

2024-2025 LCAP Educational Partners Input Session

Katie Russell
Superintendent
Board of Trustees

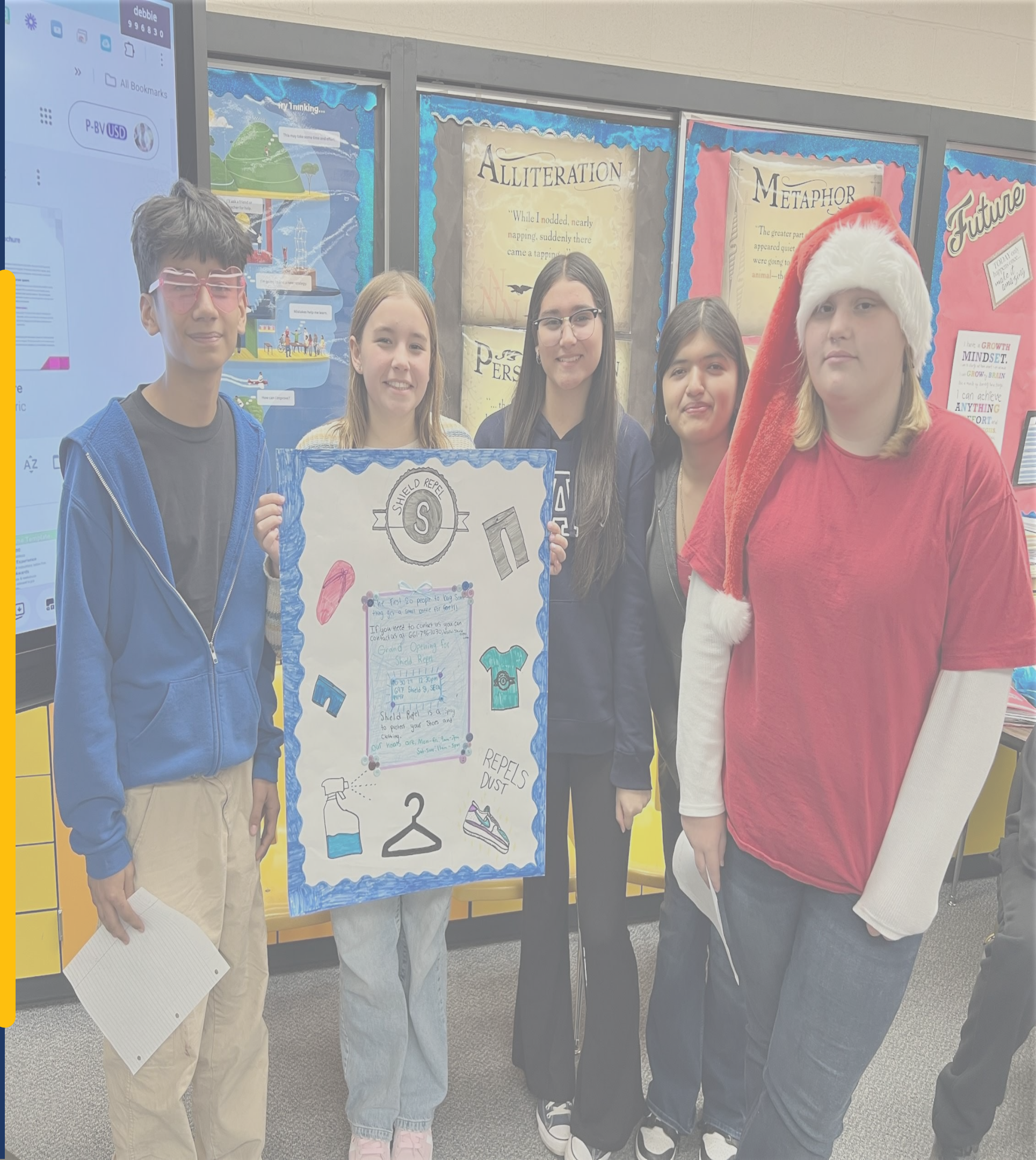
Paula Van Auken
President

Keith Wolaridge
Vice-President

Linda Garcia
Clerk

Tiffany King
Trustee

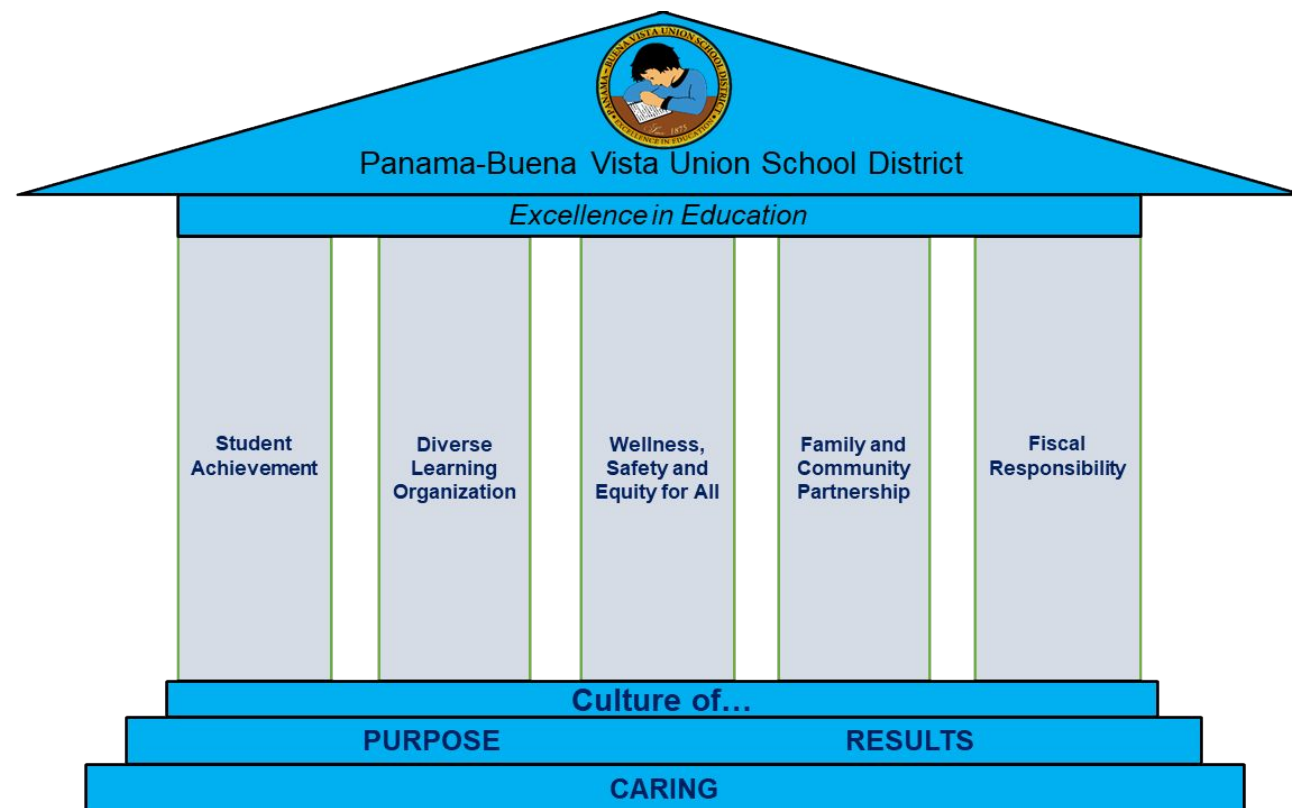
Bryan Easter
Trustee





OUTCOMES FOR OUR SESSION

- Review P-BVUSD data for 2024–2025 and how it is supported by LCAP goals.
- Review current goals and actions and how they support student achievement.
- Provide an opportunity for Educational Partner feedback through a survey.





LOCAL CONTROL ACCOUNTABILITY PLAN



LCAP PLAN:

- Three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes.

LCAP FUNCTIONS:

- Comprehensive Strategic Planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard;
- Meaningful Engagement of Educational Partners; and
- Accountability and Compliance.



DISTRICT PRIORITIES

PILLAR 3
Wellness,
Safety and
Equity for All

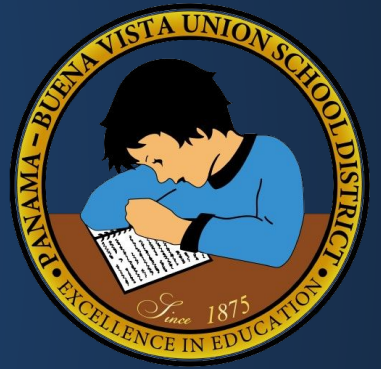
PILLAR 2
Diverse
Learning
Organization

PILLAR 4
Family and
Community
Partnerships

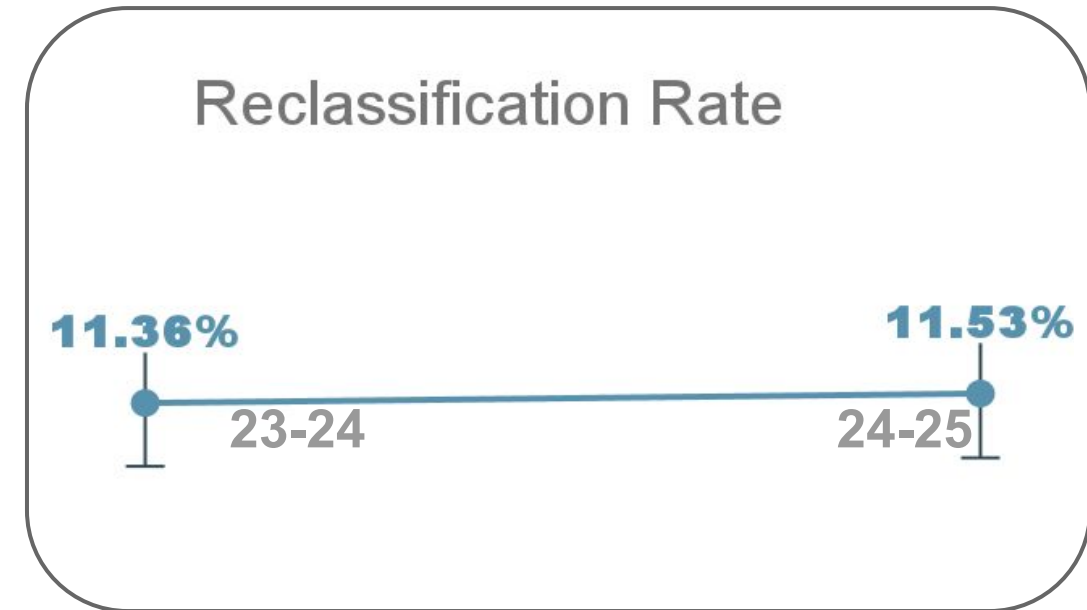
PILLAR 1
Student
Achievement



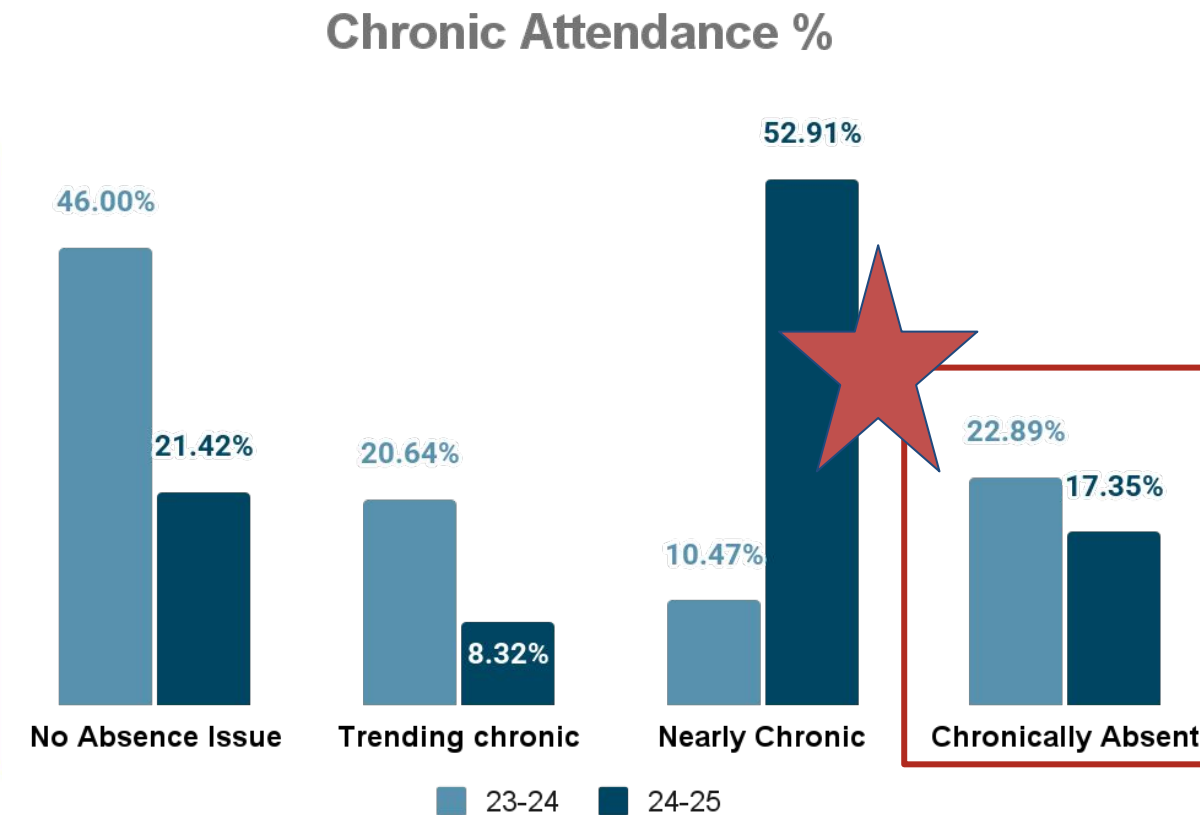
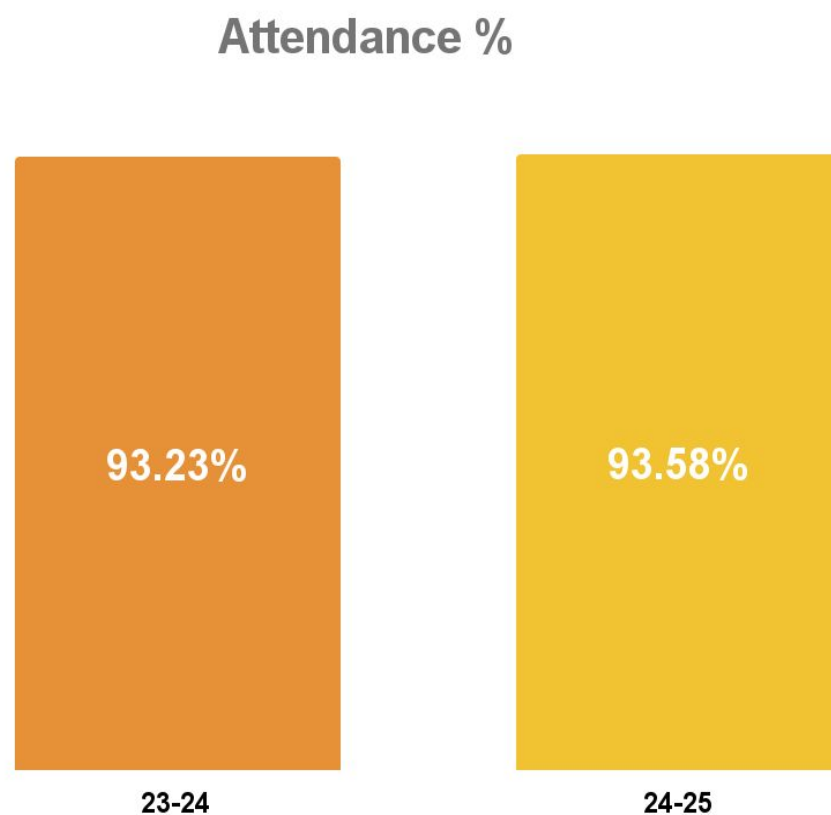
PILLAR 5
Fiscal
Responsibility



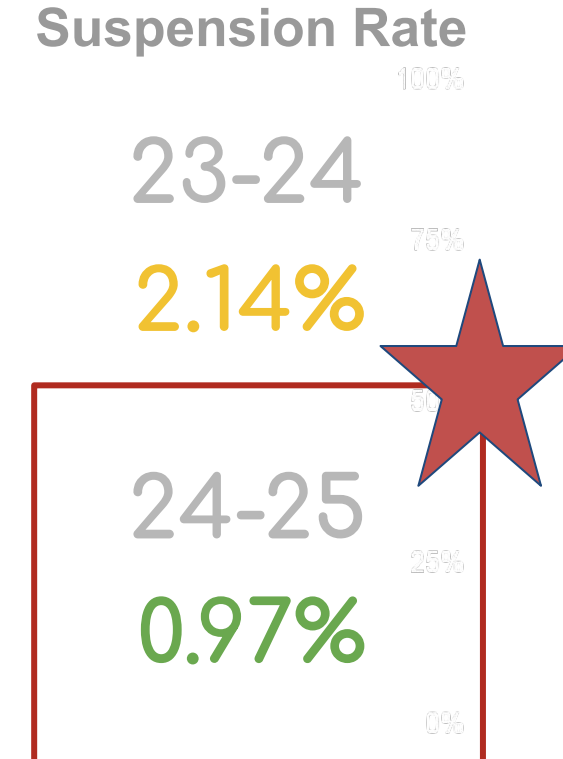
DISTRICT SNAPSHOT



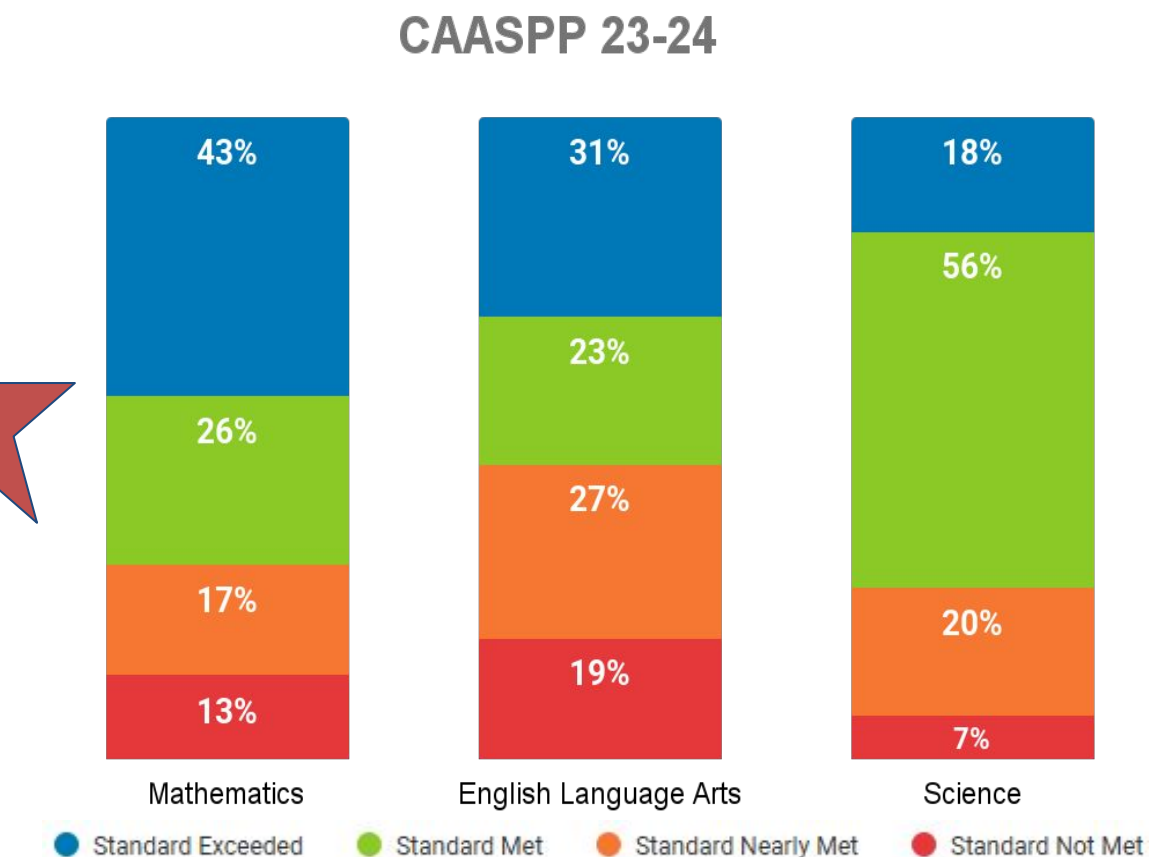
Attendance



Behavior



CAASPP Summative





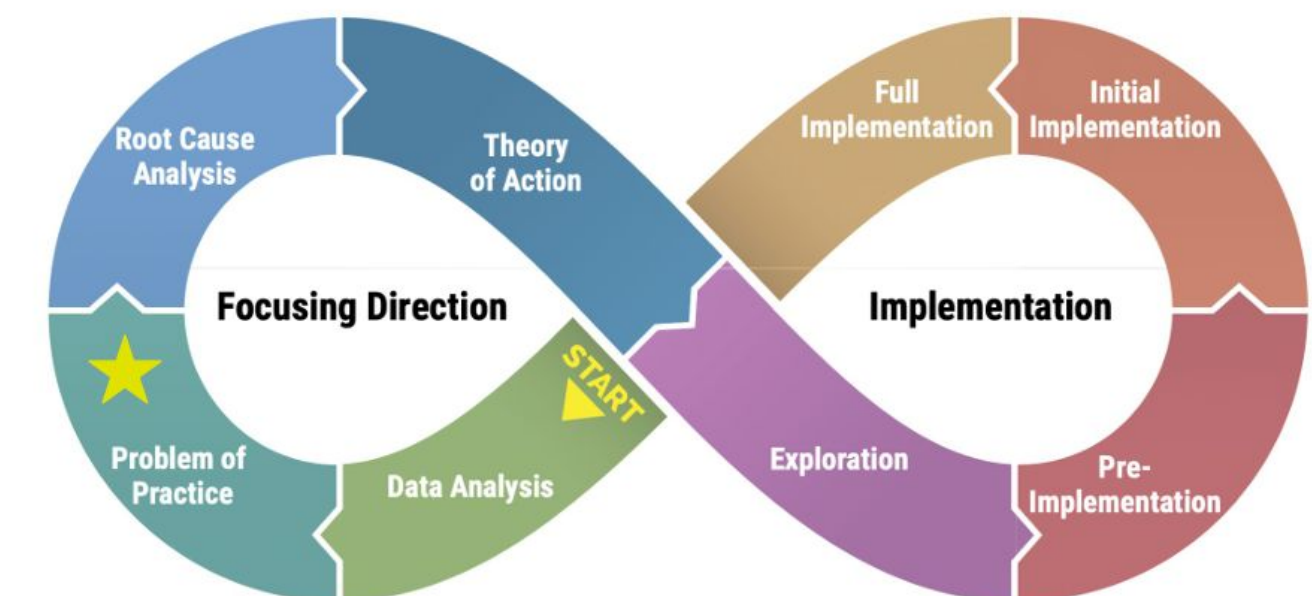
MAKE MEANINGFUL CONNECTIONS



We can't measure our instructional success by how well our top students are doing. Instead, we measure our success by how well our least-resourced students are doing.

To reduce disparities in opportunities and outcomes between student groups

Continuous Improvement Process Map



STUDENT GROUP BY CONDITION

Group	Abbrev	Definition/Designation
English Learner	EL	Any student designated as an EL for even one day during the school year will be an EL on the Dashboard.
Long-Term English Learner	LTEL	Students who have been an EL for 7+ years during the current academic year.
Socioeconomically Disadvantaged	SED	Student who meets any of the following criteria in the current school year: Free/Reduced Lunch, Migrant, Foster/Homeless, 2 parents with less than HS diploma.
Homeless	HOM	A student designated as homeless at any time during the school year.
Foster	FOS	A student designated as foster at any time during the school year.
Student W/ Disability	SWD	A student on an IEP at any time during the school year.

STUDENT GROUP BY RACE

Group	Abbrev	Definition/Designation
African American	AA	Black or African American
American Indian	AI	American Indian or Alaska Native
Asian	AS	Chinese, Japanese, Korean, Vietnamese, Asian Indian, Laotian, Cambodian, Hmong, Other Asian
Filipino	FI	Filipino
Hispanic/Latino	HI	If the Student Hispanic Ethnicity Indicator = Y, always roll up to Hispanic regardless of Race
Pacific Islander	PI	Hawaiian, Guamanian, Samoan, Tahitian, Other Pacific Islander
White	WH	White
Two or More	MR	If the student record shows non-Hispanic or Latino and more than one race OR For the Chronic Absenteeism and Suspension Rate Indicators, student records that have blank race/ethnicity data are included.

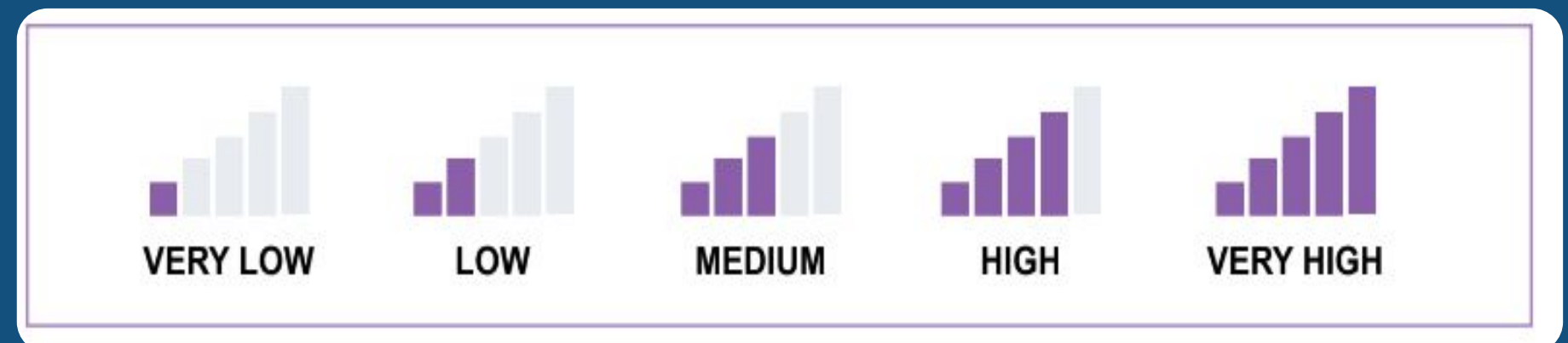
California's Eight State Priorities

Grades TK–8

1. Basic Service	Local	Rate of teacher mis-assignments; Access to standards-aligned materials; Facilities in good repair
2. Implementation of State Standards	Local	Academic content; Performance standards
3. Parental and Family Engagement	Local	Efforts to seek parental input in decision making; Promotion of parent participation
4. Student Achievement	State	CAASPP ELA, CAASPP Math, ELPAC
5. Student Engagement	State	Middle school dropout rates; Chronic Absenteeism rates
6. School Climate	State	Suspension rates, Expulsion rates
7. Access to a Broad Course of Study	Local	Pupil enrollment in a broad course of study
8. Other Pupil Outcomes	Local State	Pupil outcomes in broad course of study CCI (HS Only)



- Chronic Absenteeism
- Suspension Rate
- English Learner Progress
- Graduation Rate
- English Language Arts Assessment
- Mathematics Assessment
- College/Career Readiness





P-BVUSD CA DASHBOARD OVERVIEW

Chronic Absenteeism



Yellow

Suspension Rate



Green

English Learner Progress



Yellow

English Language Arts



Orange

Mathematics



Orange

Basics: Teachers, Instructional
Materials, Facilities

STANDARD MET

Implementation of Academic
Standards

STANDARD MET

Parent and Family
Engagement

STANDARD MET

Local Climate Survey

STANDARD MET

Access to a Broad Course of
Study

STANDARD MET

LEARN MORE

English Language Arts

All Students

State



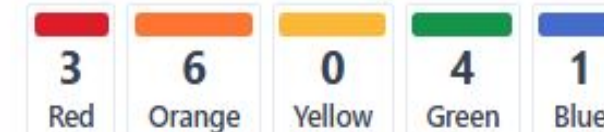
Orange

11.6 points below standard

Maintained -2 Points

EQUITY REPORT

Number of Student Groups in Each Color



View More Details →

LEARN MORE

Mathematics

All Students

State



Orange

55.5 points below standard

Maintained -2.8 Points

EQUITY REPORT

Number of Student Groups in Each Color



View More Details →



Getting to Know the California School Dashboard



The California School Dashboard (Dashboard) is an online tool designed to help communities across the state access important information about transitional kindergarten through grade twelve schools and districts. The Dashboard features easy-to-read reports on multiple measures of school success. The Dashboard represents one of many steps taken over the past decade that have raised the bar for student learning, increased the focus on equity, and expanded the review of performance data to a specific set of state and local measures. For more information, please visit the [Dashboard website](#).

Twelve Measures of School Success

State Measures

Seven state measures allow for comparisons across schools and districts.

- Academic Indicators (Academic—English Language Arts, Academic—Mathematics)
- Chronic Absenteeism Indicator
- College/Career Indicator
- English Learner Progress Indicator
- Graduation Rate Indicator
- Science Indicator
- Suspension Rate Indicator

Results are presented for all districts, schools, and defined student groups (e.g., racial/ethnic groups, socioeconomically disadvantaged, English learners, long-term English learners, homeless, foster youth, and students with disabilities).

For the 2024 Dashboard, schools and districts receive one of five Performance Levels for each eligible state measure. The Performance Levels are determined using current year and prior year data and are represented by a color ranging from Red to Blue.



CA DASHBOARD RESOURCES FOR EDUCATIONAL PARTNERS

www.caschooldashboard.org



Reducing Disparities in Student Groups

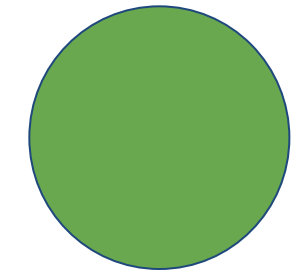


A LENS OF EDUCATIONAL EQUITY

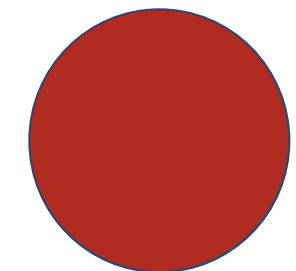
Prioritizing Vulnerable Youth

Source: 2023-2024 P-BVUSD CA Dashboard Data

	FOSTER YOUTH	STUDENTS W DISABILITIES	AFRICAN AMERICAN	HOMELESS	ENGLISH LEARNERS
SUSPENSION	6x  1.5% MORE likely to be suspended compared to all students	1.5x  0.6% MORE likely to be suspended compared to all students	2.5x  2.3% MORE likely to be suspended compared to all students	4x  5.7% MORE likely to be suspended compared to all students	0x  0.9% MORE likely to be suspended compared to all students
CHRONIC ABSENTEEISM	3.7%  0.7% HIGHER chronic absenteeism rate compared to all students	7.5%  5.2% HIGHER chronic absenteeism rate compared to all students	6.4%  3.7% HIGHER chronic absenteeism rate compared to all students	32%  13.5% HIGHER chronic absenteeism rate compared to all students	1.9%  5.3% LOWER chronic absenteeism rate compared to all students
ENGLISH-LANGUAGE ARTS	Performing 67.5  14.7pts points below all students in ELA (LOW performance level)	Performing 79.1  0.8pts points below all students in ELA (VERY LOW performance level)	Performing 38.6  0.9pts points below all students in ELA (LOW performance level)	Performing 34.1  39.6pts points below all students in ELA (VERY LOW performance level)	Performing 31.3  1pt points below all students in ELA (LOW performance level)
MATHEMATICS	Performing 25.3  1.5pts points below all students in Math (VERY LOW performance level)	Performing 68.4  2.1pts points below all students in Math (VERY LOW performance level)	Performing 46.4  4.9pts points below all students in Math (VERY LOW performance level)	Performing 18.2  39.6pts points below all students in Math (VERY LOW performance level)	Performing 25.3  1.5pts points below all students in Math (LOW performance level)



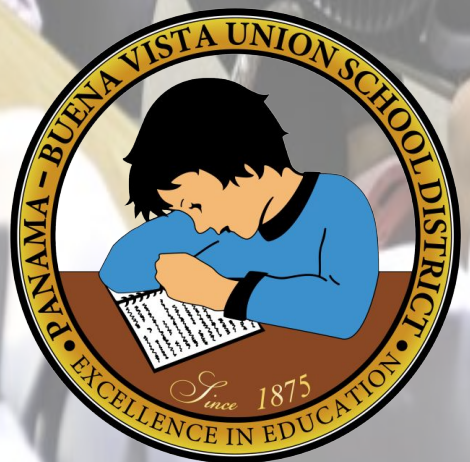
indicates
positive growth



indicates
negative growth

LCAP Goal 1

The District will ensure all students have access to equitable conditions of learning by providing and investing in highly qualified staff, well-maintained facilities and equipment, as well as robust standards-aligned instructional materials and resources.



LCAP Goal 1: **Actions**

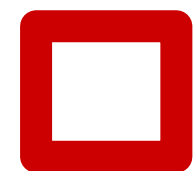


Coaching Cycles to Support Instructional Design Implementation

Conditions of Learning

1.1 Fully Credentialed
Teachers

1.2 Academic Coaches



Not Started



In Progress



Completed



LCAP Goal 1: Actions

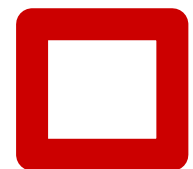


Conditions of Learning

1.4 Professional Learning and Instructional Materials

1.5 Math Curriculum and Materials

1.6 Science Curriculum and Materials



Not Started

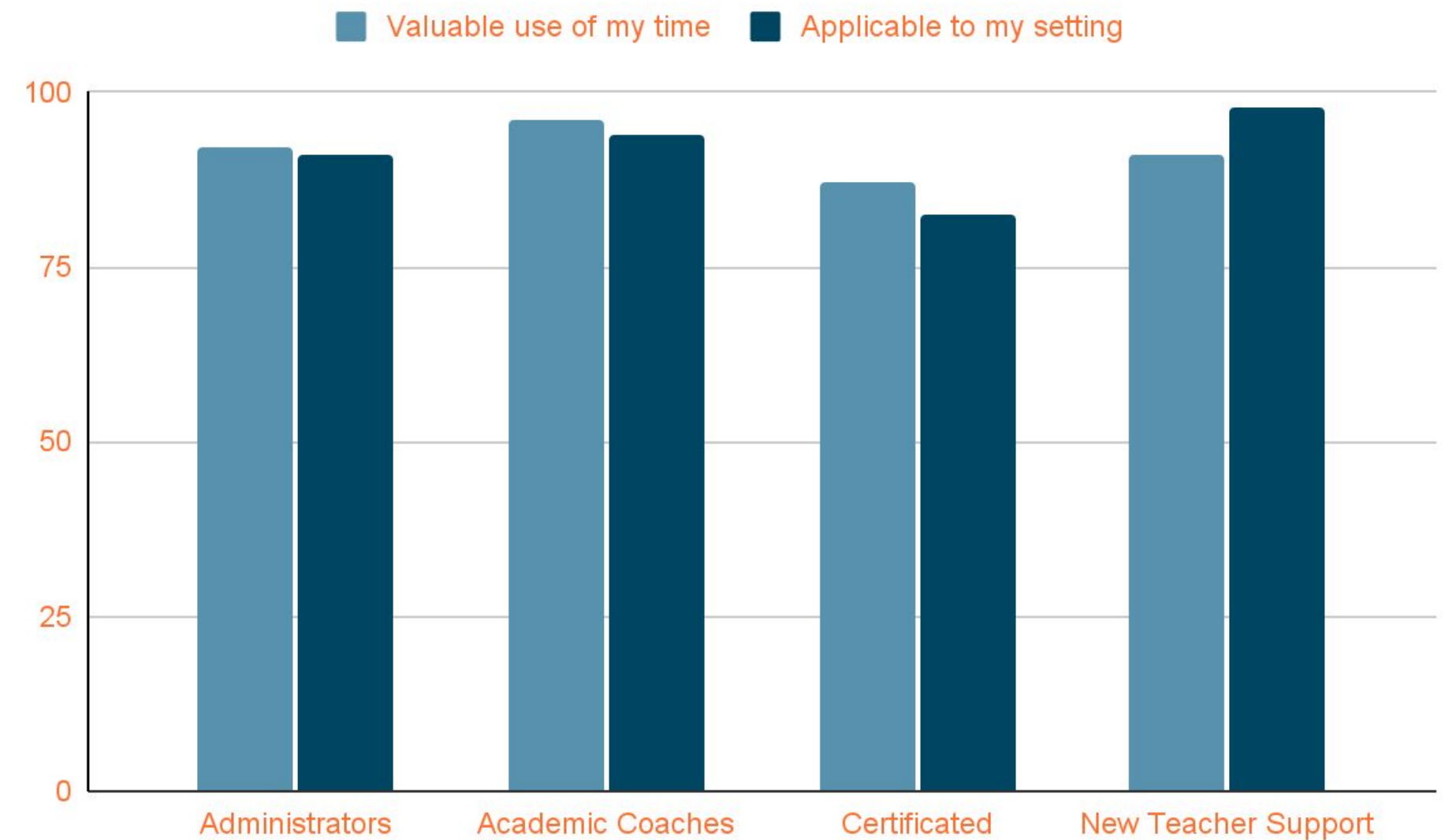


In Progress



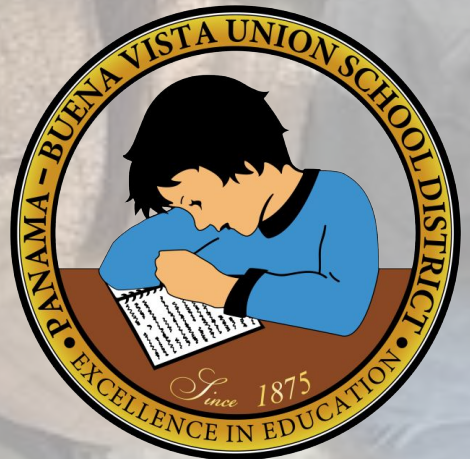
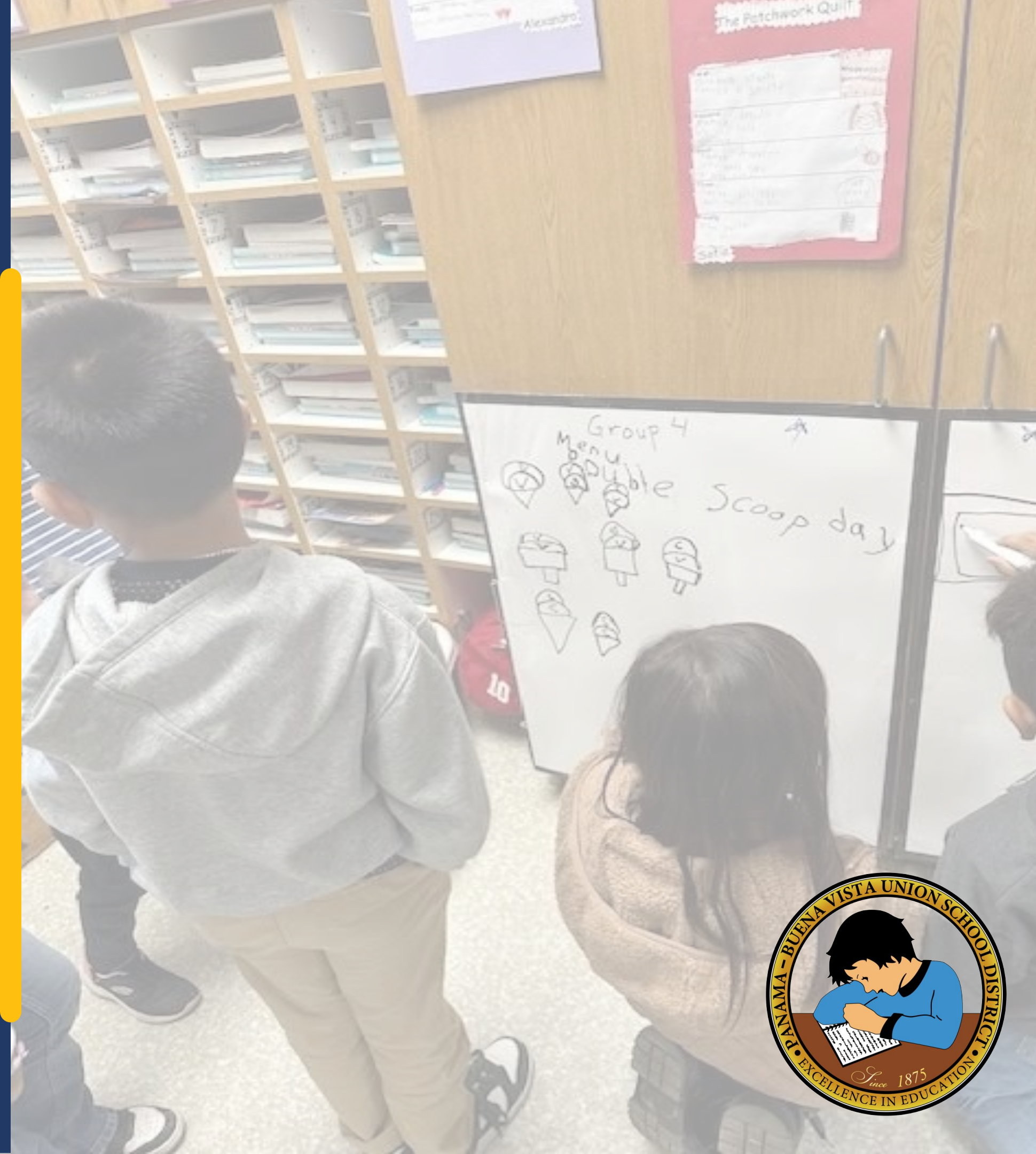
Completed

Professional Development Feedback



LCAP Goal 2

The District will provide every P-BVUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students will show progress toward meeting or exceeding state standards.



LCAP Goal 2: Actions



Student Achievement
2.1 Teacher Leadership Teams
2.3 Foundational Literacy Training
2.4 Literacy Diagnostic Tools

☐

Not Started

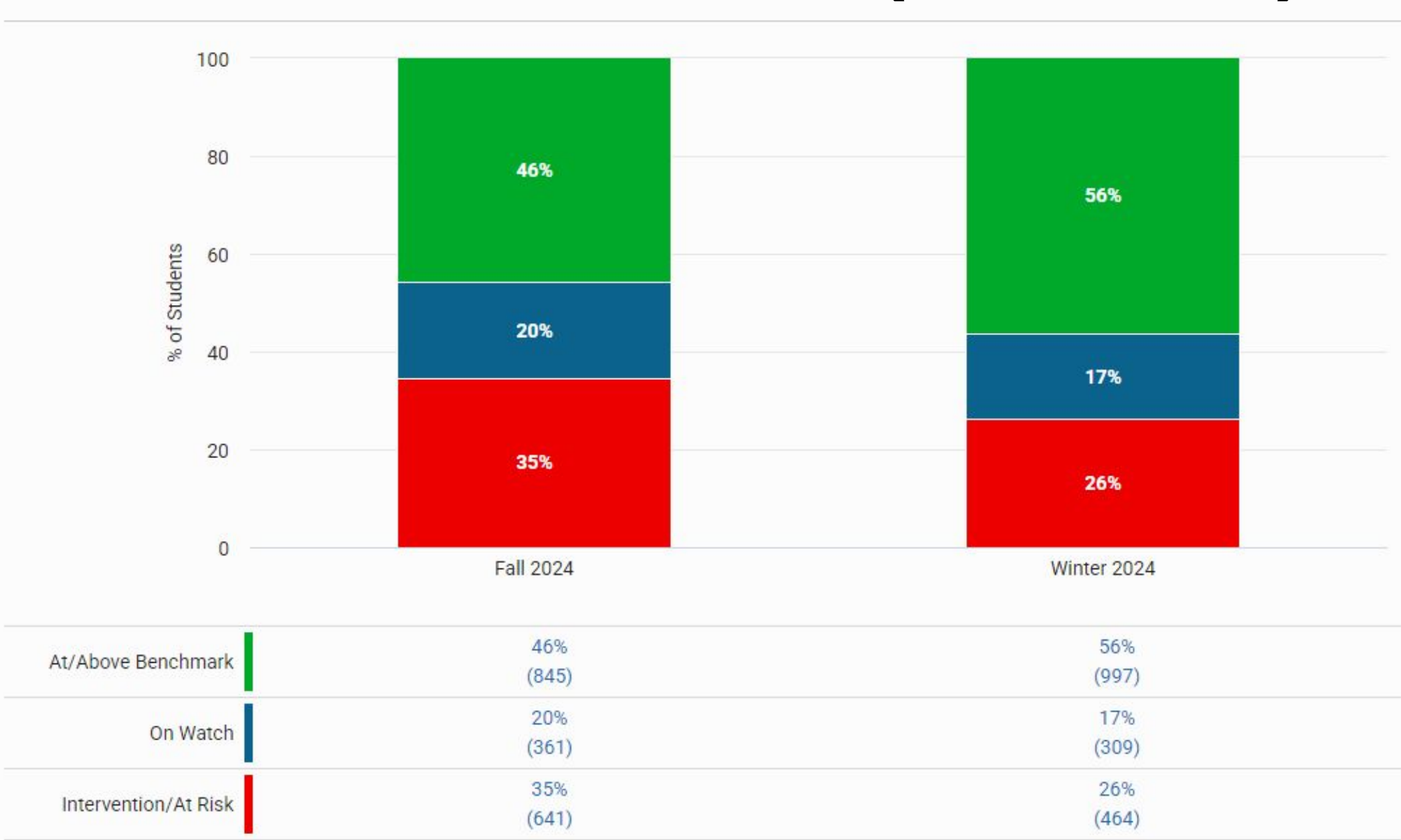
☒

In Progress

☐

Completed

2nd Grade Star CBM Results (Fall & Winter)

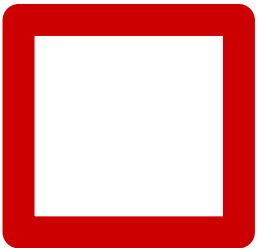


LCAP Goal 2: Actions



Conditions of Learning

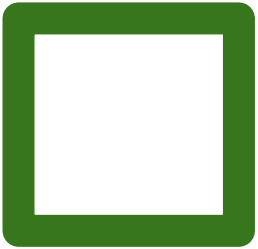
2.9 AVID/Pre-CTE



Not Started



In Progress



Completed

01	ACTIS JUNIOR HIGH	- Six Career Pathway Sections - AVID Opportunity
02	TEVIS JUNIOR HIGH	- Six Career Pathway Sections - Computer Science Pathway
03	THOMPSON JUNIOR HIGH	Four Career Pathway Sections
04	STONECREEK JUNIOR HIGH	- Six Career Pathway Sections - AVID Showcase School
05	WARREN JUNIOR HIGH	Six Career Pathway Sections

TOP FIVE REQUESTED MODULES

1. Cosmetology
2. Research & Development
3. Flight & Drone Technology
4. VEX Robotics
5. Nursing



Addition of Strong Work Force at Whitley TK-8 and Alternative Education

LCAP Goal 3

Provide healthy, safe, and inclusive learning environments that actively engage all students, staff, families, and community.

Our whole child, whole community approach will prioritize positive relationships, educational equity, and shared responsibility with all educational partners, maximizing academic and social outcomes for each student.





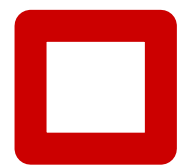
LCAP Goal 3: **Actions**

School Climate

3.3a Multi-Tiered Systems of Support Teams

3.4 Assistant Principals

3.7 Professional Learning



Not Started



In Progress

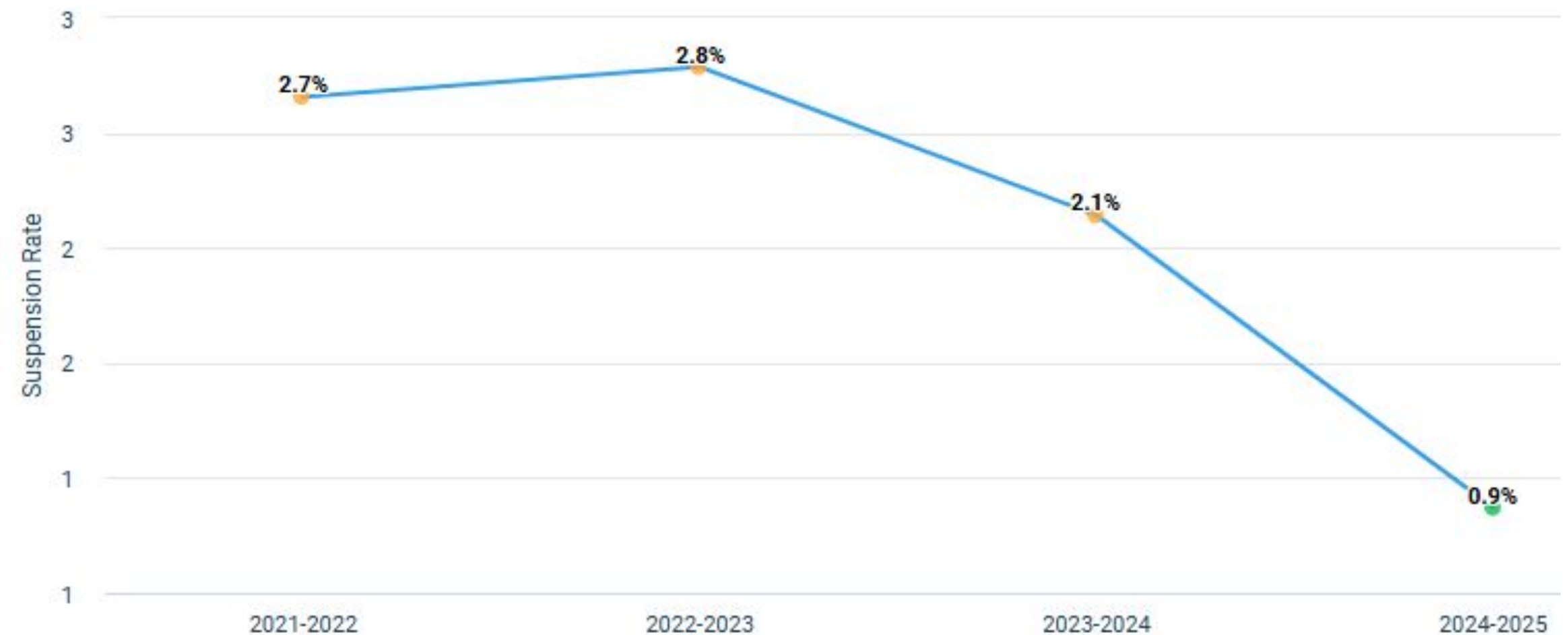


Completed



Suspension Rate Trend

as of January 30, 2025



LCAP Goal 3: Actions

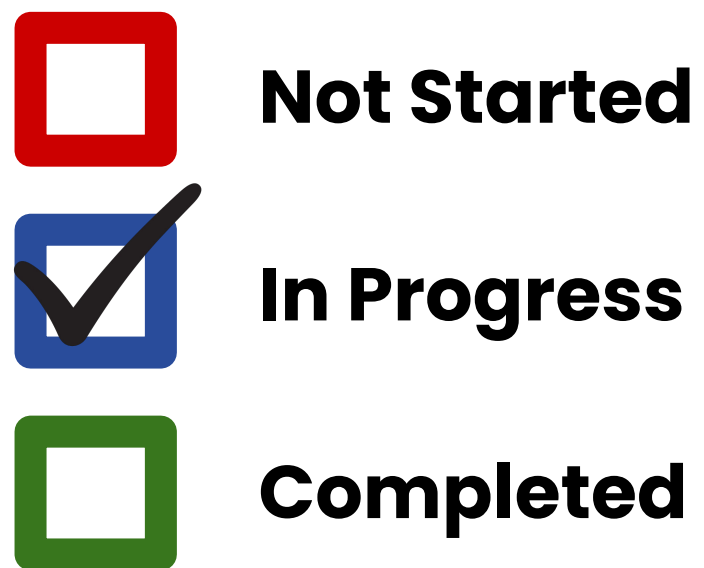


School Climate

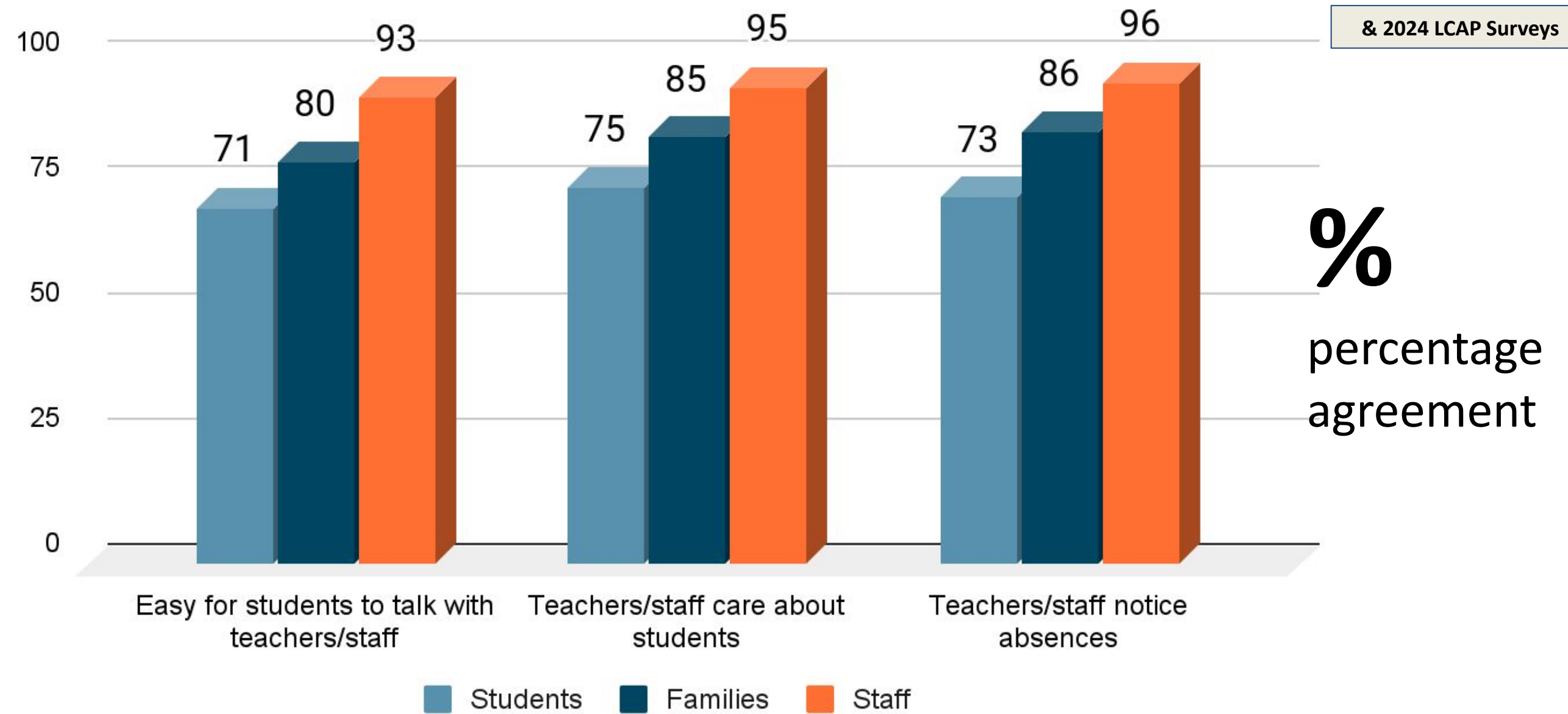
3.3b Multi-Tiered System of Support – SEL

3.6 Parent & Family Engagement

3.9 Communications

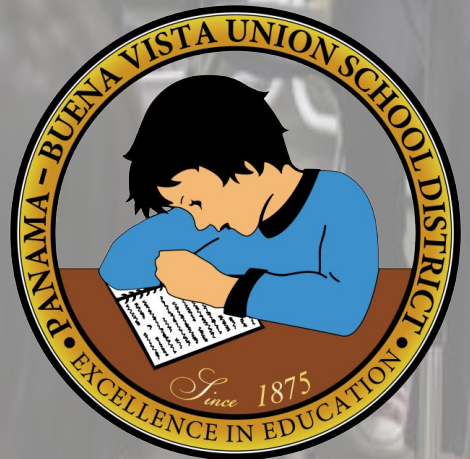


Connectedness Data for Educational Partners



LCAP Goal 4

The District will accelerate learning outcomes for English Language Learners, as measured by local benchmark and state assessments, as well as an increase in the District reclassification rate.



LCAP Goal 4: Actions

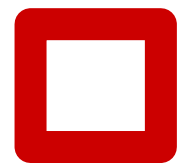


Student Achievement/ Conditions of Learning

4.1 Newcomer Supports

4.3 Dual Immersion/Multilingual Program

4.4 Increased Supports for Long Term
English Learners



Not Started

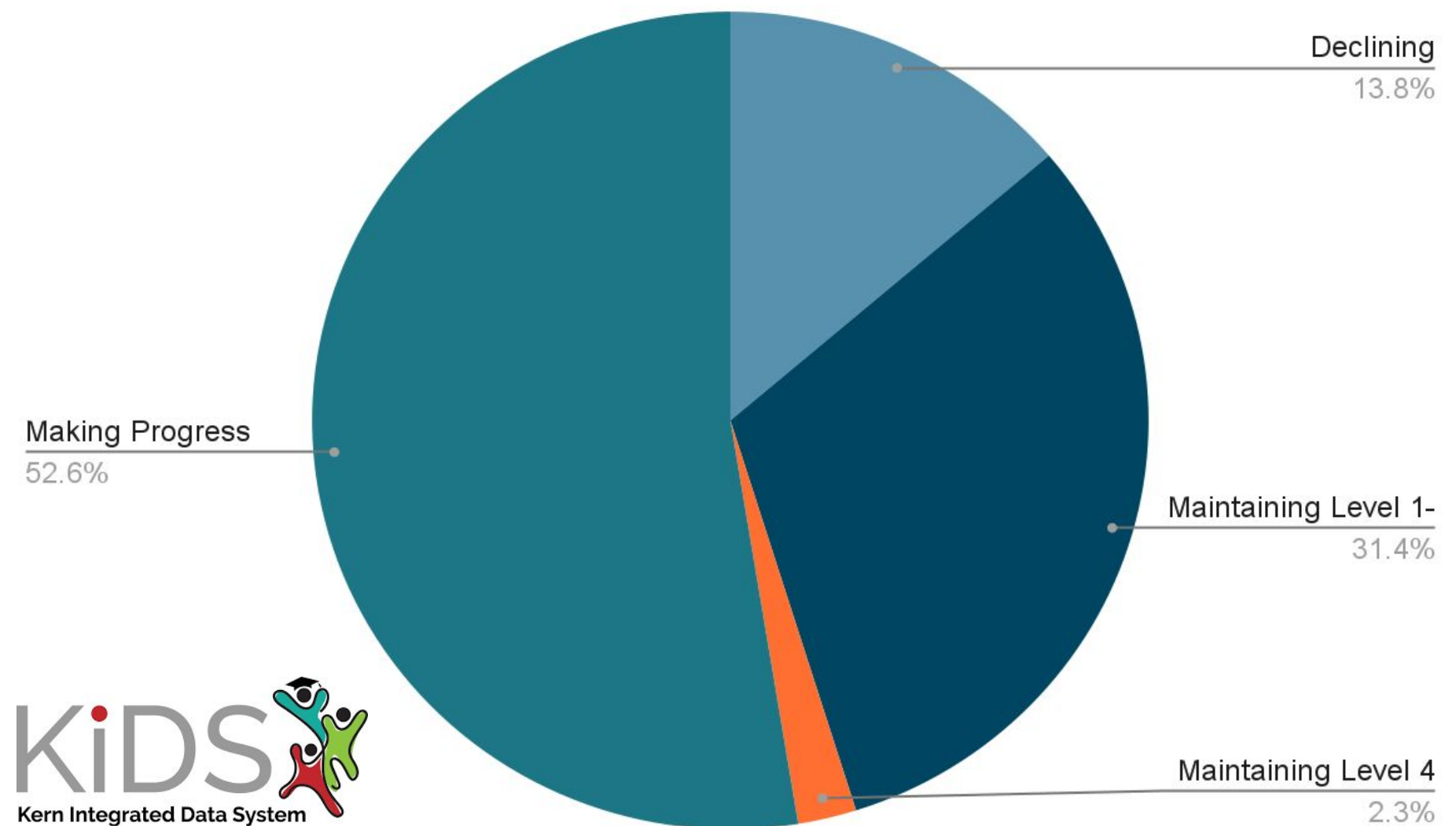


In Progress



Completed

ELPAC Progress Between 2022–2023 and 2023–2024





2024-2025 LCAP Home Survey

The Panama-Buena Vista Union School District values input from all educational partners. The Home LCAP Survey is an important tool we use to evaluate our success in achieving the best education possible for all children. The information parents/guardians provide through this survey will be used to make further improvements to our school and district programs. ***Your responses will remain anonymous.***

The survey is designed to take approximately 4-6 minutes.



WE LOVE YOUR FEEDBACK!



Thank you

We acknowledge, and sincerely thank, the hard work and dedication of our employees, the support of our parents, and the resilience of our students to continue our reach for excellence.

