



Executive Summary

Draft Local Control Accountability Plan (LCAP) for 2018-19

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 19,112 students in preschool through twelfth grade. Currently, 79.3% of students qualify as LI, 31.4% are EL, and over 105 FY attend JUSD schools this year. Since the total number of unduplicated LI, EL, and FY students exceeds 55% at 80.02%, JUSD receives both supplemental and concentration grant funding. Based on the district's unduplicated count, the minimum proportionality percentage* of funding is approximately \$43,373,072 in supplemental and concentration revenue for the 2018-19 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 52.26% to 97.09% 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 stakeholder 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. Three surveys were administered on the three districtwide goals of

LCAP addressing college and career readiness, safe and orderly school environments, and ways to involve parents and community in student's learning outcomes. All stakeholder 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 priorities: More tutoring, class options and electives, additional books, field trips to colleges, promote more AP and college readiness, project-based hands on classes, social and emotional support, learning about safety, promote parent engagement by reminders, getting to know them, more communication and notification.
- Parent priorities: Educational field trips, more extracurricular classes, consistent communication, offer AVID program, smaller class sizes, physical education and tracks, early college preparation, family involvement activities, safe and secure schools, support for Chromebooks and digital homework, before, after and summer school, more trade or vocational programs, more behavior intervention and mental health support.
- Staff priorities: More college days, college tutors, technology support and integration, more career technical and apprenticeship opportunities, support for AVID, more exploration in arts and sciences, reading and writing across the curriculum, more after school or summer support for struggling students; more AP and honors course offerings, structured discipline procedures and behavior plans, different consequences for major behavior offenses, broader parent communication digitally.

The LCAP writing team reviewed all of the stakeholder input, district-wide student data, annual update from last year, quantitative and qualitative program data, California data dashboard, 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 5, 2018 with a place for input for those who are unable to attend the public hearing on June 11, 2018 or for final approval on June 25, 2018.

Local Control Accountability Plan:

The draft document was formatted based on a revised template for the 2018-19 year. This template reorganizes the format to include a Plan Summary, Budget Summary, Annual Update prior year analysis of actions and services along with a section for Stakeholder Engagement.

The new Goals, Actions and Services section is a three-year plan organized by identified need, expected annual measurable outcomes, along with the planned actions and services with budget expenditures for 2017-18, 2018-19, and 2019-2020.

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 (PD) on Impact Teams that provides the processes to build teacher expertise and increase student learning through formative assessments and collaborative inquiry. Other PD includes Multi-Tiered System of Support (MTSS), balanced math strategies, early literacy strategies, special education collaboration and inclusion, GATE certification, social and emotional learning strategies, and equity/growth mindset support
- Professional staff that provides in-house professional development and support for Local Control Accountability Plan (LCAP) development, coordination, and monitoring
- Teacher induction program that provides instructional mentoring to new teachers
- 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 assessments within UOS and included for analysis for Impact Team PD, 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-12 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 including innovative and interdisciplinary AP Capstone program; includes CCGI partnership for a-g alignment, career/college exploration, and professional development
- 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, Pacific Avenue Academy of Music (PAAM)
- Access and application of digital technologies and instructional integration, i.e., early literacy prevention and primary intervention, additional technology devices, 21st century tools, library support and access, and coaching; provide districtwide culture of digital literacy and citizenship
- 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; funding for capital outlay for furniture replacement and security systems
- Transportation support for Special Education busing
- Monitoring of instruction through Learning Walks/Fishbowl Rounds
- Coordination and expansion of services to support Parent, Student, Community Engagement, i.e., AVID elementary for all sixteen elementary sites, increase AVID support, technology parent trainings, dental and health services, customer service and welcoming environment, and sports support for extra-curricular.

- Shared Leadership training opportunities through DAC, DELAC, ELAC, SSC as well as site-based Parent Engagement Leadership Initiative (PELI) and Action Team for Partnerships (ATP)
- Parent Involvement and Community Outreach (PICO) administrative support through director and community outreach staff
- Communication enhancement through notification systems, web-based options, community guides, and signage along with supplemental Translator Clerk Typists
- Opening of Parent Center that will coordinate and integrate registration services, Q and CALPADS to develop systems to track student achievement and error detection
- Grade Span Adjustment at 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-3), Language! (Intensive 5-6), new push-in model for grades 4, and Read 180/System 44 (7-10) with double blocks and smaller class sizes
- Early Childhood support and grades 0-5 social worker support for early literacy and cognitive development.
- Targeted differentiated strategies to support students' needs through Multi-Tiered System of Supports (MTSS) and as part of new grades 4-6 intervention support that will be moving from pull-out replacement model to a push-in differentiated model
- Counseling services and collaboration time to address short- and long-term student academic and social/emotional needs especially for LI, EL, and FY students; includes implementation of new Guidance Coordinator/Counselor model that will support students for a-g and CTE pathway completion
- Extended Day, Summer, Saturday intervention support, i.e., increased high school summer courses, Saturday School for ADA recovery
- Facilitation, staff development, and MTSS support for English Learner and Special Education 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., bilingual and special education instructional aides
- Inclusive practices to support and provide access to core instruction for our special education students through MTSS and Least Restrictive Environment adjustments
- Mental Health, Health, Behavior Intervention Support and trauma informed care services for families and students in need, i.e. development of uniform Tier II and III interventions and support, restorative practices at all grades, student youth court, SEL groups and mental health support services
- Adult Education program support for adult students 18 and above with GED, acquiring a diploma, English as second language, citizenship classes; and additional career pathway courses
- Foster Youth liaison, i.e., with additional data alignment and planning FY liaison providing targeted support including Chromebook insurance, equity training for staff, and individual support based on needs

- Inclusion of Rivercrest Online Preparatory Academy at Jurupa Valley High and Accelerating Academic Achievement (AAA) at Patriot High to provide learning options to students whose needs require different modalities and support for learning

Next Steps:

The LCAP writing team will review all of the feedback from the Board hearing session on June 11, 2018, the DAC and DELAC meeting on June 7, 2018, and online comments in order to make the appropriate changes to the draft LCAP document in preparation for the final approval on the June 25, 2018 Board Meeting. Upon Board action on June 25, 2018, the plan will be submitted to the Riverside County Office of Education prior to June 30, 2018 required deadline. The 2018-19 Adopted Budget and LCAP approval by the county should be addressed no later than August 15, 2018.

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.