Local Control Accountability Plan Consultation Committee Meeting

January 27, 2014
Herman Mendez, Superintendent
Dr. Michael Conroy, Assistant Superintendent
Dr. Deborah Stark, Assistant Superintendent
Dr. Myrna Morales, Assistant Superintendent
Welcome Back!
Meeting Outcomes

• Review and understand the purpose of the LCAP, and its requirements, including the three planning categories and eight priorities.

• Understand how the LCAP will inform the district’s use of funds to meet the needs of student priorities over the next three years.

• Understand that the LCAP Committee will review both quantitative and qualitative data related to the eight areas.

• Analyze PUSD’s academic data, make observations and discuss implications and priorities.
What is the Connection between the LCAP and the LCFF?

q The LCFF is designed to close the achievement gap by providing additional funds to support improved student outcomes and accountability.

q The LCFF shifts districts away from a system of rule compliance, measured by audits and enforced through penalties to a system of accountability based upon local needs, measured by progress toward annual goals and explicitly linked to the district’s budget.

q We are no longer implementing the state’s plan for eligible students. We must develop a plan locally that achieves improved results.

q This will require that we think and plan differently.
The Old Paradigm Focused on Input and Compliance

1. How much money do we have?
2. What are we allowed to use it for?
3. How do we comply with state law?
4. What are the audit requirements and penalties?
A New Way of Thinking

• The new system requires us to think first about outcomes.

• We are no longer limited by what we can afford to do in a single year. We need to plan what we need to accomplish in three years.
LCAP Requirements

- The LCFF accountability system requires that LEAs develop a three-year LCAP and annually update it.

- The LCAP must:
  - Identify goals based on state priorities for all students, numerically significant subgroups, students with disabilities, and eligible students.
  - List annual actions that the LEA will implement to accomplish goals.
  - Describe expenditures in support of the annual actions.

- The LCAP is intended to be a comprehensive plan.
  - School plans and the Single Plan for Student Achievement must align with the LCAP.
Role of the LCAP and the Consultation Committee

- Districts shall consult with teachers, principals, administrators, local bargaining units and other personnel in developing a local control accountability plan.
Sequence of Events

LCAP Committee reviews data and provides input on priorities. Parent input solicited.

Staff drafts LCAP.

Draft LCAP provided to LCAP Committee, DELAC for review and comment. Superintendent responds to comments.

PUSD Board adopts LCAP; submitted to LACOE for approval; posted on PUSD website.

January 27th, 2014
February 6th, 2014
February 24, 2014
## Three Categories and Eight State Priorities

<table>
<thead>
<tr>
<th>Category 1</th>
<th>Category 2</th>
<th>Category 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conditions of Learning</td>
<td>Pupil Outcomes</td>
<td>Engagement</td>
</tr>
<tr>
<td>Basic Services</td>
<td>*Student Achievement</td>
<td>Parent Involvement</td>
</tr>
<tr>
<td>Implementation of Common Core Standards</td>
<td>Other Student Outcomes</td>
<td>*Student Engagement</td>
</tr>
<tr>
<td>Course Access</td>
<td></td>
<td>School Climate</td>
</tr>
</tbody>
</table>
Student Achievement

• Academic Performance Index
• Performance on standardized tests
• A-G Course Completion
• College and Career Readiness
  • Early Assessment Program
  • CTE Course Sequence Completion
  • Advanced Placement Exams
• English Learners
  • English Proficiency
  • Reclassification
Student Engagement

• School Attendance
• Chronic Absenteeism
• Middle and High School dropouts
• High School Graduation
Data Review to inform Needs

- January 27
  - Student Engagement and Achievement
  - Significant Subgroups

- February 6
  - Attendance
  - College and Career Readiness
    - Early Assessment Program
    - CTE Enrollment
  - School Climate

- February 24
  - Basic Services
  - Common Core Implementation
  - Other Student Outcomes
Norms for Analyzing Data

- The purpose of discussing data is to understand the “what” before we attempt to understand the “why”.
- Ask clarifying questions to gain a deeper understanding of the data.
- Resist jumping to conclusions or solutions.
- Be prepared to report out on your table group’s discussion.
Table Discussion

• What do you predict PUSD’s data on student achievement will show?
Academic Performance Index (API)

• Schools and districts are measures on a scale of 200-1000 with goal of reaching 800.

• API scores will no longer be assigned to elementary and middle schools beginning in 2014.
PUSD Approaches State API

Cut GAP to State API in HALF

From the California Department of Education as printed on 12/10/2013
English Learners include RFEP’s per NCLB definitions
STAR Results
STAR English Language Arts Proficiency moving in the right direction

2.9% ↑
Increase In Proficient/Advanced

3.8% ↓
Decrease In FBB/BB

English Language Arts, 2-11

<table>
<thead>
<tr>
<th>Year</th>
<th>FBB/BB</th>
<th>Basic</th>
<th>Prof/Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>24.0%</td>
<td></td>
<td>32.3%</td>
</tr>
<tr>
<td>2011-12</td>
<td>22.0%</td>
<td></td>
<td>31.8%</td>
</tr>
<tr>
<td>2012-13</td>
<td>20.2%</td>
<td></td>
<td>33.2%</td>
</tr>
</tbody>
</table>

Includes CST/CMA and CAPA
STAR Mathematics Proficiency moving in the right direction

3.5% ↑
Increase In Proficient/Advanced

3.1% ↓
Decrease In FBB/BB

Includes CST/CMA and CAPA
Subgroups show growth in STAR ELA Proficient/Advanced over three years (2011-2013)

STAR English Language Arts, 3-Year Change in Proficient/Advanced

- English Learner: 1.5%
- African American: 3.2%
- Hispanic: 3.0%
- SED: 3.3%
- SWD: -0.7%

Includes CST/CMA and CAPA. English Learners include RFEP’s per NCLB definitions.
Subgroups show growth in STAR Math Proficient/Advanced over three years (2011-2013)

STAR Mathematics, 3-Year Change in Proficient/Advanced

- English Learner: 2.7%
- African American: 13.1%
- Hispanic: 3.6%
- SED: 3.3%
- SWD: -0.1%

Includes CST/CMA and CAPA. English Learners include RFEP’s per NCLB definitions.
Table Discussion

- What does the data show?
- What trends do you observe?
Graduation Data
Over three years more students are graduating on time, 2010-2012

7%
Increase in 4-Year Cohort Graduation Rate

89
Additional Students Graduated Than 3 years ago

From the California Department of Education as printed on 12/10/2013
## Neighboring districts 4-year cohort graduation rates, 2011-2012

<table>
<thead>
<tr>
<th>Name</th>
<th>Cohort Students</th>
<th>Cohort Graduates</th>
<th>Cohort Graduation Rate</th>
<th>%Hispanics</th>
<th>%FRL</th>
<th>%EL</th>
<th>%SWD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Norwalk-La Mirada Unified</td>
<td>1495</td>
<td>1379</td>
<td>92.2%</td>
<td>79%</td>
<td>71%</td>
<td>14%</td>
<td>13%</td>
</tr>
<tr>
<td>Downey Unified</td>
<td>2091</td>
<td>1900</td>
<td>90.9%</td>
<td>87%</td>
<td>75%</td>
<td>14%</td>
<td>13%</td>
</tr>
<tr>
<td>Bellflower Unified</td>
<td>1164</td>
<td>972</td>
<td>83.5%</td>
<td>61%</td>
<td>67%</td>
<td>19%</td>
<td>13%</td>
</tr>
<tr>
<td>Long Beach Unified</td>
<td>6739</td>
<td>5403</td>
<td>80.2%</td>
<td>51%</td>
<td>68%</td>
<td>16%</td>
<td>11%</td>
</tr>
<tr>
<td>Paramount Unified</td>
<td>1265</td>
<td>990</td>
<td>78.3%</td>
<td>87%</td>
<td>92%</td>
<td>30%</td>
<td>11%</td>
</tr>
<tr>
<td>Lynwood Unified</td>
<td>1263</td>
<td>901</td>
<td>71.3%</td>
<td>93%</td>
<td>89%</td>
<td>31%</td>
<td>8%</td>
</tr>
<tr>
<td>Los Angeles Unified</td>
<td>43186</td>
<td>28712</td>
<td>66.5%</td>
<td>74%</td>
<td>81%</td>
<td>22%</td>
<td>13%</td>
</tr>
<tr>
<td>Compton Unified</td>
<td>1677</td>
<td>969</td>
<td>57.8%</td>
<td>79%</td>
<td>77%</td>
<td>33%</td>
<td>11%</td>
</tr>
</tbody>
</table>
More students in school decreases 4-Year cohort drop-outs, 2010-2012

2%
Decrease in 4-Year Cohort Drop-out Rate

Fewer Students Leave without a high school diploma, GED, Special Education Certificate and do not remain enrolled after the end of their 4th year.

From the California Department of Education as printed on 12/10/2013
A-G Course Completion
12th Grade

PUSD LA County

2010-2011 2011-2012

PUSD:
- 2010-2011: 24.2%
- 2011-2012: 23.0%

LA County:
- 2010-2011: 38.2%
- 2011-2012: 39.6%
Table Discussion

• What does the data show?
• What do you observe?
<table>
<thead>
<tr>
<th>LCFF Subgroups</th>
<th>PUSD Subgroups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socioeconomically Disadvantaged (Free/Reduced Lunch)</td>
<td>Socioeconomically Disadvantaged (Free/Reduced Lunch)</td>
</tr>
<tr>
<td>English Learners</td>
<td>English Learners</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>African American</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
</tr>
<tr>
<td></td>
<td>Students with Disabilities</td>
</tr>
</tbody>
</table>
Two Categories of Foster Youth

1. Youth in formal foster care placements and under supervision of the Department of Children and Family Services.

2. Children exiting the juvenile court dependency to live with a relative.
## PUSD Foster Youth Eligible

<table>
<thead>
<tr>
<th>Category</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category 1</td>
<td>161</td>
<td>159</td>
<td>153</td>
</tr>
<tr>
<td>Category 2</td>
<td>48</td>
<td>61</td>
<td>59</td>
</tr>
<tr>
<td>Total</td>
<td>209</td>
<td>220</td>
<td>222</td>
</tr>
</tbody>
</table>
# PUSD Foster Youth Graduates

<table>
<thead>
<tr>
<th></th>
<th>Number Graduating 12th Grade Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2011-2012</td>
</tr>
<tr>
<td>Category 1</td>
<td>6 out of 6</td>
</tr>
<tr>
<td>Category 2</td>
<td>1 out of 3</td>
</tr>
<tr>
<td>Total</td>
<td>7 out of 9</td>
</tr>
</tbody>
</table>

*Includes only 12th grade students who remained enrolled in PUSD.*
Foster Youth Services Provided

• Tutoring
• Mentoring
• Academic Support and Advising
• Transition Services
• Referrals
• Advocacy for Care-Givers
Prioritizing Areas of Need

- Which areas of student achievement do we need to continue to focus on in PUSD?
- List 3-5 areas and evidence to support your thinking.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>
Next Steps

• We will summarize top 3 priorities from table discussions to present at our next meeting.

• Meeting handouts and power point posted on PUSD website.

• Next meeting: February 6 at 3:00 pm.
How will you share what you learned today with your school?