



PARAMOUNT UNIFIED SCHOOL DISTRICT

OUR MISSION IS TO ENSURE LEARNING AND SUCCESS FOR EACH STUDENT BY PROVIDING A QUALITY EDUCATION.

Local Control Accountability Plan Consultation Committee Meeting

January 27, 2014

Herman Mendez, Superintendent

Dr. Michael Conroy, Assistant Superintendent

Dr. Deborah Stark, Assistant Superintendent

Dr. Myrna Morales, Assistant Superintendent

1/8/2014 HM

Great Things Are Happening In Paramount Schools - We Inspire Great Learning Through Great Teaching



Welcome Back!



Meeting Outcomes

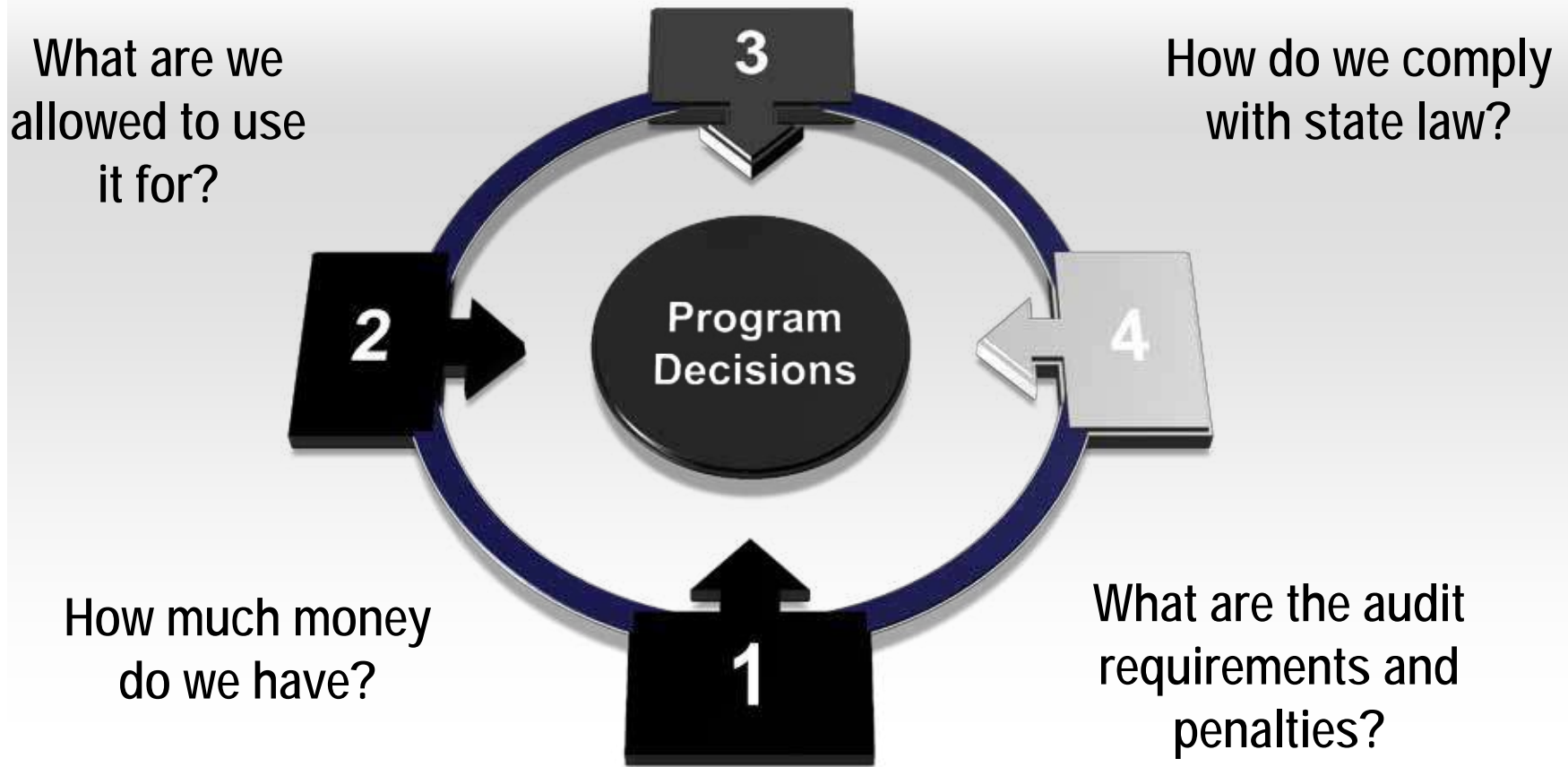
- Review and understand the purpose of the LCAP, and its requirements, including the three planning categories and eight priorities.
- Understand how the LCAP will inform the district's use of funds to meet the needs of student priorities over the next three years.
- Understand that the LCAP Committee will review both quantitative and qualitative data related to the eight areas.
- Analyze PUSD's academic data, make observations and discuss implications and priorities.



What is the Connection between the LCAP and the LCFF?

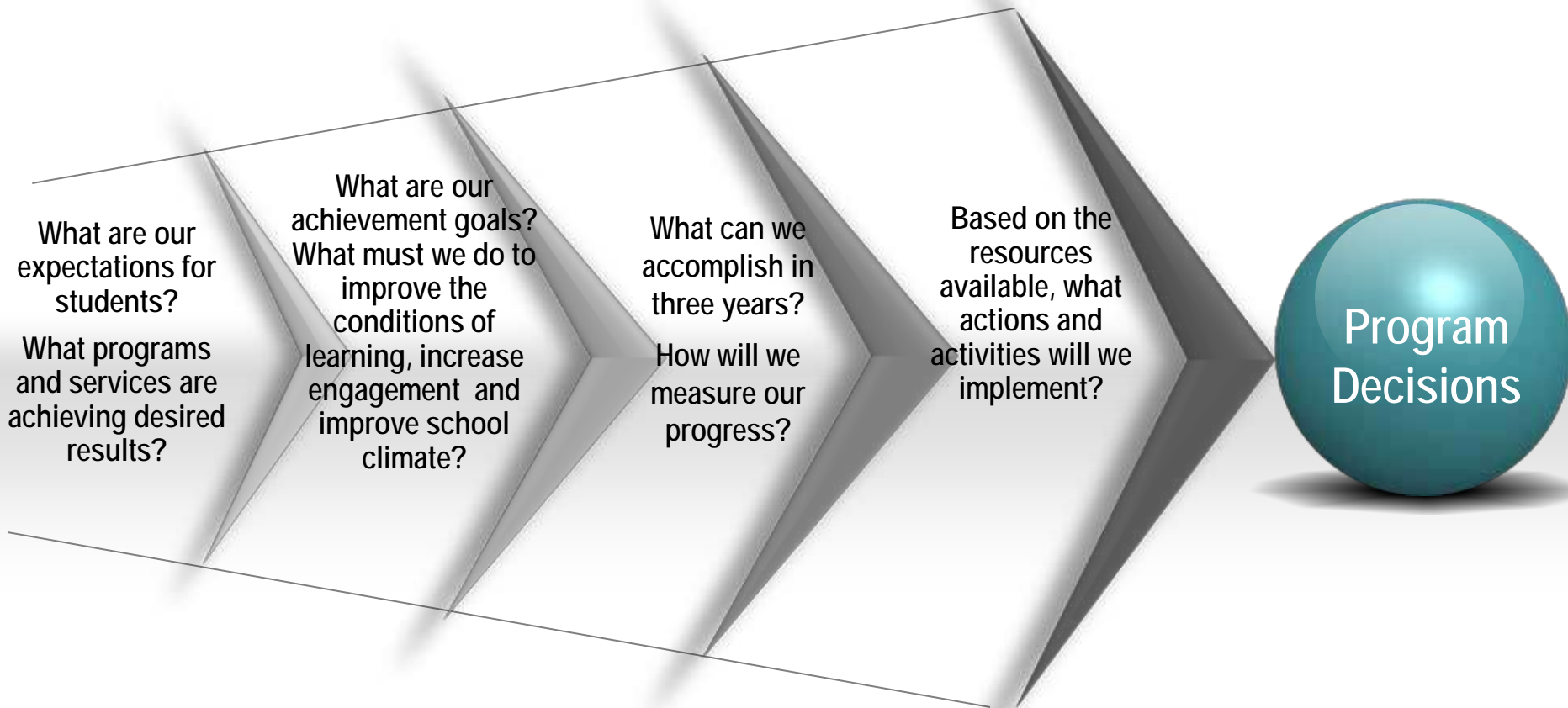
- q The LCFF is designed to close the achievement gap by providing additional funds to support improved student outcomes and accountability.
- q The LCFF shifts districts *away* from a system of rule compliance, measured by audits and enforced through penalties to a system of accountability based upon local needs, measured by progress toward annual goals and explicitly linked to the district's budget.
- q We are no longer implementing the state's plan for eligible students. We must develop a plan locally that achieves improved results.
- q This will require that we *think and plan differently.*

The Old Paradigm Focused on Input and Compliance



A New Way of Thinking

- The new system requires us to think first about outcomes
- We are no longer limited by what we can afford to do in a single year. We need to plan what we need to accomplish in three years.



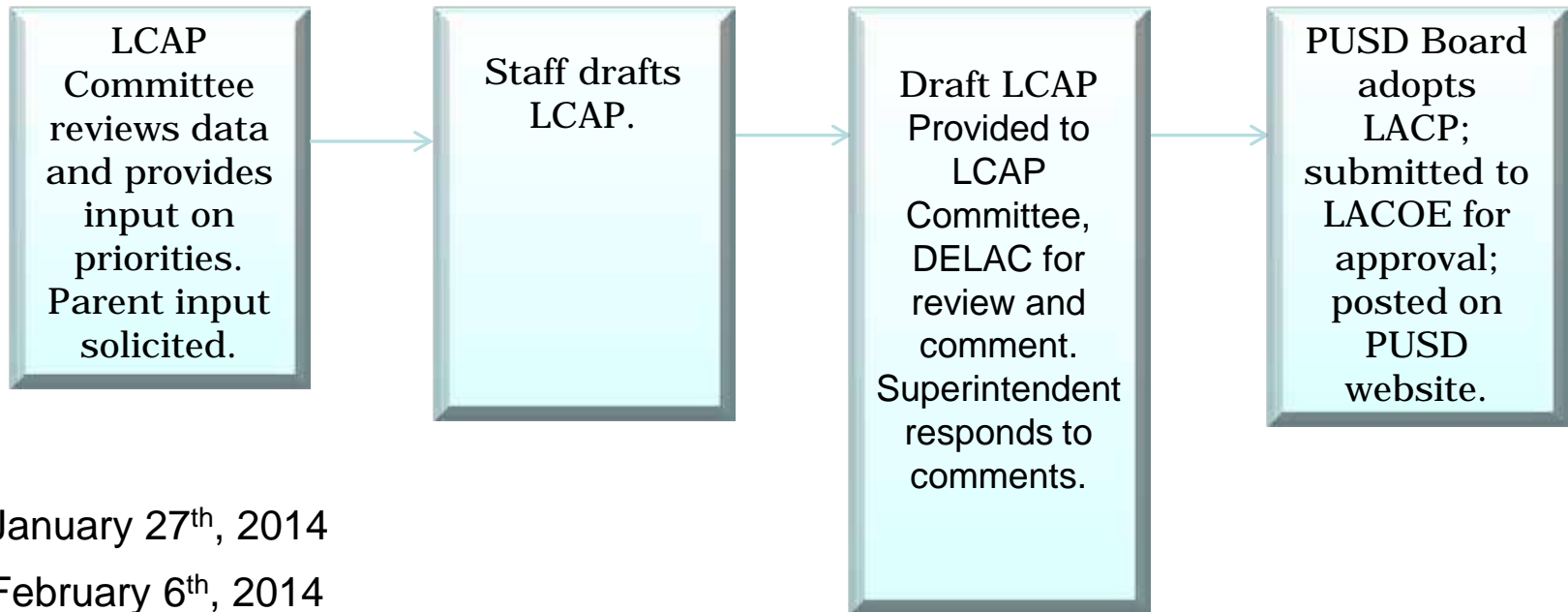
LCAP Requirements

- The LCFF accountability system requires that LEAs develop a three-year LCAP and annually update it.
- The LCAP must:
 - Identify goals based on state priorities for all students, numerically significant subgroups, students with disabilities, and eligible students.
 - List annual actions that the LEA will implement to accomplish goals.
 - Describe expenditures in support of the annual actions.
- The LCAP is intended to be a comprehensive plan.
 - School plans and the Single Plan for Student Achievement must align with the LCAP.

Role of the LCAP and the Consultation Committee

- Districts shall consult with teachers, principals, administrators, local bargaining units and other personnel in developing a local control accountability plan.

Sequence of Events



January 27th, 2014

February 6th, 2014

February 24, 2014

Three Categories and Eight State Priorities

Category 1	Category 2	Category 3
Conditions of Learning	Pupil Outcomes	Engagement
Basic Services	*Student Achievement	Parent Involvement
Implementation of Common Core Standards	Other Student Outcomes	*Student Engagement
Course Access		School Climate



Student Achievement

- Academic Performance Index
- Performance on standardized tests
- A-G Course Completion
- College and Career Readiness
 - Early Assessment Program
 - CTE Course Sequence Completion
 - Advanced Placement Exams
- English Learners
 - English Proficiency
 - Reclassification

Student Engagement

- School Attendance
- Chronic Absenteeism
- Middle and High School dropouts
- High School Graduation

Data Review to inform Needs

-
- January 27
- Student Engagement and Achievement
 - Significant Subgroups
- February 6
- Attendance
 - College and Career Readiness
 - Early Assessment Program
 - CTE Enrollment
 - School Climate
- February 24
- Basic Services
 - Common Core Implementation
 - Other Student Outcomes

Norms for Analyzing Data

- The purpose of discussing data is to understand the “what” before we attempt to understand the “why”.
- Ask clarifying questions to gain a deeper understanding of the data.
- Resist jumping to conclusions or solutions.
- Be prepared to report out on your table group’s discussion.

Table Discussion

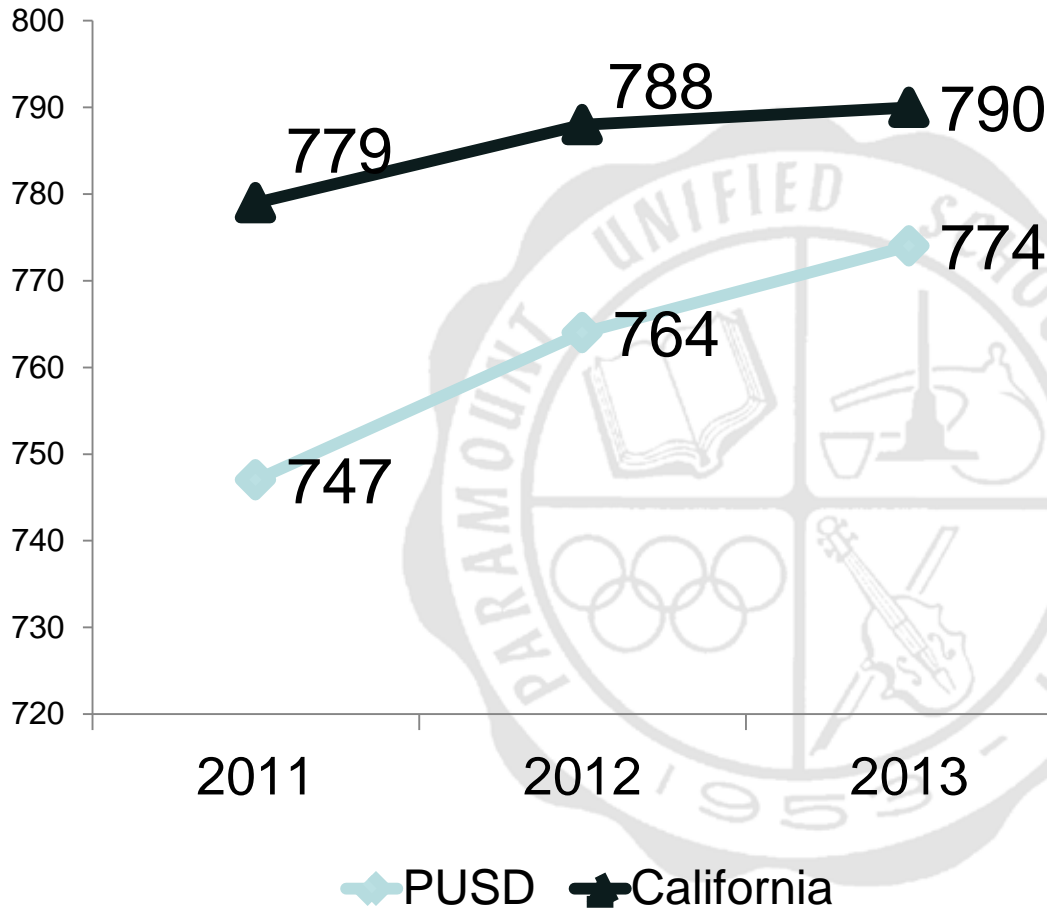
- What do you predict PUSD's data on student achievement will show?



Academic Performance Index (API)

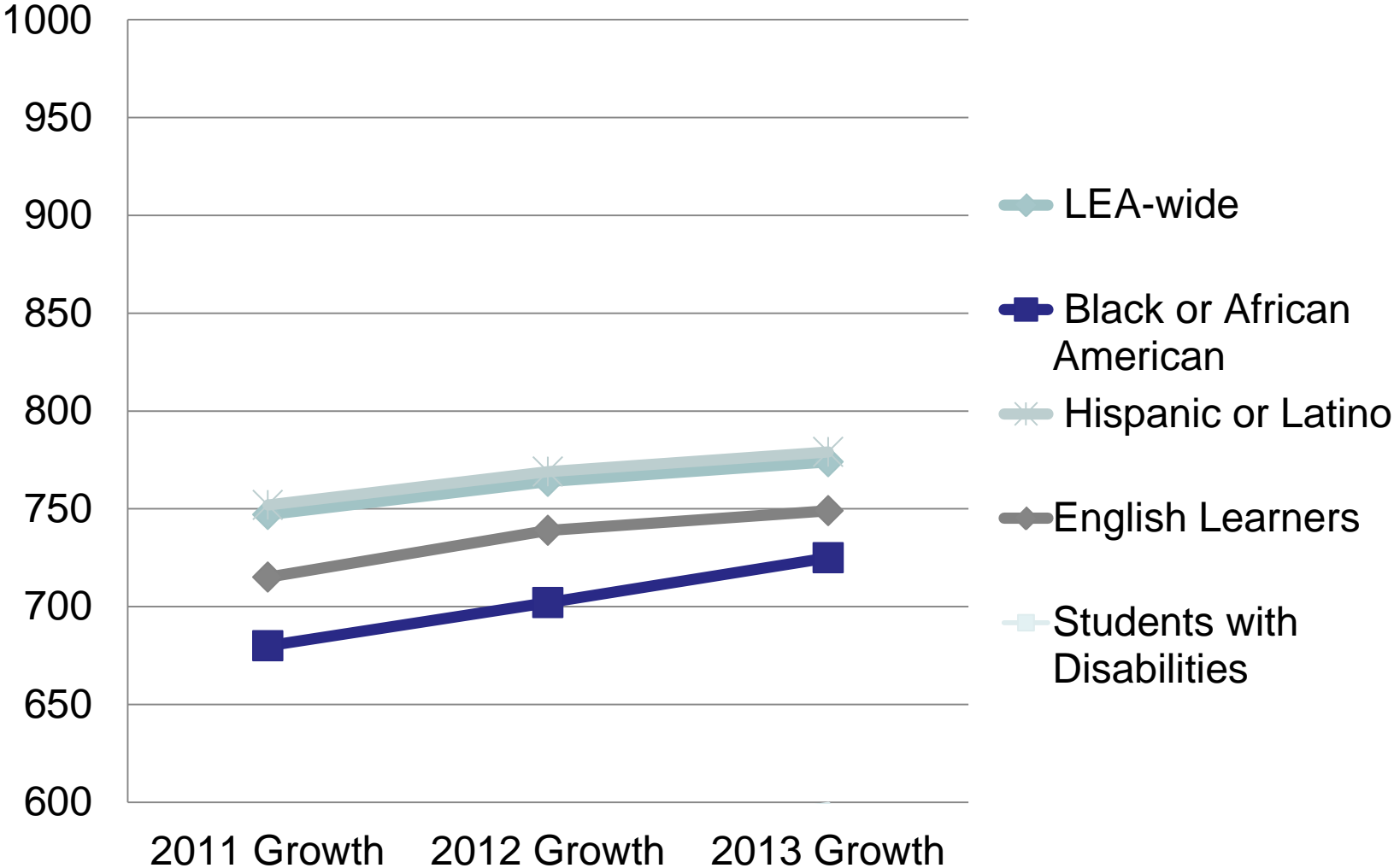
- Schools and districts are measured on a scale of 200-1000 with goal of reaching 800.
- API scores will no longer be assigned to elementary and middle schools beginning in 2014.

PUSD Approaches State API



Cut
GAP
to State API
in HALF

Significant PUSD Subgroups Show API Growth



English Learners include RFEP's per NCLB definitions

STAR Results

STAR English Language Arts Proficiency moving in the right direction

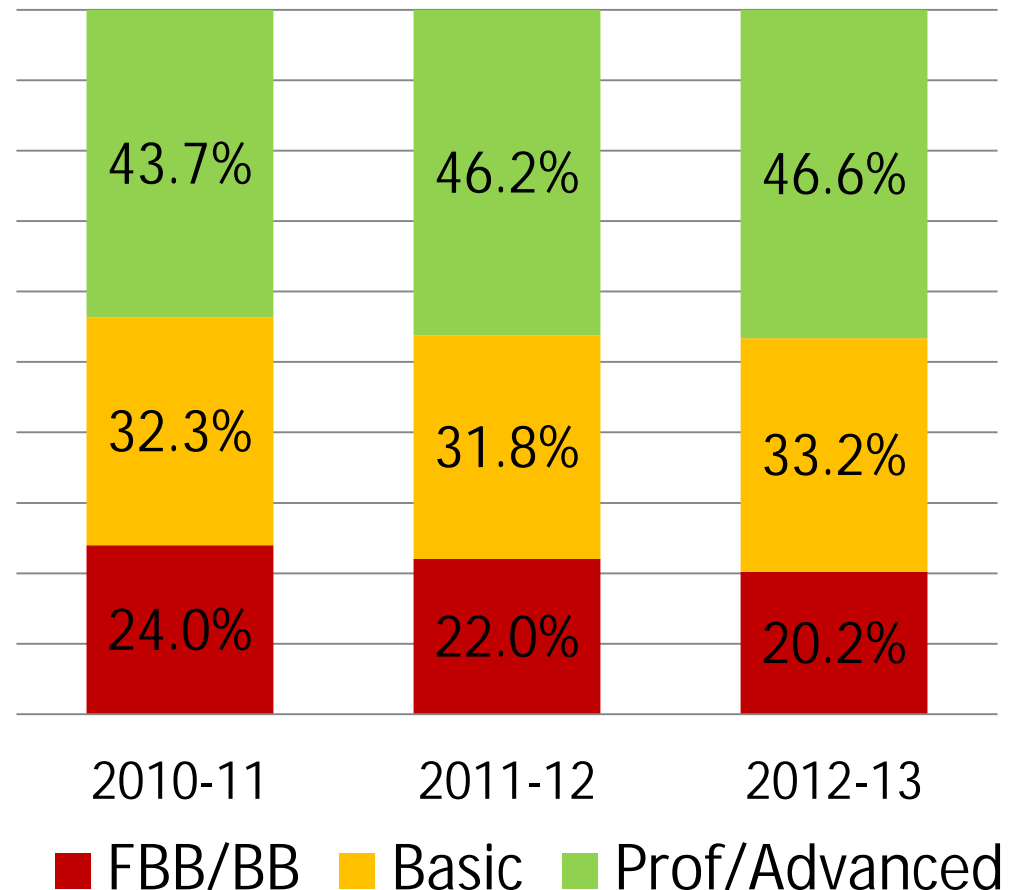
2.9% ↑

Increase In
Proficient/Advanced

3.8% ↓

Decrease In FBB/BB

English Language Arts, 2-11



STAR Mathematics Proficiency moving in the right direction

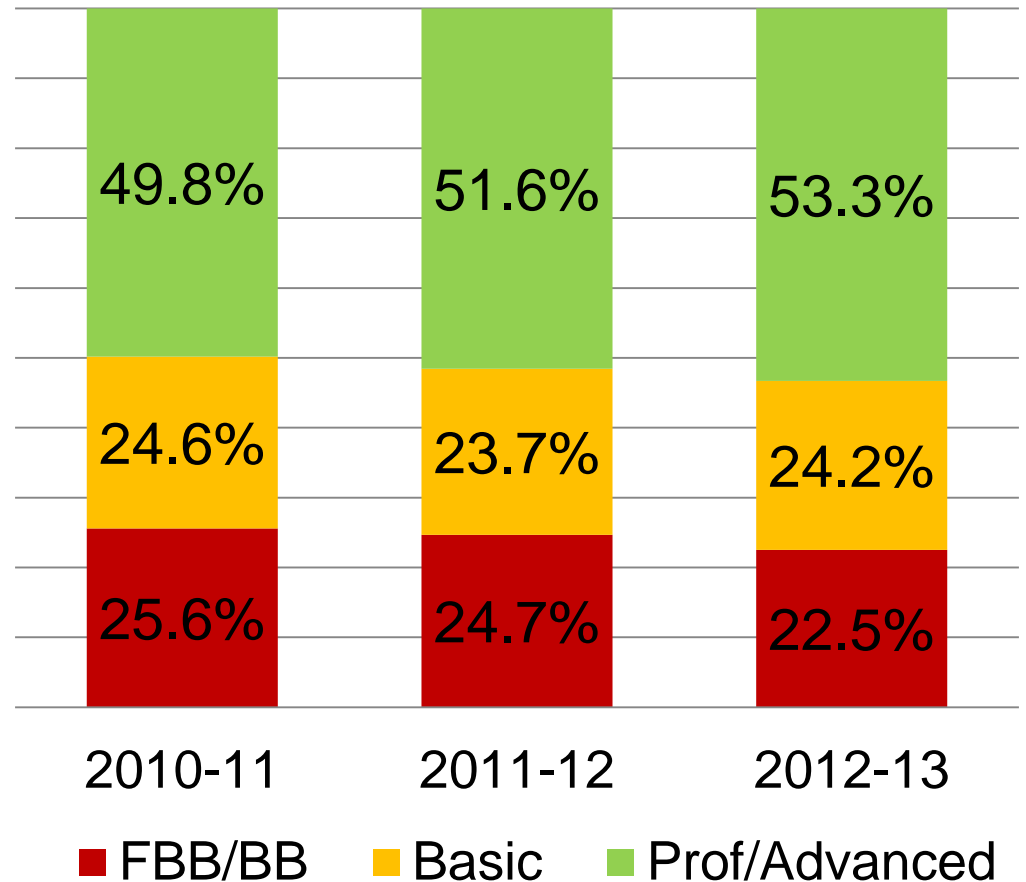
3.5% ↑

Increase In Proficient/Advanced

3.1% ↓

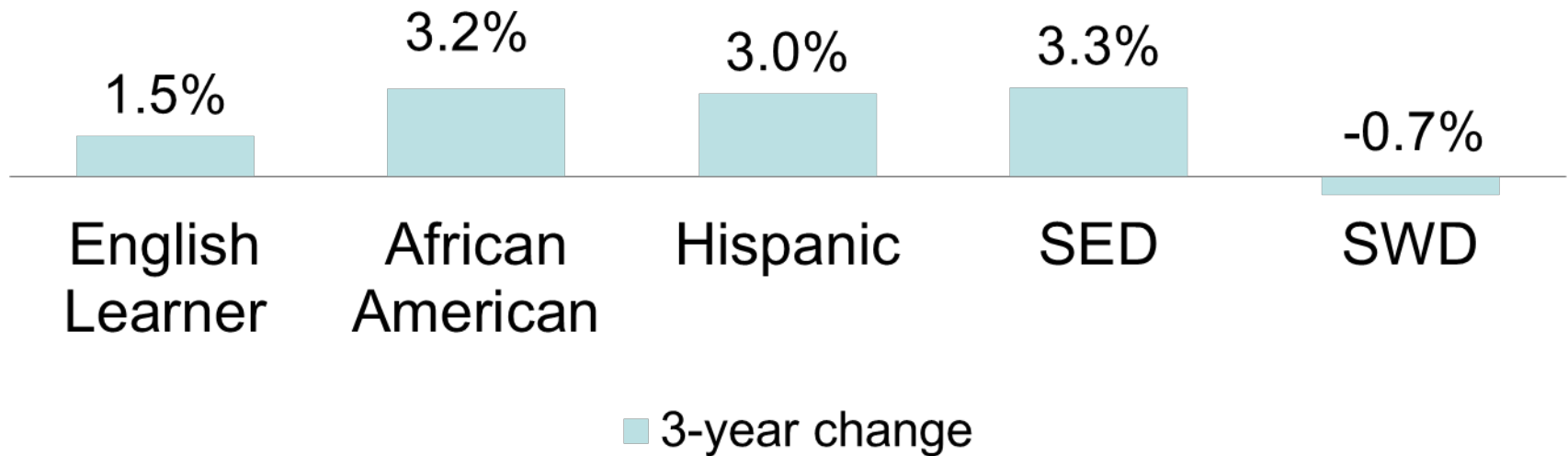
Decrease In FBB/BB

Mathematics, 2-11



Subgroups show growth in STAR ELA Proficient/Advanced over three years (2011-2013)

STAR English Language Arts, 3-Year Change in Proficient/Advanced



Subgroups show growth in STAR Math Proficient/Advanced over three years (2011-2013)

STAR Mathematics,
3-Year Change in Proficient/Advanced

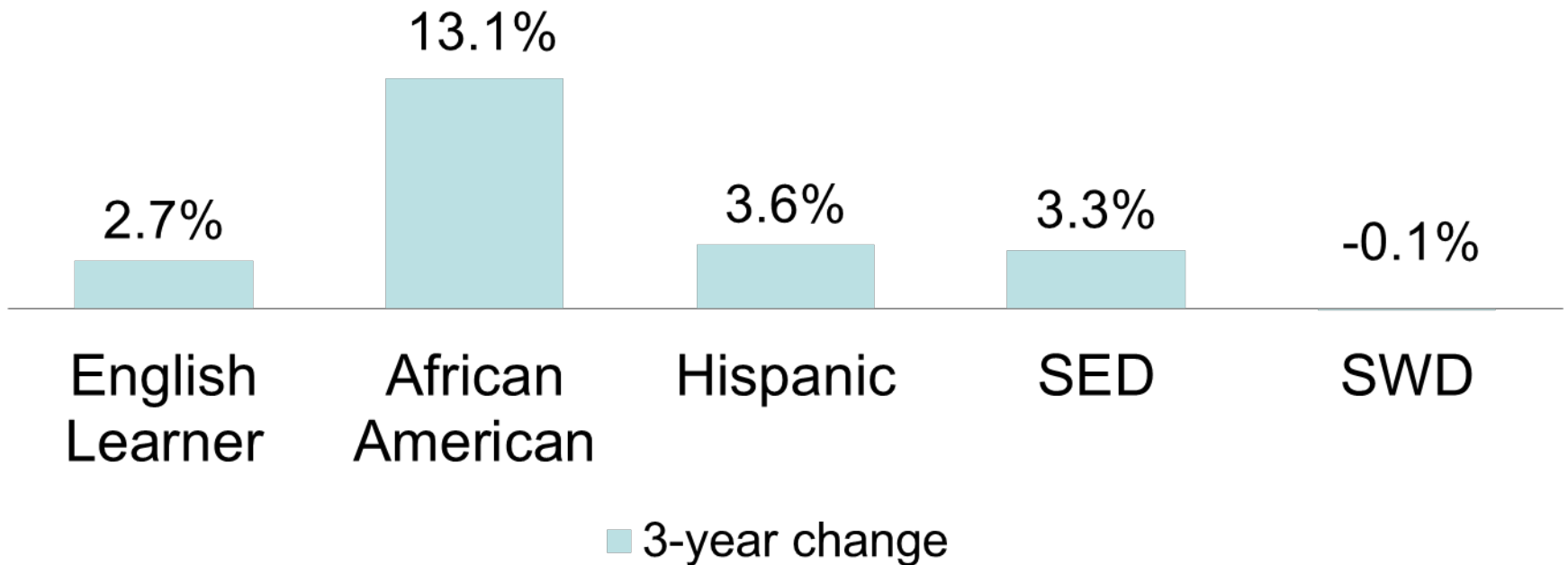


Table Discussion

- What does the data show?
- What trends do you observe?

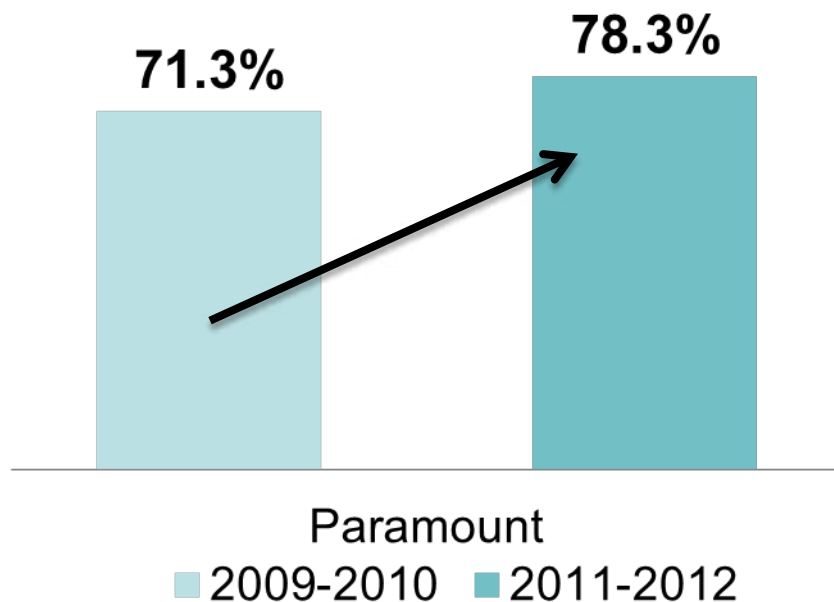


Graduation Data

Over three years more students are graduating on time, 2010-2012

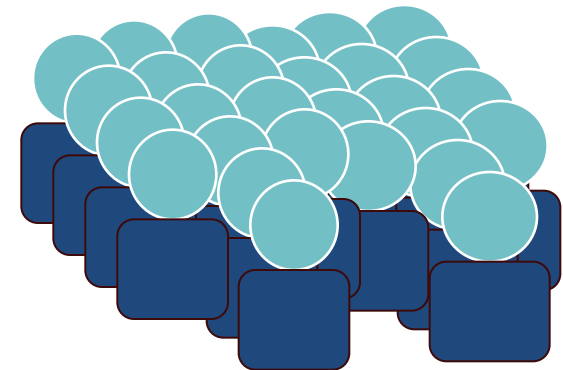
7%

Increase in 4-Year Cohort Graduation Rate



89

Additional Students Graduated Than 3 years ago



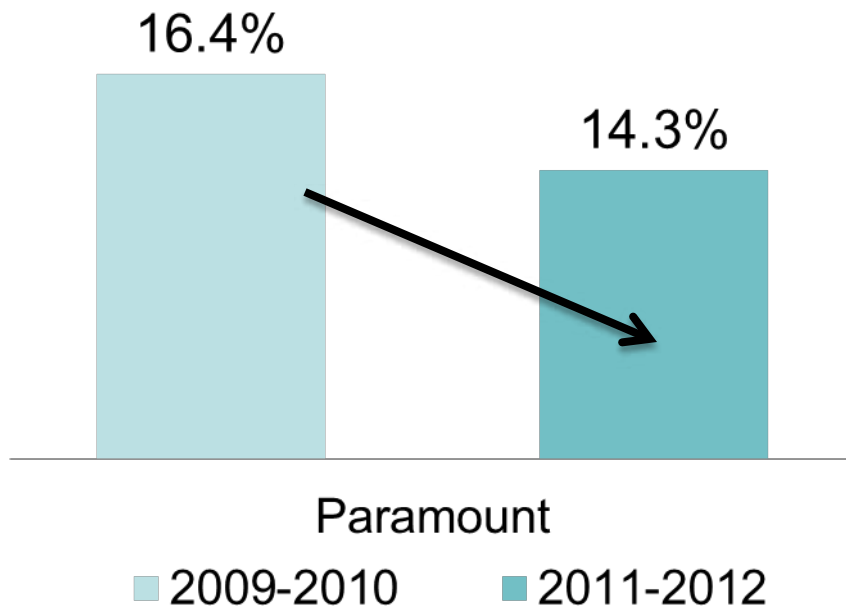
Neighboring districts 4-year cohort graduation rates, 2011-2012

Name	Cohort Students	Cohort Graduates	Cohort Graduation Rate	%Hispanics	%FRL	%EL	%SWD
Norwalk-La Mirada Unified	1495	1379	92.2%	79%	71%	14%	13%
Downey Unified	2091	1900	90.9%	87%	75%	14%	13%
Bellflower Unified	1164	972	83.5%	61%	67%	19%	13%
Long Beach Unified	6739	5403	80.2%	51%	68%	16%	11%
Paramount Unified	1265	990	78.3%	87%	92%	30%	11%
Lynwood Unified	1263	901	71.3%	93%	89%	31%	8%
Los Angeles Unified	43186	28712	66.5%	74%	81%	22%	13%
Compton Unified	1677	969	57.8%	79%	77%	33%	11%

More students in school decreases 4-Year cohort drop-outs, 2010-2012

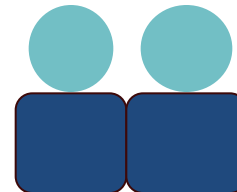
2%

Decrease in 4-Year Cohort Drop-out Rate



Fewer Students

Leave without a high school diploma, GED, Special Education Certificate and do not remain enrolled after the end of their 4th year.



A-G Course Completion 12th Grade

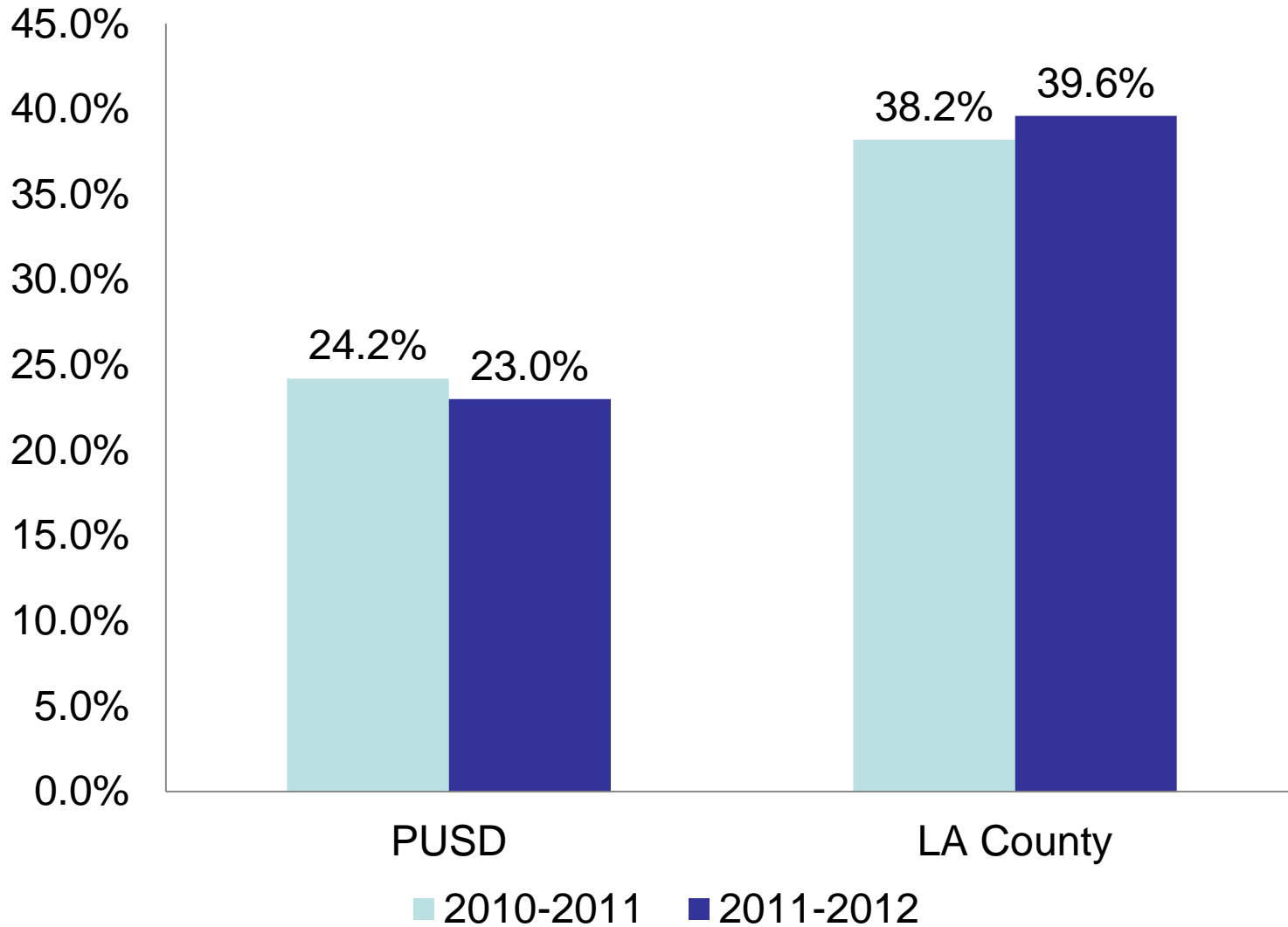


Table Discussion

- What does the data show?
- What do you observe?



Student Subgroups

LCFF Subgroups	PUSD Subgroups
Socioeconomically Disadvantaged (Free/Reduced Lunch)	Socioeconomically Disadvantaged (Free/Reduced Lunch)
English Learners	English Learners
Foster Youth	n/a
	African American
	Hispanic
	Students with Disabilities

Two Categories of Foster Youth

1. Youth in formal foster care placements and under supervision of the Department of Children and Family Services.
2. Children exiting the juvenile court dependency to live with a relative.

PUSD Foster Youth Eligible

	Students Eligible		
	2010-2011	2011-2012	2012-13
Category 1	161	159	153
Category 2	48	61	59
Total	209	220	222

PUSD Foster Youth Graduates

	Number Graduating 12 th Grade Students	
	2011-2012	2012-13
Category 1	6 out of 6	5 out of 6
Category 2	1 out of 3	6 out of 6
Total	7 out of 9	11 out of 12

*Includes only 12th grade students who remained enrolled in PUSD.

Foster Youth Services Provided

- Tutoring
- Mentoring
- Academic Support and Advising
- Transition Services
- Referrals
- Advocacy for Care-Givers

Prioritizing Areas of Need

- Which areas of student achievement do we need to continue to focus on in PUSD?
- List 3-5 areas and evidence to support your thinking.

Priority	Evidence
1.	1.
2.	2.
3.	3.

Next Steps

- We will summarize top 3 priorities from table discussions to present at our next meeting.
- Meeting handouts and power point posted on PUSD website.
- Next meeting: February 6 at 3:00 pm.

How will you share what you learned today with your school?

