



Executive Summary

Draft Local Control Accountability Plan (LCAP) for 2019-20

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 19,344 students in preschool through twelfth grade. Currently, 76.4% of students qualify as LI, 30.7% are EL, and over 237 FY attend JUSD schools this year. Since the total number of unduplicated LI, EL, and FY students exceeds 55% at 78.1%, JUSD receives both supplemental and concentration grant funding. Based on the district's unduplicated count, the minimum proportionality percentage* of funding is approximately \$43,838,406 in supplemental and concentration revenue for the 2019-20 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 51.31% to 95.11% 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 field trips to colleges, more electives (i.e., music, theatre and culinary arts), more real work training (i.e., money management), promote more AP and college readiness; responsible behavior and language, more positive role models, consistent consequences and rules, and social and emotional support; promote parent engagement by reminders, parent-student trips or activities, and more communication and notification.
- Parent priorities: Educational field trips, more arts, music and PE, timely communication, increased access to STEM/STEAM, more differentiated instruction for high and low learners, expansion of college and dual enrollment; increase communication of safety, educational support for bullying, additional supervision, clear and consistent consequences for behavior, practice tolerance and acceptance; more parent-teacher conferences or opportunities for parents to visit school, hosted social events, cool and fun activities (i.e., sports, school gardens, dances, spirit assemblies, carnivals), parent's taking more responsibility, more communication and notification.
- Staff priorities: More schoolwide and K-12 AVID strategies, support for college and career pathways, vocational electives (i.e., trade classes, typing, coding, budgeting, real world/life skills), more student accountability for behavior and academics, social and emotional support, real world consequences, expanded course offerings, differentiated and additional resources, more hands-on experiences for students through arts, science, and music; more supervision on campus, strong and consistent consequences, school-wide consensus on behavior, more parent responsibility and training, more positive motivational awards, expand health and mental health support, and student accountability.

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 support 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 May 29, 2019 with a place for input for those who are unable to attend the public hearing on June 10, 2019 or for final approval on June 24, 2019.

Local Control Accountability Plan:

The draft document was formatted based on a revised template for the 2019-20 year. This template reorganizes the format to include a Budget Overview for Parents, Plan 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 implementing mini-lessons and Science notebooks 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 as well as support for Comprehensive Support and Intervention (CSI) and Differentiated Assistance planning
- 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- and evidence-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 groups
- Access and management of adopted CSS aligned instructional materials, i.e., adopted McGraw Hill Mathematics for K-8, secondary Integrated Mathematics and 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 a magnet school, Pacific Avenue Academy of Music (PAAM)
- Access and application of digital technologies and instructional integration, i.e., literacy prevention and primary intervention, additional technology devices, 21st century tools, library support and access; 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 flexible student-centered furniture and security systems
- Transportation support for home to school busing for identified intervention programs, extended day, college trips, and student real-world off campus activities. The Bus GPS system enables location tracking of each bus. In the event of an incident, staff can immediately identify the bus location and dispatch necessary resources. Each bused student is provided with a radio frequency ID card which is scanned and recorded when entering and exiting the bus.
- School Safety Plans address crime statistics and methods for improving the safety of students, staff, and school community. Each schools assigned School Resource Officer (SRO) collaborates with School Safety Committee to develop a comprehensive plan for emergency response, threat assessments and supplemental emergency supplies.
- Safety support for single point of entry includes Raptor visitor management system implemented at each school to instantly screen every visitor. Additional staffing to support safe school campuses includes activity supervisors, as well as crossing guards, who monitor and provide students with a safe learning environment and correct and re-direct student behaviors.
- Monitoring of instruction through Learning Walks/Fishbowl Rounds with principal support and inclusion of Leadership Academy for aspiring administrators
- 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 and marketing support through Director of Public Relations
- 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 secondary student to teacher allocations to 28:1
- Focus on support services for our Foster Youth, Homeless, and Students with Disabilities through inclusion, prevention, and intervention support actions

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., Literacy and intervention (Strategic push in model K-6), 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 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, FY, and SWD 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; Health Care Aides act as a liaison to connect most vulnerable students and families to mental and physical health services and resources through PICO.
- 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 maintenance, equity training for staff, and individual support based on needs; completion of root cause analysis to expand SEL support as well as implementation of strategies through guidance level support
- Inclusion of Rivercrest Online Program as part of Jurupa Valley High to provide learning options to students whose needs require different modalities and support for learning as well as access to College level coursework as well as expansion of dual enrollment college options

Next Steps:

The LCAP writing team will review all of the feedback from the Board hearing session on June 10, 2019, the DAC and DELAC meeting on June 6, 2019, and online comments in order to make the appropriate changes to the draft LCAP document in preparation for the final approval on the June 24, 2019 Board Meeting. Upon Board action, the plan will be submitted to the Riverside County Office of Education prior to June 30, 2019 required deadline. The 2019-20 Adopted Budget and LCAP approval by the county should be addressed no later than August 15, 2019.

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.