PARAMOUNT UNIFIED SCHOOL DISTRICT

GREAT THINGS ARE HAPPENING IN PARAMOUNT SCHOOLS

State Priorities and Local Indicators in the LCAP

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Purpose of the Presentation

- Review background information on the eight state priorities and how state and local indicators in the LCAP address them.

- Describe how local indicators are reported to the state.

PARAMOUNT UNIFIED SCHOOL DISTRICT

PREPARING STUDENTS FOR COLLEGE AND CAREERS

The LCAP outlines how districts will improve student outcomes by addressing eight required state priorities. The eight priorities are:

1	▪ Basic Conditions
2	▪ Implementation of State Standards
3	▪ Parent and Community Engagement
4	▪ Student Achievement
5	▪ Pupil Engagement
6	▪ School Climate
7	▪ Access to a Broad Course of Study
8	▪ Outcomes on a Broad Course of Study

Accountability: Local and State Indicators

Districts monitor and report progress on both state and local indicators.

State Indicators are measured with quantitative data such as test scores and suspension rates.

Local Indicators are oriented toward implementation progress rather than outcomes. They are set and reported locally by each district.

Accountability: Local and State Indicators

State Priority	State Indicator	Local Indicator
1. Basic Conditions		✓
2. Implementation of State Standards		✓
3. Parent and Community Engagement		
4. Pupil Achievement	X	
5. Pupil Engagement	X	
6. School Climate		✓
7. Access to a Broad Course of Study		✓
8. Outcomes on Broad Course of Study	X	

Reporting Requirements for Local Indicators

Indicators are reported using a narrative format or a self-reflection tool.
Districts must:

1. Measure outcomes for local indicators in the LCAP.
2. Report results at a regularly scheduled Board of Education meeting.
3. Upload results in the LCAP Dashboard by November 1, 2019.

Local indicators are considered MET if the district meets the three conditions described above.

Priority 1: Basic Conditions

The LCAP includes services for facilities improvements, new teacher induction and textbooks.

Basic Conditions include facilities, teacher credentialing and textbook sufficiency. Reports from Williams Reviews are used to measure this outcome.

Priority 2: Implementation of State Standards

The LCAP includes services and funding for professional development, curriculum, assessment and instructional materials to support the implementation of state standards. This Local Indicator is based on the:

- number of Lead Teachers who provide professional development support at schools.
- percentage of teachers who participate in professional development.

Priority 3: Parent and Family Engagement

The LCAP includes services for parent engagement: parent classes and workshops. This indicator measures how the district seeks input from parents in decision making and promotes parent participation.

This indicator is based on the percent of parents who complete a parent survey each year.

Priority 3: Parent and Family Engagement

New legislation requires districts to report on three topics:
Building Relationships between Schools and Families
- Trusting and respectful relationships; welcoming environments
- Learning about families' strengths, cultures, languages, goals for children
- Two-way communication

Building Partnerships for Student Outcomes
- Provide families with resources to support student learning
- Resources to support student learning
- Support to advocate for their students

Seeking Input for Decision-Making
- Engage and support families in advisory groups
- Opportunities to provide input
- Design, implement, and evaluate family engagement activities

Priority 3: Parent and Family Engagement

Districts must complete a new Self-Reflection Tool for this priority.

The tool is used to identify:

- Successes
- Needs
- Areas of Growth

The goal is to use the outcomes from the Self Reflection Tool to plan and implement actions, which will inform the LCAP.

Priority 3: Parent and Family Engagement

Districts use a five-point scale to self- assess their current status on this indicator.

1 – Exploration and Research Phase
2 – Beginning Development
3 – Initial Implementation
4 – Full Implementation
5 – Full Implementation and Sustainability

Priority 6: School Climate

The LCAP includes services to promote safe, orderly school environments and support for students' social emotional well-being:

- Social Workers, Counselors, Deans, Behavior Specialists, Nurses
- Professional development on Safe and Civil Schools, Restorative Practices, Capturing Kids Hearts
- Where Everyone Belongs (WEB) and Link Crew programs at middle and high school

This Local Indicator is measured with a student survey.

Priority 7: Access to Broad Course of Study

This indicator addresses how all students have access to and are enrolled in a broad course of study. It must address:

- How student enrollment in a broad course of study is monitored.
- The extent to which all students have access to and are enrolled in a broad course of study.
- Any barriers that may prevent access to a broad course of study.
- Revisions or actions that will be taken to address barriers.

Next Steps

- Solicit stakeholder input to complete the Parent and Family Engagement Reflection Tool. Use results to plan parent forums.

- Report progress on the five local indicators at the October 14th Board meeting.

- Upload narrative text that describes local indicators in LCAP Dashboard by the due date of November 1st.