



Executive Summary

Draft Local Control Accountability Plan (LCAP) for 2016-17

Background:

In the summer of 2013, the California Legislature dramatically altered how public education is funded for the first time in over 35 years with the passage of the Local Control Funding Formula (LCFF). LCFF is designed to provide school districts with a more equitable and flexible funding source by eliminating multiple categorical funds and placing the dollars into three grants – base grant, supplemental grant, and concentration grant. Every district in the state receives a similar per pupil base grant allocation. Almost every district in the state receives a per pupil supplemental grant allocation that must be targeted in support of Low Income (LI) students, English Learner (EL) students, and Foster Youth (FY) students. If the total number of LI, EL, and FY students in a district is greater than 55%, they also receive a concentration grant for each student over the 55% threshold. Therefore, every district in the state receives varying amounts of funding based on the needs of the students whom they serve.

Jurupa Unified School District (JUSD) educates approximately 20,000 students in preschool through twelfth grade. Currently, 77% of students qualify as LI, 37% are EL, and over 155 FY attend JUSD schools this year. Since the total number of unduplicated LI, EL, and FY students exceeds 55% at 79.98%, JUSD receives both supplemental and concentration grant funding. Based on the district's unduplicated count, the minimum proportionality percentage* of funding is approximately \$38,442,026 in supplemental and concentration revenue for the 2016-17 school year. All supplemental and concentration LCAP funding is either entitled at the district or site level to support all students in “increasing or improving services” with all of our schools ranging from 46.90% to 97.88% of unduplicated students.

In order to ensure school districts are utilizing the funds to support and enhance student learning, the State requires that each district seek community input in order to create a Local Control Accountability Plan (LCAP). This Plan details the actions and services that will be taken with the funds and the progress that is expected to be demonstrated on a set of key metrics that align to the eight State priority areas – Basic Services, Implementation of Common Core and English Language Development Standards, Parent Involvement, Student Achievement, Student Engagement, School Climate, Course Access, and Other Student Outcomes. The LCAP is a three-year plan that must be revised each year, based on the needs of the students, and approved by the JUSD Board of Education in a public meeting. The approved Plan is sent to the County Office of Education for additional approval and oversight. The California Department of Education does not review or approve District LCAPs.

Process:

Jurupa Unified School District engaged in a multiple stage process to gather community input into the creation and revision of the LCAP. A survey was administered in the eight priority areas of LCAP addressing primary goals of college and career readiness, safe and orderly school environments, and

ways to involve parents and community in student's learning outcomes. All community input was reviewed and foundational planning documents used for the LCAP development, i.e., Local Educational Agency Plan and Title III Improvement Plan. Informational meetings were conducted, and input gathered, at community, teacher, association, principals, departmental, DAC, DELAC, ELAC, and SSC meetings. The common open-ended responses reflected the following:

- Student survey priorities included support for more technology, better lunches, more sports or physical education programs, better fields and classrooms, more AVID classes, more summer school options, additional breaks during learning, less bullying, motivational incentives, and scholarship opportunities.
- Parent/Family survey priorities included support for more before or after school opportunities with tutoring and enrichment, new playgrounds, career pathways, advanced or GATE classes, technology for students, updated libraries and library books, summer school, exposure to music and art, more dual immersion, more field trips, smaller class sizes, more behavioral support, career and technical support, and parent information on helping their children at home.
- Staff survey priorities included support for more professional development to support CSS and technology implementation, more Tier 2 and 3 behavior supports, update of libraries, carpet, and classrooms, elementary assistant principals, mental health counselors, smaller class sizes, career pathways, STEM and arts programs, updated curriculum, and early literacy intervention.

The LCAP writing team reviewed all of the stakeholder input, district-wide student data, annual update from last year, quantitative and qualitative program data, and foundational documents in preparing the draft LCAP document. Expanded details for each of these areas are included as part of identified needs under each goal and addressed under actions and services in the primary document. The draft LCAP was posted on the district's website on June 8, 2016 with a place for input for those who are unable to attend the public hearing on June 27, 2016.

Local Control Accountability Plan:

The draft document was formatted based on prior year template for the 2016-17 year which includes an annual update reflecting expected and actual annual outcomes as well as planned and actual actions and services. A narrative was also included as an Appendix A to the plan outlining the district's story and research behind the planned actions by Conditions of Learning, Pupil Outcomes, and Engagement.

The state-required template is divided into multiple sections. Section 1 describes the stakeholder engagement process and its impact on the LCAP. Section 2 details the goals, actions, expenditures, and progress indicators for duration of three years along with the annual update. Section 3 is an outline of the use of supplemental and concentration grant funds and proportionality.

The JUSD LCAP has three overarching goals:

1. All students will be college and career ready.
2. All students will have a safe, orderly, and inviting learning environment.
3. All students will feel connected to their school community through engaging educational practices and partnerships with parents and community.

Within each goal, there are multiple actions that increase or improve services that are principally directed to unduplicated pupils to include:

- Implementation of California State Standards (CSS) through Units of Study (UoS) development and implementation in ELA/ELD and Mathematics with integration of technology, i.e., ELD framework support, integration of ELD strategies into Units of Study, planning and piloting mini-lessons for Next Generation Science Standards (NGSS) implementation
- Professional Development coordination and coaching support for teachers in effectively implementing UoS, i.e., modeling of best practices, CSS implementation, balanced math strategies, early literacy strategies, special education collaboration and inclusion, GATE certification, technology integration, and equity/growth mindset support
- Collaboration and preparation time for quality first instruction in support of student learning, i.e., research-based instructional practices, data analysis, modification of instruction, intervention
- Development and monitoring of Formative SBAC aligned assessments within UOS, i.e., online assessments, SBAC like items integrated into current assessments, integration with current Q student information system
- Use data and evidence to inform decisions and actions, and disaggregate by student subgroups
- Access and management of newly adopted CSS aligned instructional materials, i.e., adopted McGraw Hill Mathematics for K-8, secondary Integrated Mathematics and new adoption of K-8 English Language Arts/English Language Development materials
- Career Technical Education (CTE) pathways with Career Center Clerks, Counselors, and CTE Coordinator to support alignment of systems and increasing support for AP and a-g completion and access
- Access and increased Visual and Performing Arts (VAPA) support through inclusion of strings program, Symphony teacher, and additional musical instruments and begin a magnet school, Academy of Music, at Pacific Avenue elementary
- Access and application of digital technologies and instructional integration, i.e., early literacy prevention and primary intervention, additional technology devices, Chromebooks, technology professional development, library support and access, and coaching
- Improvement to instructional and common areas of school facilities to provide opportunity for 21st century skills as well as community and parent involvement and safety through single-point of entry
- Monitoring of instruction through Learning Rounds/Walkthroughs
- Coordination and expansion of services to support Parent, Student, Community Engagement, i.e., AVID elementary for thirteen sites, increase AVID support, technology parent trainings, dental and health services, sports support, and instructional coaches support for parent outreach.
- Grade Span Adjustment towards 24:1 in TK-3, lowering middle school student to teacher allocation ratio from 34:1 to 33:1, and high school allocation ratio from 35:1 to 34:1

Some are more primarily targeted to the needs of low income pupils, foster youth, and English learners as follows:

- Strategic and Intensive intervention support during regular day, i.e., Early Literacy and primary intervention (Strategic K-2), Language! (Intensive 4-8), Journeys (Strategic 7-8), and Read 180/System 44 (9-10) with double blocks and smaller class sizes
- Early childhood support and grades 0-5 social worker support for early literacy and cognitive development
- Targeted coaching providing differentiated strategies to support students' needs
- Counseling services and collaboration time to address short- and long-term student academic and social/emotional needs especially for LI, EL, and FY students
- Extended Day, Summer, Saturday intervention support, i.e., increased high school summer courses, review for summer program 2016, Saturday School for ADA recovery
- Facilitation, staff development, and coaching support for English Learner instructional scaffolding
- Data analysis and instructional modification with disaggregation of data and identification of intervention based on student needs
- Increase Dual Immersion (DI) program and program support
- Increased Bilingual and Resource Specialist paraprofessional support, i.e., additional bilingual instructional aides
- Inclusive academic practices to support and provide access to core instruction for our special education students
- Mental Health, Health, and Positive Behavior Intervention Support (PBIS) services for families and students of need, i.e., Tier II and III intervention support, restorative practices at secondary, student youth court, and mental health support services
- Adult Education program support for adult students 18 and above with GED, acquiring a diploma, English as second language, and citizenship classes
- Foster Youth liaison, i.e., with additional data alignment and planning FY liaison providing targeted support

Next Steps:

The LCAP writing team will review all of the feedback from the Board hearing session on June 27, 2016, the DAC and DELAC meeting on June 9, 2016, and online comments in order to make the appropriate changes to the draft LCAP document in preparation for the final approval on the June 29, 2016 Board Meeting. Upon Board action on June 29, 2016, the plan will be submitted to the Riverside County Office of Education prior to June 30, 2016 required deadline. The 2016-17 Adopted Budget and LCAP approval by the county should be addressed no later than August 15, 2016.

For more information about the development of the Jurupa Unified School District's LCAP or to make suggestions to improve it, please review the webpage at <http://www.jurupausd.org>, which contains the full draft LCAP, information on LCFF and LCAP, and frequently asked questions.

*Minimum proportionality percentage - the percentage of funding that JUSD must direct to support increased or improved service to LI, EL, or FY as required by LCFF regulations.