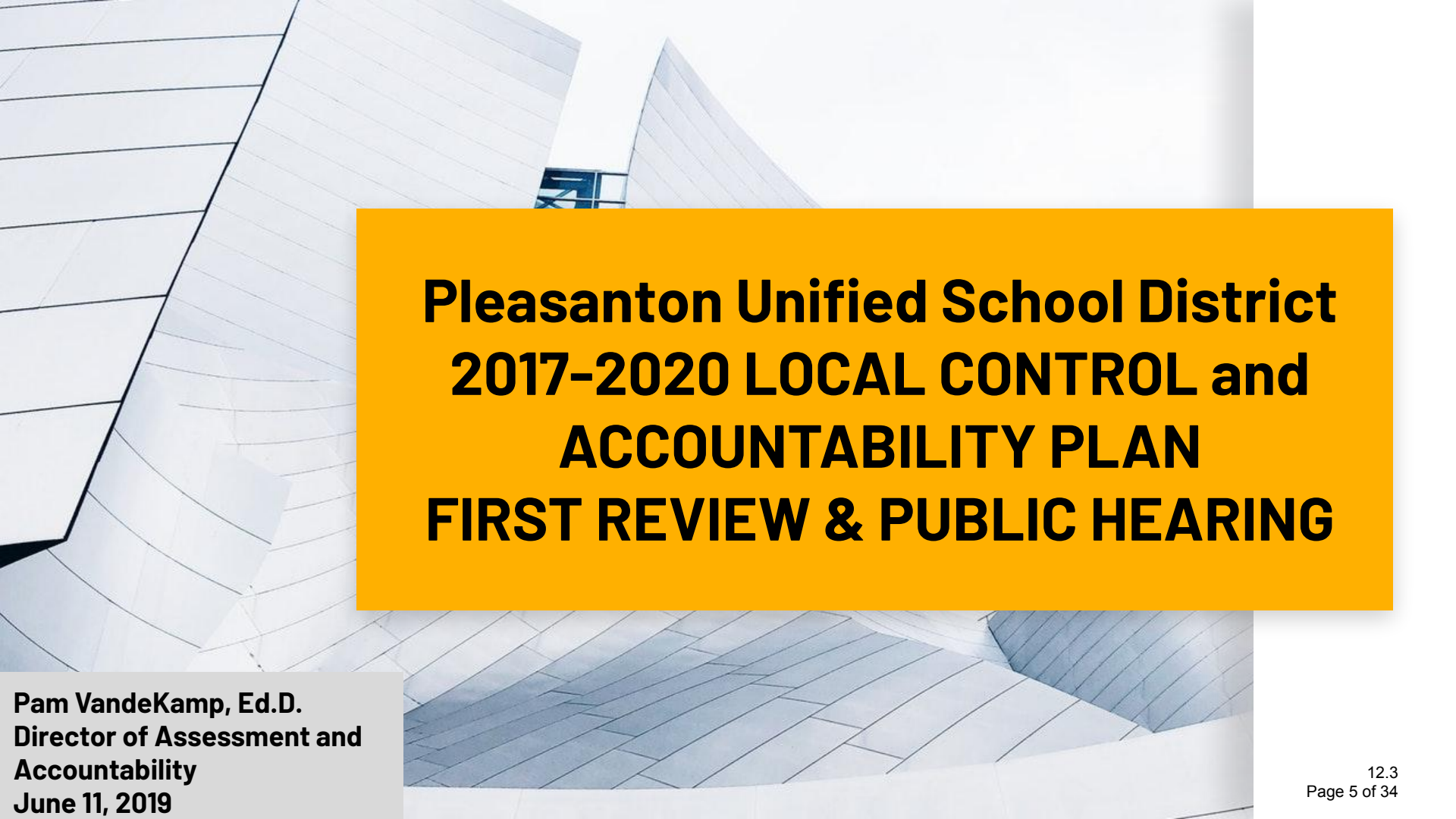
The town of Pleasanton is located in an affluent suburban community with a rich history of development dating back to the days of Spanish settlement. According to Data USA, the population of approximately 83,007 consists of 59.2% white, 31.6% Asian, 11.2% two or more races, 9.7% Latino, and 2% African American. The median home value in Pleasanton was \$879,800 as of January 2019. The median household income is \$138,269. Pleasanton was ranked number 4 on USA Today's list of "America's 50 best cities to live in" in 2014, number 63 in Money's list of "The Best Places to Live" in 2010, and was named one of "Americans' Top Hometown Spots" in the United States in 2009 by Forbes.

The Pleasanton Unified School District engages in multiple collaborative partnerships within the community. These partnerships include a strong and active parent community, the Pleasanton Partnerships in Education (PPIE), Pleasanton Parent Teacher Association (PTA) and the City of Pleasanton among others. Through these partnerships and with our stakeholder groups Pleasanton USD provides opportunities for rigorous instruction and achievement, civic engagement, community service and social and philanthropic activities.

Pleasanton Students

There are 14,864 students in Pleasanton Unified School District. Of these students, 6092 (41%) are Asian, 6024 (40.5%) are white, 1436 (9.7%) are Hispanic/Latino, 207 (1.4%) are African American, and 747 (5%) identify as two or more races. There are currently 1433 (9.6%) English learners, 1219 (8.2%) Socio Economically Disadvantaged students, 8 Foster and 121 Kinship youth (living with family members). According to the Local Control Funding Formula 16% of the students are included in the count of unduplicated students. Of the total student population, 1224 (8.2%) have been identified as needing Special Education services. Our students attend one of 15 district schools, nine elementary, three middle, two comprehensive and one continuation high school.

UPDATED 2017-2020 LCAP PLAN WITH ACOE (Alameda County Office of Education) EDITS



Pleasanton Unified School District 2017-2020 LOCAL CONTROL and ACCOUNTABILITY PLAN FIRST REVIEW & PUBLIC HEARING


**Pam VandeKamp, Ed.D.
Director of Assessment and
Accountability
June 11, 2019**

2018-19 Local Control Advisory Committee (LCAC)


Community Members	Community Members	Staff Members
Alma Avalos	Michelle Spinola	Mary Charuhas
Varsha Clare	Sylvia (Xia) Tian	Ed Diolazo
Sri Garikipati	Margaret Trutner	Mary Jude Doerpinghaus
Rosanne Hoffman	Susan Wong	Odie Douglas
Samantha Kading		Thomas Gray
Alon Kama		Scott Neal
Grace Li		Micaela Ochoa
Jonas Moe		Heather Pereira
Analeah O'Neill		Pam VandeKamp

- 
- 1. Ensure ongoing implementation of research-based assessment strategies that focus on student academic growth and are leveraged to help close achievement and opportunity gaps.**
 - 2. Improve Multi-Tiered Systems of Supports, including appropriate interventions and enrichments.**
 - 3. Strengthen District Board Policies and Administrative Regulations, which will ensure clarity of direction for staff.**
 - 4. Build our Professional Learning Community through strengthening employee recruitment, development, and retention strategies to ensure continuity of a high-quality workforce.**
 - 5. Improve overall customer service and stakeholder perceptions of the District and of each school.**

DISTRICT ORGANIZATIONAL GOALS

- 
- 1. All students, regardless of race, ethnicity, socioeconomic status, or gender will be proficient/advanced and college/career ready upon graduation.**
 - 2. We will optimize student learning by utilizing innovative technologies.**
 - 3. Every student will feel safe, respected, and enjoy positive connections.**
 - 4. All certificated and classified instructional staff will have opportunities to receive training and support in order to deliver high-quality instruction and progress toward full implementation of the California State Standards.**
 - 5. Parents/Guardians will develop a deeper understanding of the educational system and the decision making process of the Local Control and Accountability Plan so that they can provide support for their children as they learn the standards of the 21st Century classroom.**

LCAP GOALS

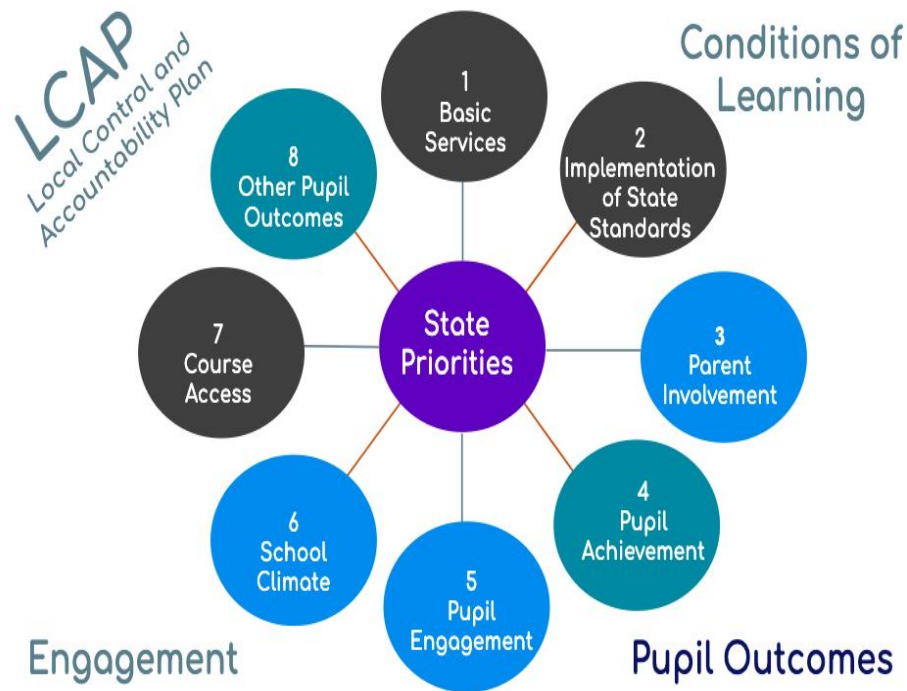
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- **Under the Local Control Funding Formula (LCFF) model, supplemental grants that reflect student demographic factors will be provided to Districts to support targeted student groups.**
 - **To ensure that the District budget is aligned with the priorities of the State for these supplemental funds, a plan called the Local Control and Accountability Plan (LCAP) is required.**
 - **The LCAP must include Specific Actions with a Description of Expenditures and must be adopted annually by the Board of Trustees prior to the adoption of the District budget.**

LCFF and LCAP

LCAP Metrics

Each of the State Priorities can be measured by multiple resources that indicate the overall impact of the actions and services to meet District LCAP Goals.

[LCAP Required Metrics](#)



PLEASANTON USD LOCAL CONTROL and ACCOUNTABILITY PLAN METRICS

- **Highly Qualified Teachers:** In 2018-2019, 721 out of 727 certificated teachers had appropriate credentials.
- **Williams Report:** 100% PUSD Facilities are rated good to excellent
- **Both classified and certificated staff** were provided multiple opportunities throughout the school year to participate in high quality professional development
- **SBA ELA:** 80.8% Meet or Exceed Standards
- **SBA MATH:** 77% Meet or Exceed Standards
- **Advanced Placement Test Passing Rate:** 94%
- **UC/CSU Eligible:** 70.3%
- **English Learner Reclassification Rate:** 12.7%
- **EAP Ready for College:** ELA 89.8% Math 74%
- **College/Career Readiness:** 80.8% prepared
- **Graduation Rate:** 97.7%
- **Middle School Dropout Rates:** .01%
- **High School Dropout Rates:** 1.4%
- **Suspension Rate 2017-2018:** 2.7%
- **Expulsion Rate 2017-2018:** .04%
- **Chronic Absenteeism:** 3.0%

2017-2018 CALIFORNIA SCHOOL DASHBOARD

Lowest Performance - **Red** **Orange** **Yellow** **Green** Highest Performance - **Blue**

This report displays the performance level (color) for each student group on all the state indicators.

Student Group Report for 2018

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Green	Orange	Blue	Blue	Blue	Blue
English Learners	Yellow	Green	Blue	Green	Green	Blue
Foster Youth	None	None	None	None	None	None
Homeless	Orange	Blue	None	None	None	None
Socioeconomically Disadvantaged	Green	Orange	Blue	Yellow	Yellow	Green
Students with Disabilities	Green	Yellow	Green	Orange	Orange	Orange
African American	Green	Yellow	None	None	Green	Orange
American Indian or Alaska Native	None	None	None	None	None	None
Asian	Blue	Green	Blue	Blue	Blue	Blue
Filipino	Yellow	Yellow	None	None	Blue	Blue
Hispanic	Yellow	Yellow	Blue	Green	Green	Yellow
Native Hawaiian or Pacific Islander	None	Orange	None	None	None	None
White	Green	Orange	Blue	Blue	Green	Blue
Two or More Races	Green	Orange	None	None	Blue	Blue



LOCAL CONTROL and ACCOUNTABILITY PLAN DEVELOPMENT PROCESS AND FEEDBACK



2017-20 LCAP Development Process

Dates

September 2018 – June 2019

January – March 2019

June 11, 2019

June 25, 2019

Activities

LCAC (Local Control Advisory Committee) Monthly Meetings

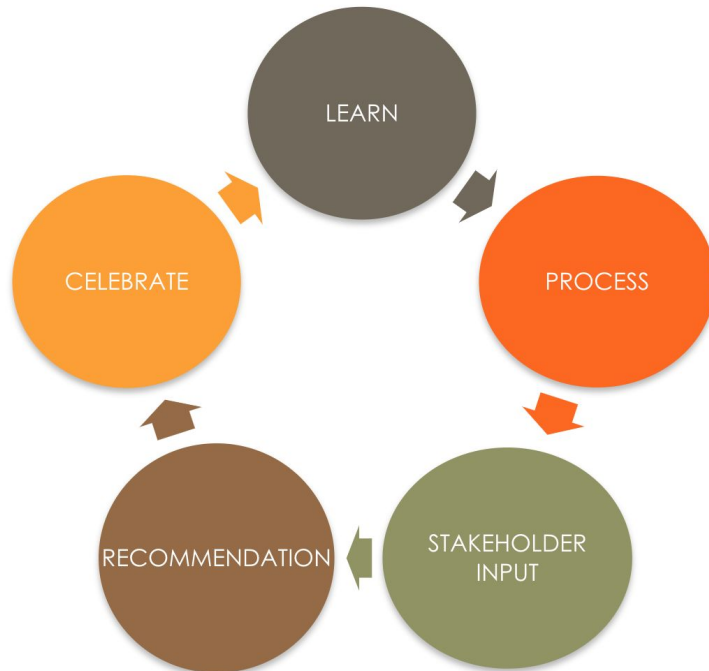
Listening Campaign

LCAP Presentation to Board – First Review, Public Hearing

LCAP Presentation to Board – Final Approval

STAKEHOLDER INPUT

Cycle of LCAP Review



**Listening Campaign
Feedback Summary
HIGHLIGHTS**
(Full Report)

2018-2019 Listening Campaign Questions

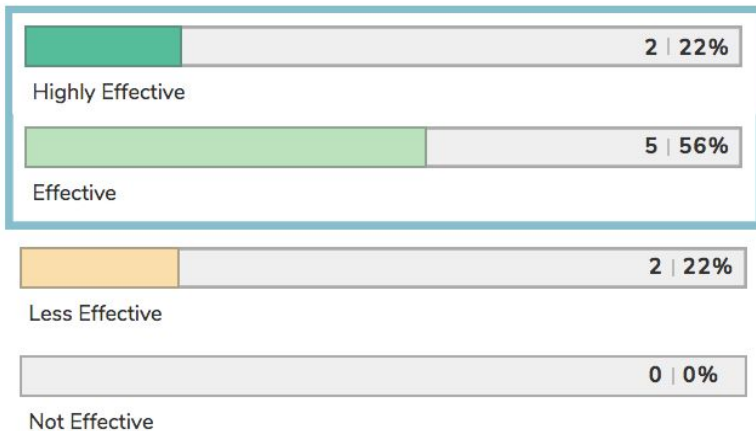
- Which groups of students met the desired targets?
- Which groups of students need additional support in each of the Dashboard Indicators?
- What current actions and services are most effective in supporting groups of students identified in the LCAP?
- How can we continue to prepare all students to be college and career ready?



SPOTLIGHT: INTERVENTION/INTEGRATION SPECIALISTS (GOAL 1)



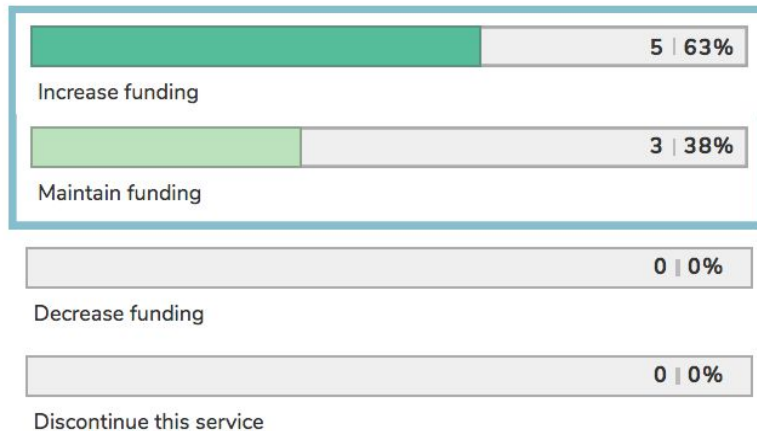
of LCAP listening campaign committee members suggested that intervention/integration specialists were effective or highly effective.



TOTAL 9

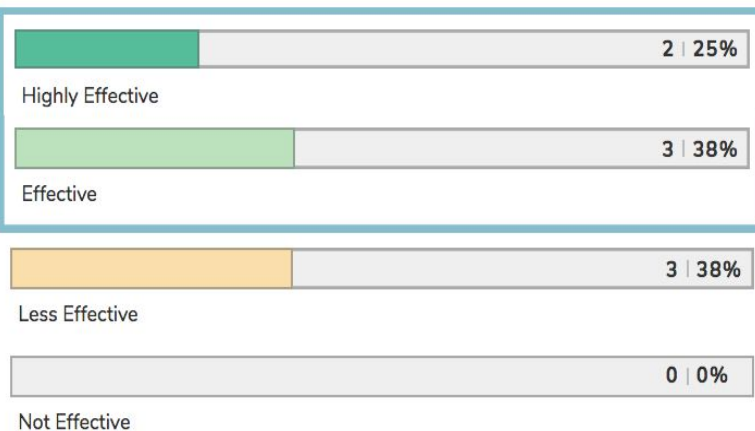
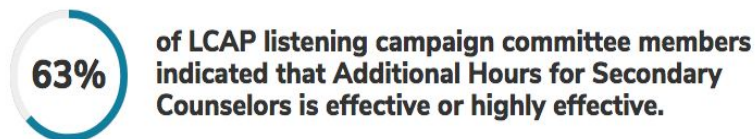


of LCAP listening campaign committee members recommended that PUSD maintain or increase funding for intervention/integration specialists.

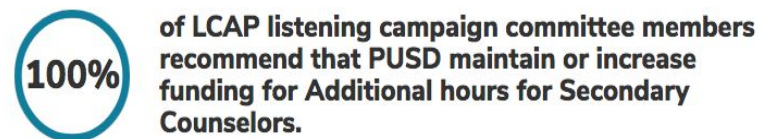


TOTAL 8

SPOTLIGHT: ADDITIONAL HOURS FOR SECONDARY COUNSELORS (GOAL 1)



TOTAL 8



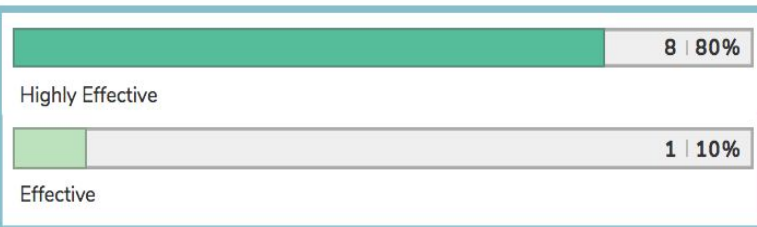
TOTAL 8

SPOTLIGHT: YOUTH DEVELOPMENT SPECIALIST

(GOAL 3)



of LCAP listening campaign committee members suggested that youth development specialists were effective or highly effective.

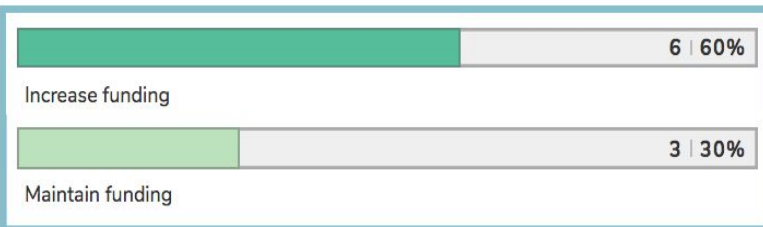


Not Effective

TOTAL 10



of LCAP listening campaign committee members recommended that PUSD maintain or increase funding for youth development specialists.



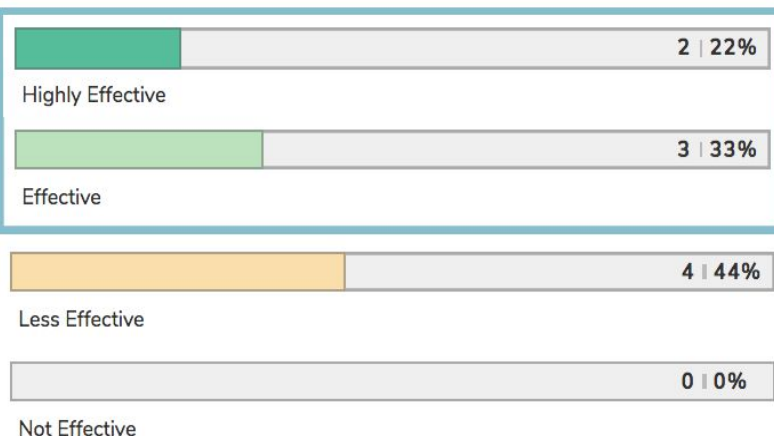
Discontinue this service

TOTAL 10

SPOTLIGHT: PD WITH FOCUS ON CULTURALLY RELEVANT PEDAGOGY AND DEVELOPMENT OF CULTURAL COMPETENCY, PBIS, RTI, MTSS



of LCAP listening campaign committee members suggested that PD focused on PBIS/RTI/MTSS was effective or highly effective.



TOTAL 9



of LCAP listening campaign committee members recommend that PUSD maintain or increase funding for PD focused on PBIS/RTI/MTSS.



TOTAL 9

LOCAL CONTROL ACCOUNTABILITY RECOMMENDATIONS BASED ON LISTENING CAMPAIGN and STUDENT PERFORMANCE DATA RESULTS

- **Increased support for PBIS (Positive Behavioral Interventions and Support)**
- **Increased FTE (Full Time Equivalent) for Counseling Support**
- **Support for additional FTE at secondary for Intervention Specialists**
- **Support for one additional .875 FTE for Child Welfare Attendance Specialist (7 hrs per day, 206 days)**
- **PIQE (Parent Institute for Quality Education) Parent/Guardian Engagement opportunities**

2019-20 LCAP SUPPLEMENTAL FUNDED PROGRAMS and RESOURCES (Overall Total Allocation - Estimated 4.3 million)

Recommended Increases/Changes

Goal 1:

- **INCREASE-** (Transitional Kindergarten) TK-12 Intervention and Integration Specialists at Secondary to 1.0 at all schools (LCAP and Low Performing Student Block Grant)
- **INCREASE-** Funding to increase After School Programming for Enrichment/Extended Learning Opportunities
- **INCREASE-** Funding for Naviance College Readiness Program; provide training and explore outreach to Middle School
- **CHANGE-** Fund ongoing for Reading/English Language Support Specialists (paraprofessionals) for TK-5

2019-20 LCAP SUPPLEMENTAL FUNDED PROGRAMS and RESOURCES - **Recommended Increases/Changes** (con't)

Goal 1:

- **NEW-** Restore funding for 1.0 FTE Coordinator, Language Acquisition, an instructional leader with primary responsibility for providing leadership and direction for TK-12 districtwide services to further support and provide resources primarily to students who are English Learners.
- **NEW-** Summer enrichment programs for youth through the Adult and Career Education Department.
- **NEW-** District Career Readiness Specialist (.3 FTE) - Co-fund with AP Exam Fees (.5 FTE) and CTEIG - Career Technical Education Incentive Grant (.2 FTE)

2019-20 LCAP SUPPLEMENTAL FUNDED PROGRAMS and RESOURCES - **Recommended Increases/Changes** (con't)

Goal 2:

- **NEW-** PUSD strongly supports a robust and comprehensive college and career programs for our students, while maintaining relevant Career Technical Education (CTE) courses, pathways and Middle College, supported by a commitment to the joint powers agreement with Tri-Valley Regional Occupational Programs.

LCAP SUPPLEMENTAL FUNDED PROGRAMS and RESOURCES - **Recommended Increases/Changes** (con't)

Goal 3:

- **CHANGE-** 3.0 FTE Social Worker (one Spanish Speaking) - 2.0 FTE previously funded by the one-time PBIS grant to provide outreach and supports primarily for English Learners, Socio-economically Disadvantaged, Homeless and Foster students
- **INCREASE-** Youth Development Specialist budget to allow for supplies and consultant costs (\$11,000)
- **NEW-** Fund additional .875 FTE Child Welfare Attendance Specialist, 7 hours per day, 206 days (Co- Fund Title 4 and LCAP)

2019-20 LCAP SUPPLEMENTAL FUNDED PROGRAMS and RESOURCES - **Recommended Increases/Changes** (con't)

Goal 4:

- No changes

Goal 5:

- **INCREASE-** One additional 1.0 FTE District Parent Liaison to add services for unduplicated students
- **NEW-** Parent Institute for Quality Education (PIQE) for Elementary at one site



LCAP 2017-2020

QUESTIONS?

Appendix

- **Current LCAP Current Supplemental Funded Programs and Resources**
- **Impact of LCAP/LCFF (Local Control Funding Formula) on Student Performance**
- **LCAP Parent Budget Review**
- **Additional Resources**

CURRENT LCAP SUPPLEMENTAL FUNDED PROGRAMS AND RESOURCES

Goal 1:

- **English Learner Supplemental Curriculum Resources**
- **Extended Day Academic Intervention Programs Coordinator**
- **English Learners Program Delivery Staffing FTE Support at Middle/High Schools**
- **College and Career Education Counselors (.3 FTE each at AVHS & FHS)**
- **College & Career Readiness Action Plan Incentives, including AVID**
- **College Boot Camp Academy**
- **.4 FTE AVID Lead Teacher**

CURRENT LCAP SUPPLEMENTAL FUNDED PROGRAMS AND RESOURCES (con't)

Goal 2:

- **Internet Connected Chromebooks (Lending Devices)**
- **Library Media Center Resources**
- **Assessment Analyst (.5 FTE)**
- **Library Media Center Technician (.5 FTE at Village High School)**

Goal 3:

- **Music program support for targeted student populations**
- **Social Worker (Spanish Speaking)**
- **Youth Development Specialist**

CURRENT LCAP SUPPLEMENTAL FUNDED PROGRAMS AND RESOURCES (con't)

Goal 4:

- **Collaboration hours for classroom teachers**
- **Professional Development for Certificated and Classified Instructional Staff**

Goal 5:

- **District Parent Liaisons**
- **Parent Education, including**
 - **PTA School Smarts in English and Spanish (Elementary)**
 - **Loving Solutions and Parent Project programs**



IMPACT OF LCAP/LCFF ON STUDENT PERFORMANCE

- OVERALL
- MARIACHI PROGRAM
- CTE/ROP PROGRAM
- LENDING DEVICES
- AVID PROGRAM
- LANGUAGE DIVERSITY
- PARENT EDUCATION
LEVEL



LCAP PARENT BUDGET REVIEW

To the greatest extent practicable, the Budget Overview for Parents will use language that is understandable and accessible to parents and that it display information using visuals and graphics.

The total projected general fund revenue for the coming LCAP year, with the funds broken out as follows:

- The LCFF revenue
- The LCFF supplemental and concentration grants
- All other state funds*
- All local funds*
- All federal funds*

[Budget Overview for Parents](#)



LCAP Local Control Advisory Committee Agendas

Listening Campaign Presentation

Listening Campaign Opportunities

Listening Campaign Feedback and Recommendations

ADDITIONAL RESOURCES