



PARAMOUNT UNIFIED SCHOOL DISTRICT

GREAT THINGS ARE HAPPENING IN PARAMOUNT SCHOOLS



Overview of PUSD's Local Control and Accountability Plan (LCAP)

Board of Education Study Session

February 20, 2019

Dr. Ruth Pérez, Superintendent

Dr. Deborah Stark, Assistant Superintendent

Dr. Renée Jeffrey, Director

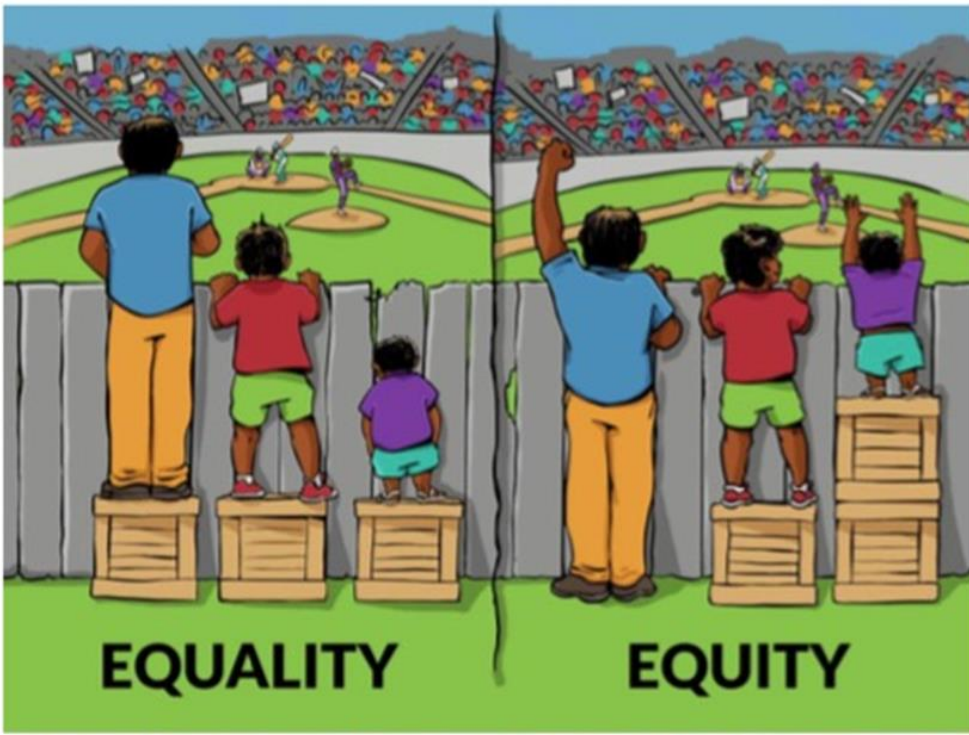


Outcomes for the Presentation

- Review the purpose and history of the LCAP and Local Control Funding Formula (LCFF).
- Outline the process to create and update the LCAP, including how input is gathered and used.
- Describe the required components of the LCAP.
- Highlight key services being implemented as the result of LCAP and their impact.



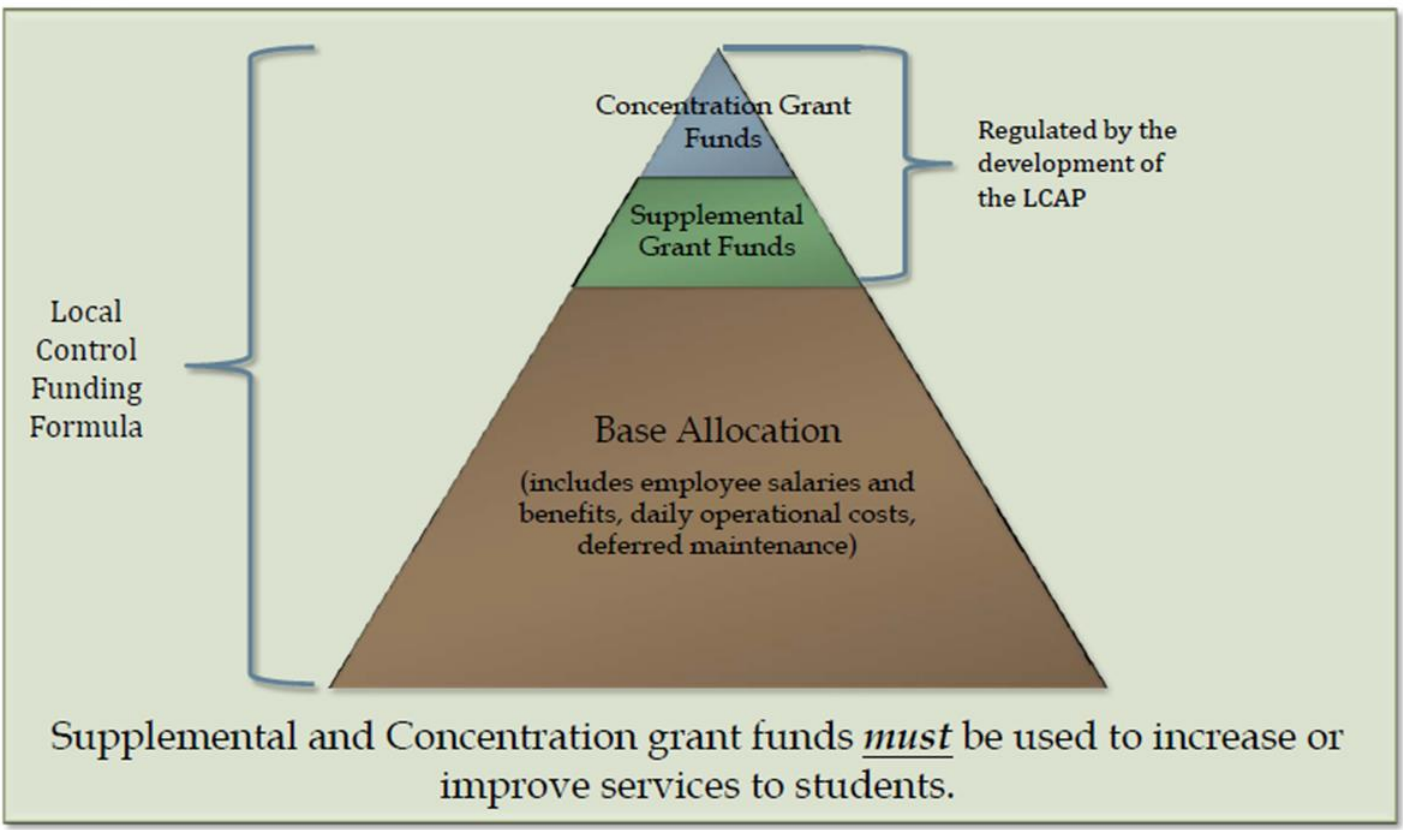
What is the purpose of the LCAP and LCFF?



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What are the components and purpose of LCFF?





What is the process?

Fall

- Organize system to monitor effectiveness of actions and services.
- Begin advisory committee meetings.
- Develop stakeholder surveys.

Winter

- Analyze data to evaluate effectiveness of actions and services.
- Send surveys to parents, schools, students.
- Continue advisory committee meetings.
- Use data and input from stakeholders to begin planning actions and services for next year.

Spring

- Prioritize actions and services for new LCAP.
- Draft LCAP.
- Share draft LCAP with all advisory committees.
- Submit LCAP to school board for approval.



What does PUSD use to update the LCAP each year?

- Input from Stakeholder Groups
 - District English Language Advisory Committee (DELAC)
 - English Learner Parent Advisory Committee (EL PAC)
 - Parent Advisory Committee (PAC)
 - LCAP Committee
- Information Gained from Surveys
- Multiple Sources of Data



Stakeholder Groups

	Composition	Meetings
DELAC/EL PAC	Composed of majority of parents of English Learner (EL) students. Two parents per site.	October 30 December 6 January 17 February 28 April 11 May 9 May 30
PAC	Composed of majority of parents of EL students, low-income and foster youth. One parent representative per site.	November 16 February 1 March 29 May 24
LCAP	Representation of all district departments, schools/grade spans, parents; total of 40 participants.	October 24 November 28 January 23 February 26 March 20 April 24 May 7



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	LCAP Members	
Teachers	Missy Bergman – Mokler Helena Chun – Keppel Jessica Pizzano – Jefferson Sueng-Hae So – Collins John Teeples - PHS	Elaine Carrillo – Hollydale David Balstad – Paramount Park Stephanie Ribitzki – Jackson Jill Vanzant – Mokler Katherine Thomas – Buena Vista High School
Counselors	Devin Dawson – Alondra Middle School Lucy Duran – PHS – West Campus	Kelly Murphy – Jefferson Judy Morrison – Counselor, Foster Youth
Association Representatives	JoAnn Garner – CSEA President	Kim Goforth – TAP President
Principals/Assistant Principals	Topekia Jones – Lincoln Lisa Kirk – Paramount Park Middle School Morrie Kosareff – Buena Vista High School	Mike Ono – PHS Liz Salcido – PHS – West Campus Connie Toscano - Wirtz
District Office Staff	Ruth Pérez - Superintendent Ryan Smith – Assistant Superintendent Ruben Frutos – Assistant Superintendent Elida Garcia – Director, ECE David Daley – Director, Special Ed. Alfredo Lopez – Interim Director, Research Yolanda Calderon – Asst. Director, Fiscal	Debbie Stark – Assistant Superintendent Myrna Morales – Assistant Superintendent Renée Jeffrey – Director, K-5 Programs Greg Francois – Director, Secondary Kelly Morales – Facilitator Patricia Tu – Director, Fiscal Services
Parents	Blanca Gil Ruth Sanchez	Teresita Zamudio
Board Members	Vivian Hansen	Sonia De Leon



Surveys

Surveys are used to obtain input from all stakeholders.

Topics include:

- High Quality Instruction
- School Climate
- Parent Engagement
- Conditions of Learning
- College and Career
- Specific services included in the LCAP



Surveys: Students, Parents, Staff

	Type of Survey	2017-2018 Participation Rate
All Parents	Paper/Pencil	9,565
Students in Grades 5, 7, and 12	Online	2,591
All K-12 Teaching Staff	Online	561



Multiple data sources are used to identify specific areas of strength and need.

Data

Academic

- SBAC – English Language Arts
- SBAC – Math
- D/F Rates
- Reclassification Rates
- Surveys

School Culture

- Chronic Absenteeism
- Suspension Rates
- Surveys

College/Career

- Graduation Rate
- College/Career Indicator
- Surveys



What does the LCAP include?

The purpose of the LCAP is to identify goals to improve outcomes for students. All components of the plan are aligned to those goals.





What does the LCAP include?

The plan must address 8 state priorities—these are required. Each priority is measured with an indicator, as described below.

State Priority	State Indicator	Description of Indicator
1	Basic Services	<ul style="list-style-type: none">▪ Adequacy of facilities, textbooks, teacher assignments
2	Implementation of State Standards	<ul style="list-style-type: none">▪ Progress implementing state academic content standards
3	Parent Engagement	<ul style="list-style-type: none">▪ Progress seeking input from parents; promoting parental participation
4	Student Achievement	<ul style="list-style-type: none">▪ Academic results on CAASP, English Learner Progress



What does the LCAP include?

State Priority	State Indicator	Description of Indicator
5	Student Engagement	<ul style="list-style-type: none">Chronic absenteeism rate; graduation rate
6	School Climate	<ul style="list-style-type: none">Suspension rate; local student survey results
7	Access to a Broad Course of Study	<ul style="list-style-type: none">Progress on the extent students have access to broad course of study.
8	Outcomes in a Broad Course of Study	<ul style="list-style-type: none">College and Career rate.



What does the LCAP include?

The Plan is organized in sections; each section must include the following information.

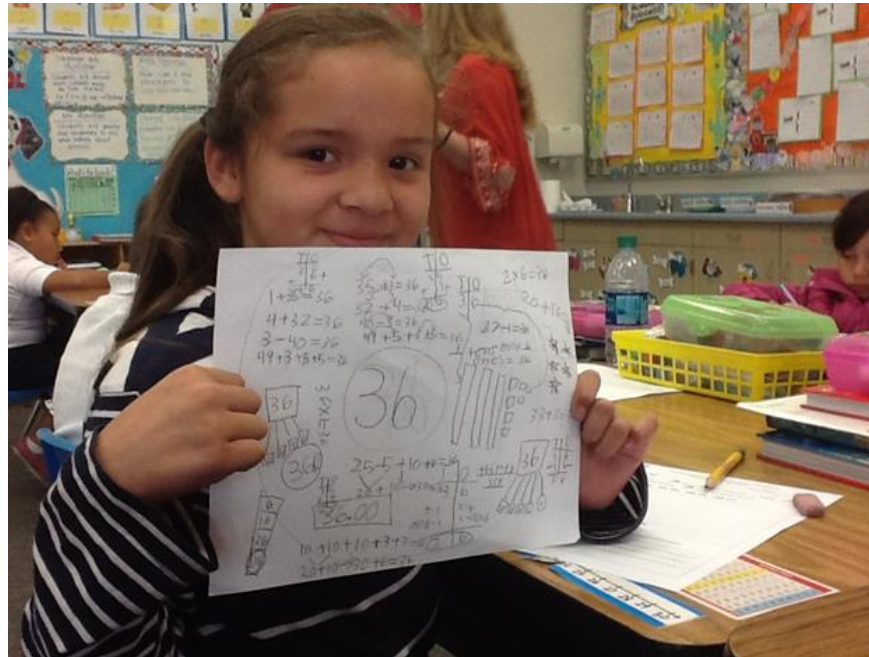
Section in LCAP	What is included in section
<ul style="list-style-type: none">Annual Update	<ul style="list-style-type: none">Describes the actions implemented in the current school year; the impact of each action; the funding allocated and expended to implement each action.
<ul style="list-style-type: none">Stakeholder Engagement	<ul style="list-style-type: none">Describes the process used to engage schools, parents, students in the LCAP.
<ul style="list-style-type: none">Goals, Actions, Services	<ul style="list-style-type: none">Outlines goals; how actions and services address goals.
<ul style="list-style-type: none">Increase/Improve Services	<ul style="list-style-type: none">Describes how each service increases or improves outcomes for unduplicated students.
<ul style="list-style-type: none">Budget	<ul style="list-style-type: none">Expenditure summary; allocation of funds to implement services.



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What are key services in the LCAP and their impact on schools and students?





Goal 1: Support Academic Progress and Behavior: Assess Student Progress

Some of the key services in this goal include:

- Site based interventions that include intervention teachers, academic coaches, supplemental materials and technology specific to a plan that each school writes.
- Supports for behavior and social emotional learning: counselors, social workers, Deans, professional development on Safe and Civil Schools, restorative practices.
- PE and Music instruction from specialized teachers for all K-5 students; after school music instruction, musical instruments.
- Supports for students who are in foster care or homeless.



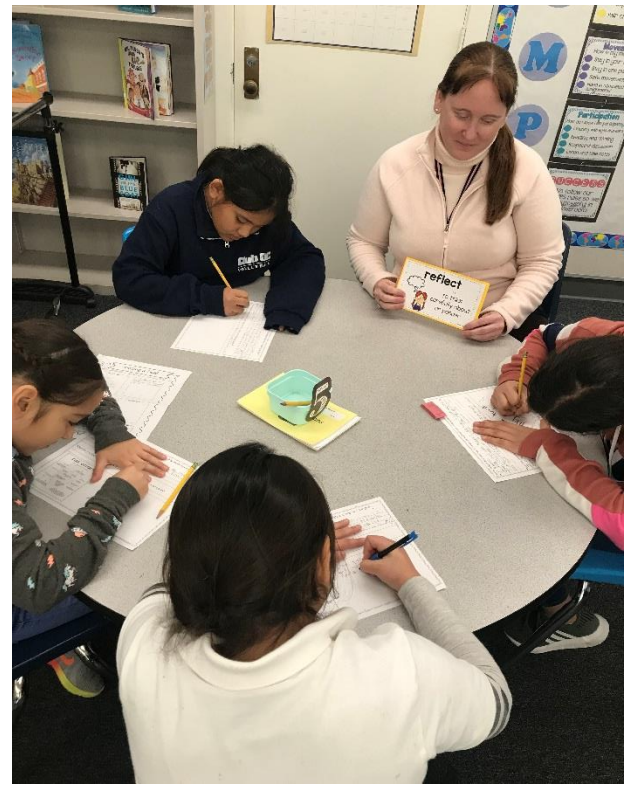
Goal 1: K-5 Students participate in PE and music instruction.

89 % of K-5 teachers surveyed state music and PE instruction are of high value for students.





Goal 1: Intervention Teachers provide additional literacy instruction.



A specialized intervention teacher at Mokler School works with small groups of students to reinforce reading skills.



Goal 1: Support for Safe, Supportive Schools

Every school uses approaches from Safe and Civil Schools to create positive, structured environments that promote good behavior and minimize opportunities for mis-behavior.



96% of K-8 parents surveyed state their child's school is a safe place for learning.

Students at Collins Elementary School are reminded to use restroom facilities appropriately as part of Safe and Civil Schools.



Goal 2: Create a College Going Culture

Key Services in this goal include:

- CTE teachers who provide classes in six CTE pathways at all high school campuses.
- STEM Electives offered at all middle schools.
- AVID offered in grades 5-12; AVID Excel for Long Term English Learners.
- Parent classes to increase understanding of K-12 education , graduation requirements, how to support literacy at home (PIQE, Latino Family Literacy, FACTOR) .



Goal 2: Create a College Going Culture

- College study trips: all 5th grade students tour a local community college; all 7th grade students tour UC Irvine.
- On site testing for PSAT, SAT, AP Classes; on site SAT and ACT preparation classes –all free of cost to students.
- College and Career Centers and full-time college counselors at PHS West, PHS and Buena Vista High School.
- Odyssey, a new STEM themed high school.



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Goal 2: UC Irvine Study Trip: Every 7th grade student tours UC Irvine

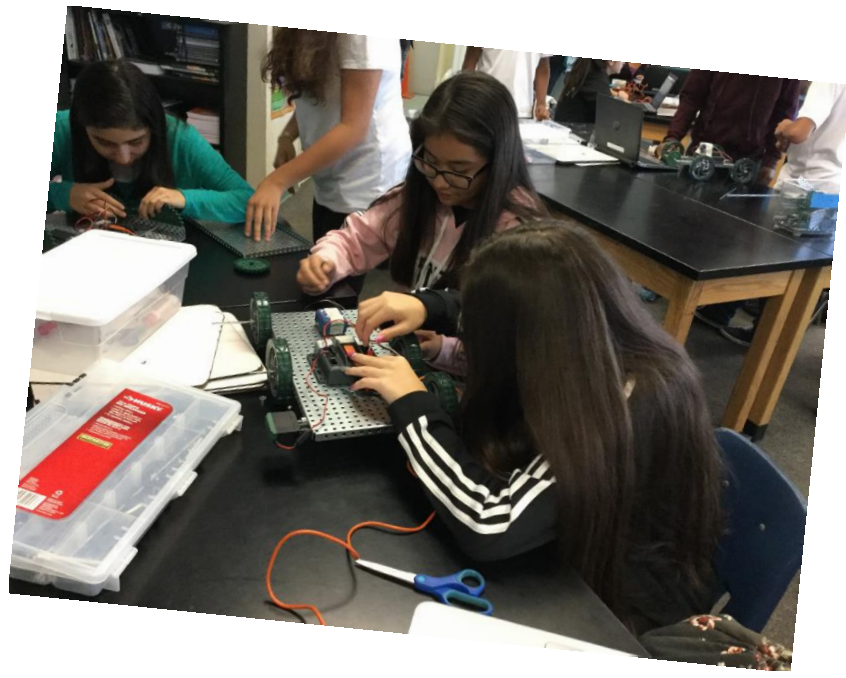
90% of 7th grade students state that school prepares them for college with quality counseling and challenging courses.





Goal 2: STEM Electives in Middle School: Students at Alondra Middle School design a robot.

90% of middle school teachers surveyed state that STEM electives benefit students a great deal.





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Goal 2: Odyssey High School





Goal 2: College Centers and College Counselors at all high schools

82% of 12th grade students surveyed say that school prepares them for college.





Goal 3: Implement State Standards and Assessments

Key services in this goal include:

- Curriculum Specialists to support technology, Language Arts, ELD, math, science, AVID.
- Professional development for teachers.
- Specialized technology staff to support one to one Chromebook initiative.



One to one Chromebook initiative provides devices for students in grades 3-12.

90% of students surveyed state they have access to technology at school





Goal 3: Professional Development for Teachers and Principals to support implementation of high-quality instruction.

Staff surveys show that over 80% of K-8 teachers value professional development offered.



Teachers and principals analyze student work as part of a professional development provided by curriculum specialists.





Goal 4: Provide Basic Services

Key services in this goal include:

- Improvements to facilities, infrastructure and security to provide classrooms and schools that are safe, up to date and appealing.
- Technology updates and networking systems to sustain increases in student devices (Chromebooks) and Web based applications.
- Current textbooks for all subjects, K-12.

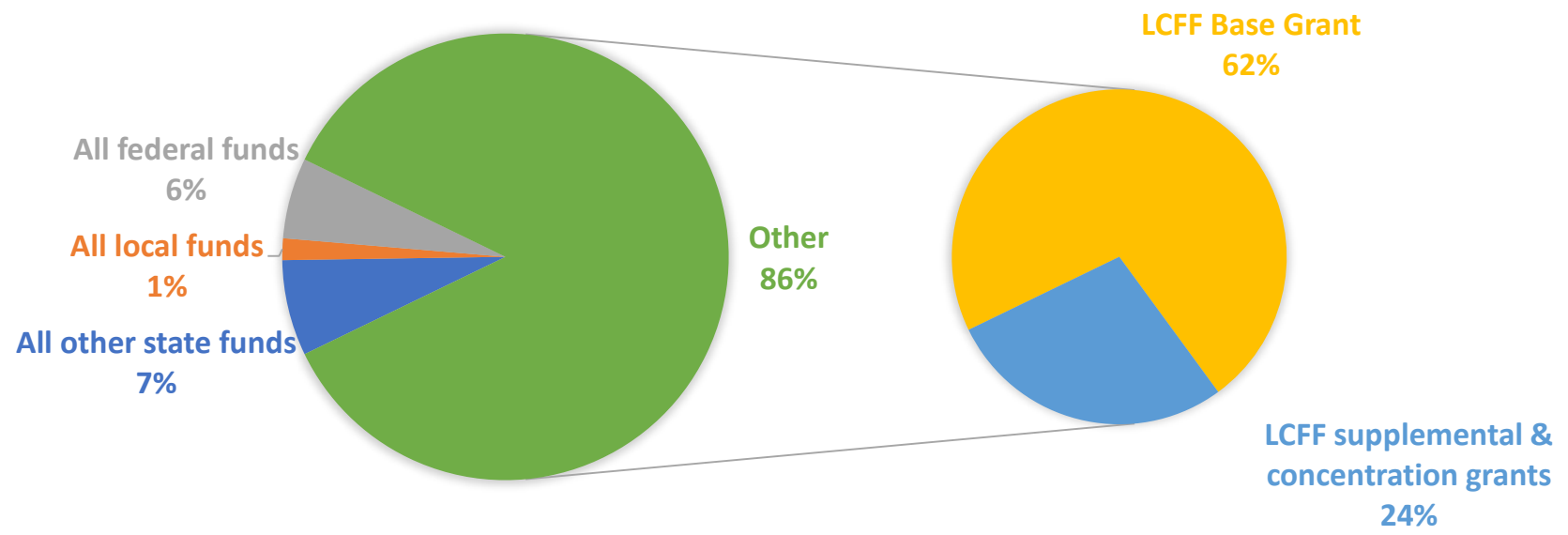
100% of students provided
all textbooks every year.





LCAP Budget Overview

AMOUNT





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Current LCAP Budget

Goal 1: Support Academic Progress and Behavior	\$27,533,136
Goal 2: Create a College Going Culture	\$9,347,000
Goal 3: Implement State Standards and Assessments	\$6,223,418
Goal 4: Provide Basic Services	\$15,732,070
Total	\$58,835,624



Projected Expenditures

LCAP	Adopted Budget	Projected Expenditures	Balance
Goal 1	Support Academic Progress and Behavior		
	\$27,533,136	\$25,959,565	\$1,573,571
Goal 2	Create a College Going Culture		
	\$9,347,000	\$8,432,612	\$914,388
Goal 3	Implement State Standards and Assessments		
	\$6,223,418	\$6,107,662	\$115,756
Goal 4	Provide Basic Services		
	\$15,732,070	\$13,650,888	\$2,081,182
Grand Total	\$58,835,624	\$54,150,727	\$ 4,684,897



What happens between now and June?

