

Talking points for LUSD Board of Trustees on topics noted:
Updated July 29, 2015

1. **Performance Based System (PBS)** - Lindsay Unified's PBS is a unique approach to education that places the learner at the center of all decision making. The following components are essential to the learner-centered system being built in LUSD:
 - Learners are provided learning opportunities at their appropriate academic level (regardless of age or grade)
 - Learners are expected to master academic curriculum and Life Long Learning curriculum before progressing forward to the next learning (focus on the learning, not the time)
 - Learners are allowed to progress at a learning pace that is appropriate for each learner (personalization)
 - Learners are required to set their own learning goals, monitor their progress, and make adjustments to their learning plan as appropriate (learner ownership for results)
 - Learners develop deep levels of ownership over their learning, their progress, and ultimately their future
 - Learners are motivated and supported to discover and deepen knowledge around their interests.

2. **Local Control Accountability Plan (LCAP)** – The LCAP is a locally developed action plan that details how LUSD staff members will carry out the priorities established by the LUSD School Board and the priorities set by the State of CA while addressing the needs of the local learning community. The LCAP shows the specific goals that are to be met, the detailed actions that will be taken, and the funding resources used to carry out the actions. The LCAP was developed through a series of community meetings in which representative stakeholders (parents, learners, classified staff, certificated staff, and administrative staff) worked together to share ideas and establish priorities for meeting the local learner needs. The LCAP is a 3-year plan that is approved by the local School Board, reviewed annually and updated as needed.

3. **Common Core State Standards (CCSS)** - CCSS are the specific and common content knowledge and skills that have been adopted by the state of CA and most other states indicating the knowledge and skills that are to be mastered by learners being educated in public schools in those states. The CCSS were developed by a diverse group of educational experts representing nearly all states. The CCSS and the instruction needed for mastery are more rigorous than previous CA state standards. Learner mastery of the CCSS will be determined in CA by learner performance on the national assessment system Smarter Balanced Assessment Consortium. The CCSS standards require a shift in instructional pedagogy that includes focus on collaboration, creativity, communication, and critical thinking. Rigor and relevance are emphasized across CCSS curriculum and instructional design.

4. **Lindsay Unified School District Unique Vocabulary terms**- In order to effectively transform from a time-based system to a performance based system, Lindsay Unified needed to help stakeholders and the general public understand this new vision for educational systems. Developing the proper understanding of a learner-centered approach required a new picture to be painted in the minds of all members of the learning community. The follow vocabulary is used in Lindsay Unified and is essential to fully transform from a time to performance-based system: **Learner** (replaced the word "student"); **Learning Facilitator** (replaced the word "teacher"); **Learning Environment** (replaced the word "classroom"); **Learning Community** (replaced the words "school" and "district"); **Learning Outcomes** (replaced the word "standards").

5. **LUSD Curriculum Design** - The LUSD curriculum clearly identifies the knowledge and skills required of all Lindsay learners and is fully aligned to the CCSS. These knowledge and skills are organized in the form of Measurement Topics (MTs), which are specific units of study in each content area and at each content

level. The MTs are further organized into smaller chunks of information referred to as Learning Targets (LTs). The LTs are listed on various scoring scales that categorize the LTs based on levels of complexity. The complex learning targets are referred to as level 3 learning and recognized as the targets that require mastery. Level 4 learning is also complex but goes beyond the level 3 in application and/or rigor. The simple learning targets are level 2 learning. Although the level 2 learning is simpler foundational knowledge, the skills and knowledge are necessary in order to achieve level 3 learning outcomes.

6. **LUSD Scoring Scales-** Measurement Topics (MTs) define the learning targets and the corresponding scoring and reporting. Evaluating and scoring learning is reported in numerical form (level 0-4) and have the following meaning

- **Level 4-** The learner understands all the complex and simple knowledge and skills and can apply the knowledge and skills beyond what is considered mastery
- **Level 3.5-** The learner understands all the complex and simple knowledge and skills and can apply some of the knowledge and skills beyond what is considered mastery
- **Level 3-** The learner understands all the complex and simple knowledge and skills
- **Level 2.5-** The learner knows and understands all of the simple knowledge and skills and some of the complex knowledge and skills
- **Level 2-** The learner has acquired all the simple knowledge and skills
- **Level 1-** With help the learner has acquired the simpler foundational knowledge and skills
- **Level 0-** Even with help, the learner has not acquired simple foundational knowledge

7. **Soccer Field Lights:** Lights are on city property and owned by the city. They do not have the proper electrical connection to function properly. The cost for the wiring and the electrical box is approximately \$250,000 - \$350,000 and the city has elected to not commit to the funding to power the lights at this time.

8. **City Recreation League:** the district believes in quality athletic and recreation programs for our youth. The district was able to provide. At one point the district had funding to allow 6, 7, 8 graders to participate in city-run recreation programs at no cost. That funding is no longer available.