

*Paradise Unified School District  
School Board LCAP Update  
February 21, 2017*



**Michelle John**  
*Educational Services*  
**February 2017**

# *LCAP Data*

*To be used for 2017-2020 LCAP*

- **CAASPP Student Achievement Data (Previous Updates)**
- **Stakeholder Survey Data**
- **Stakeholder Meetings Feedback Data**
- **Current LCAP Goals Update Data**

# 2016-2017

## *Survey Results*

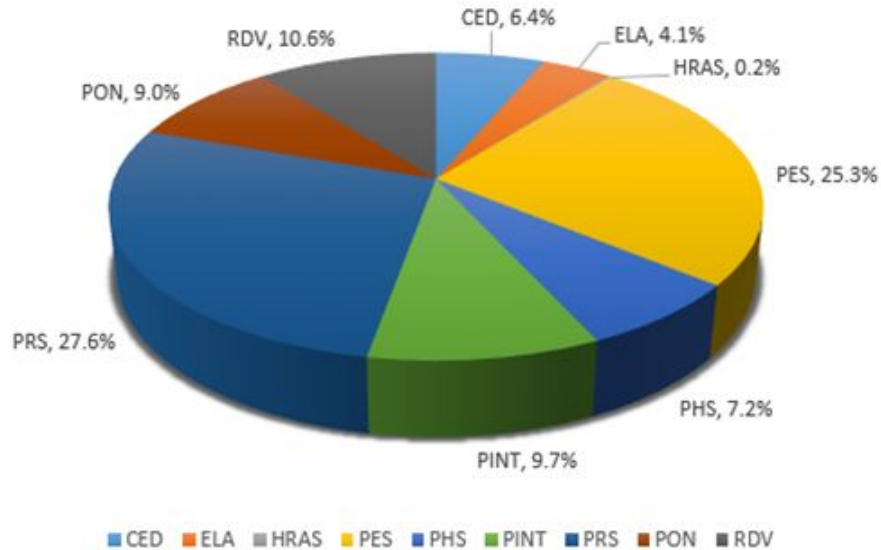
- Student
- Parent
- Staff



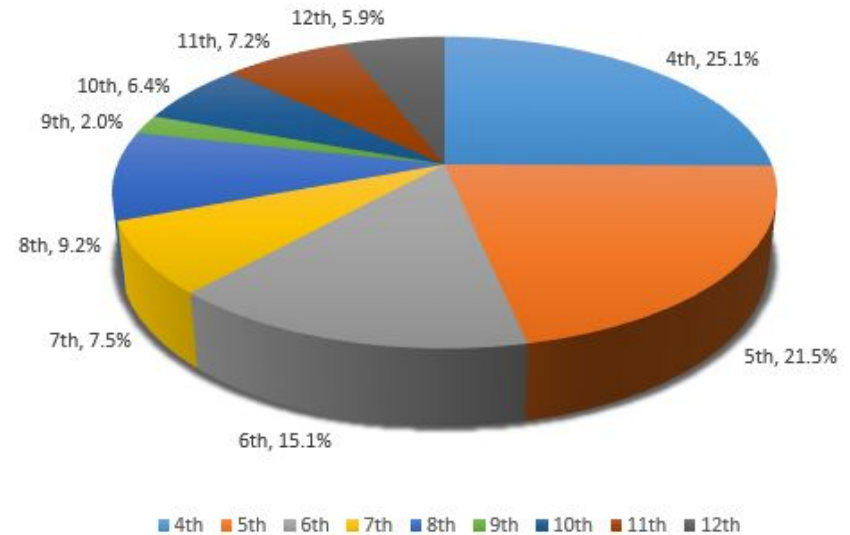
*Student Survey Results*  
*667 Responses*

# Student Results (Grades 4-12)

## Student Participation by School

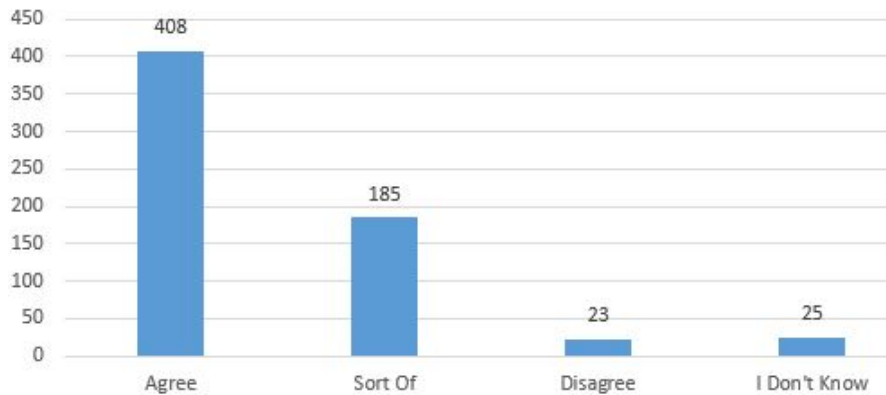


## Student Participation by Grade Level

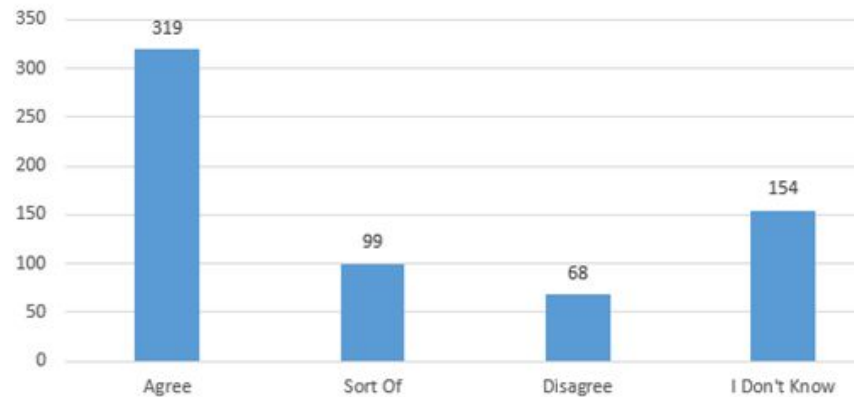


# Summary (Grades 4-12)

My school provides all the books and supplies I need to learn while at school.

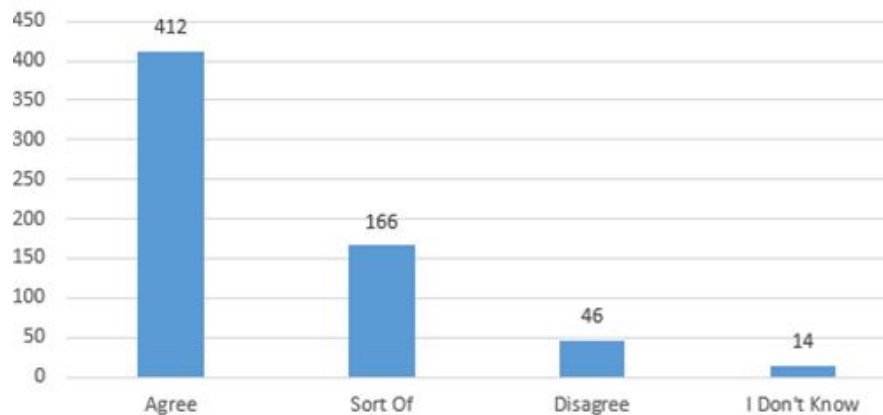


My school contacts my parents if I am late or absent from school.

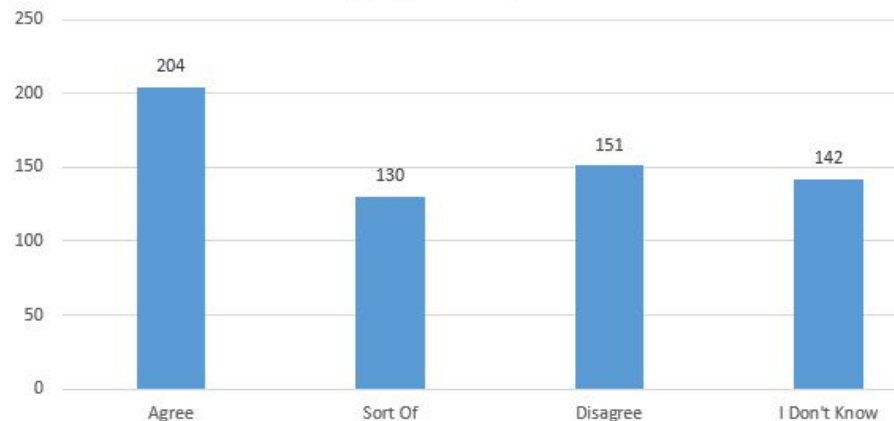


# Summary (Grades 4-12)

I regularly receive encouragement from teachers to work hard and to do my best.



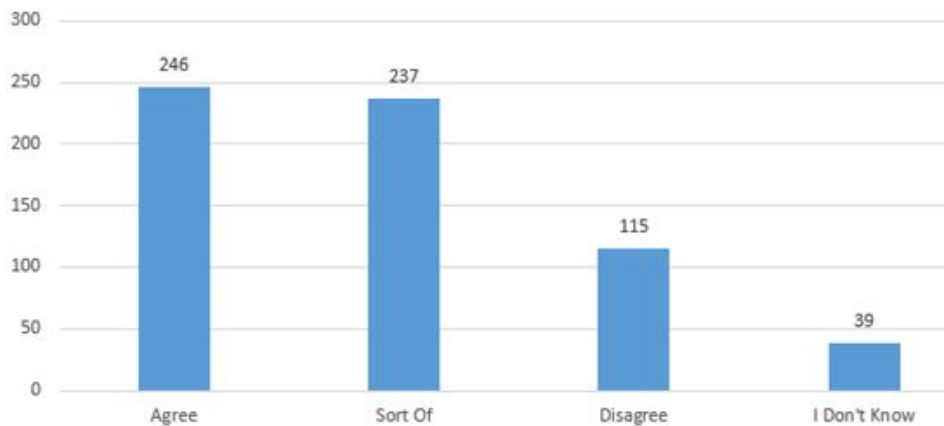
My teacher calls or writes my parents/guardians when I am struggling with my schoolwork.



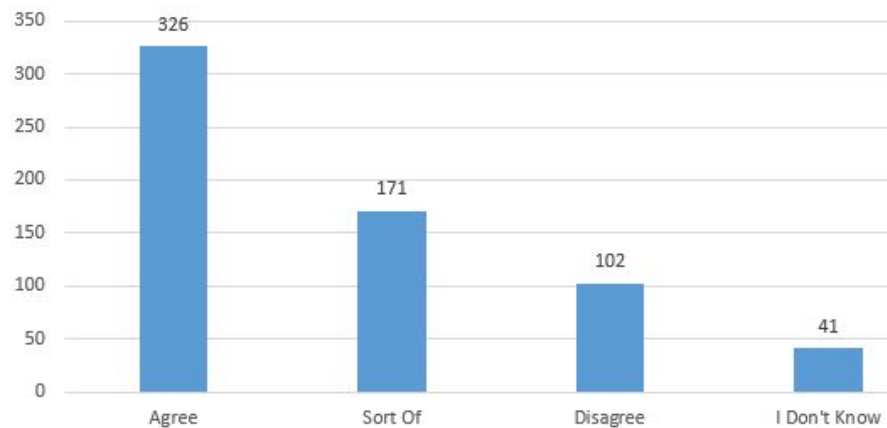
# Summary

## (Grades 4-12)

I regularly receive encouragement from regular school staff (aides, yard duty, office staff) to work hard and to do my best.



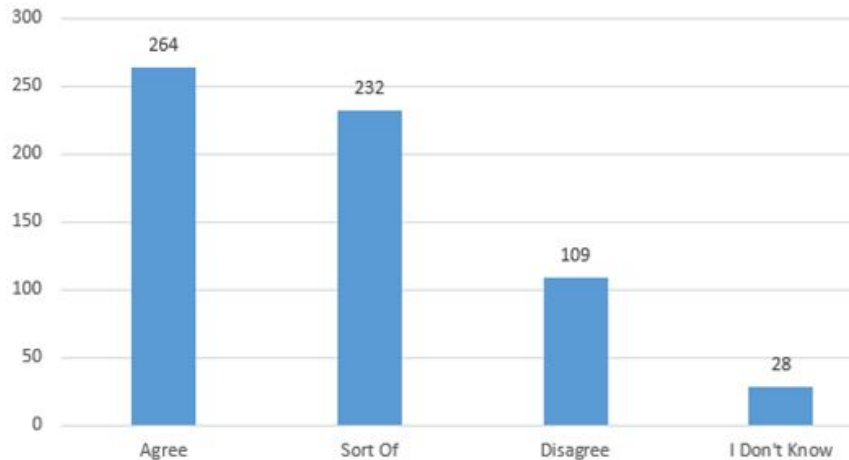
I regularly receive encouragement from my principal to work hard and to do my best.



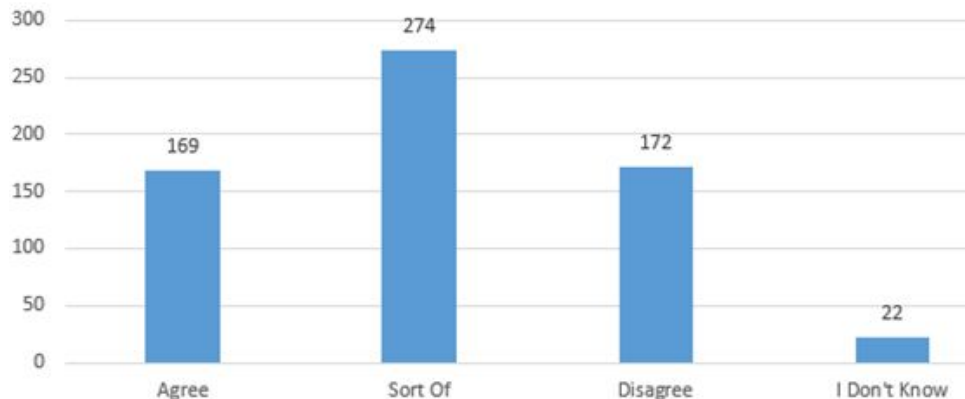


# Summary (Grades 4-12)

I look forward to coming to school every day.

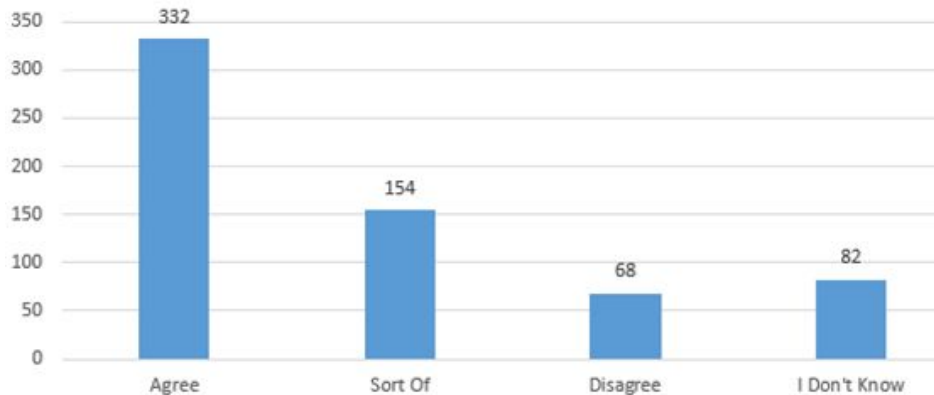


My school is clean, safe, and in good condition (such as the bathrooms and drinking fountains).

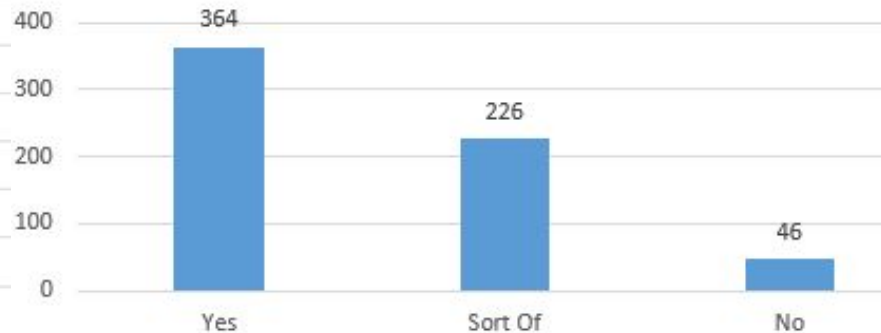


# Summary (Grades 4-12)

My school prepares students for future college OR career paths.



Are you able to do your homework in a timely manner?



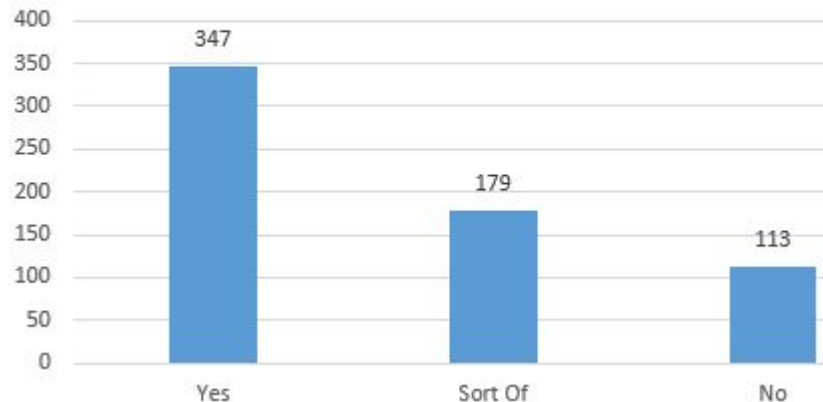
# Summary

## (Grades 4-12)

Have you ever felt pressure to make a bad decision?



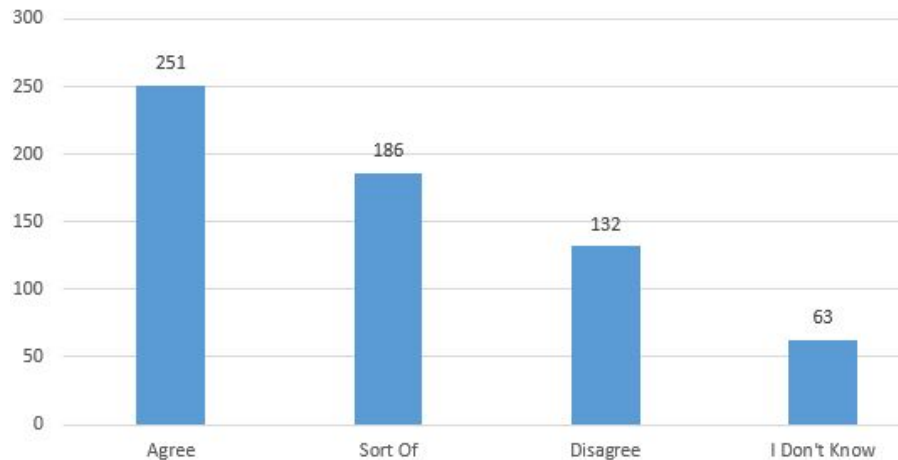
Are you comfortable asking your teachers for help?



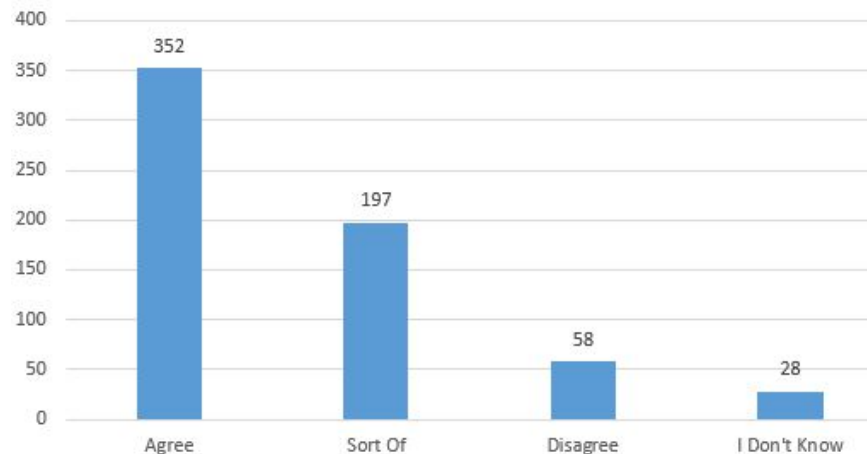
# Summary

## (Grades 4-12)

Students bullying other students is a problem at my school.



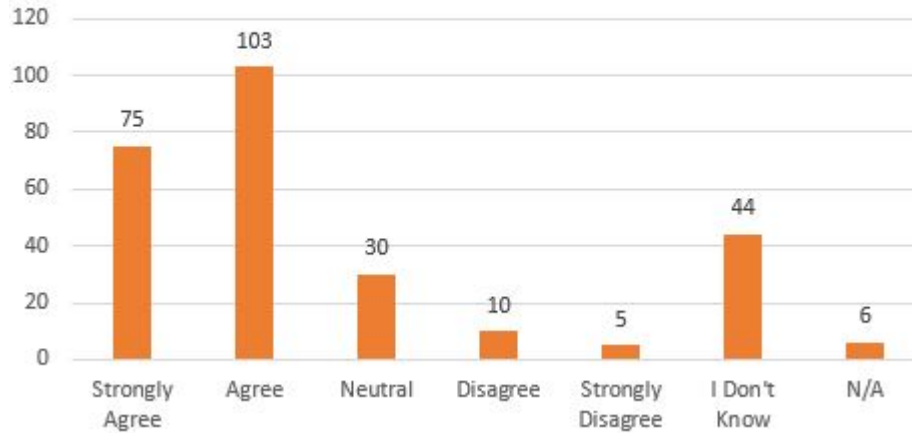
I feel safe while at school.



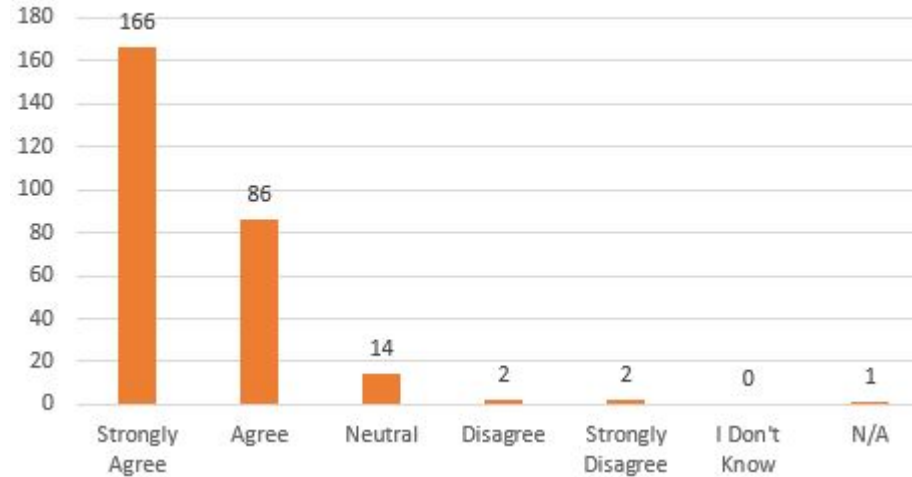
*Parent Survey Results*  
*250 Responses*

# Summary Parents

My school effectively addresses attendance/chronic absenteeism issues.



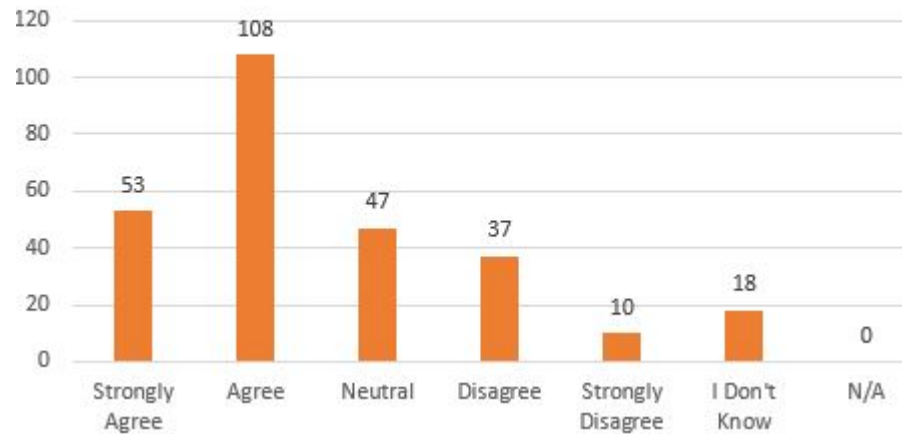
My child has good attendance.



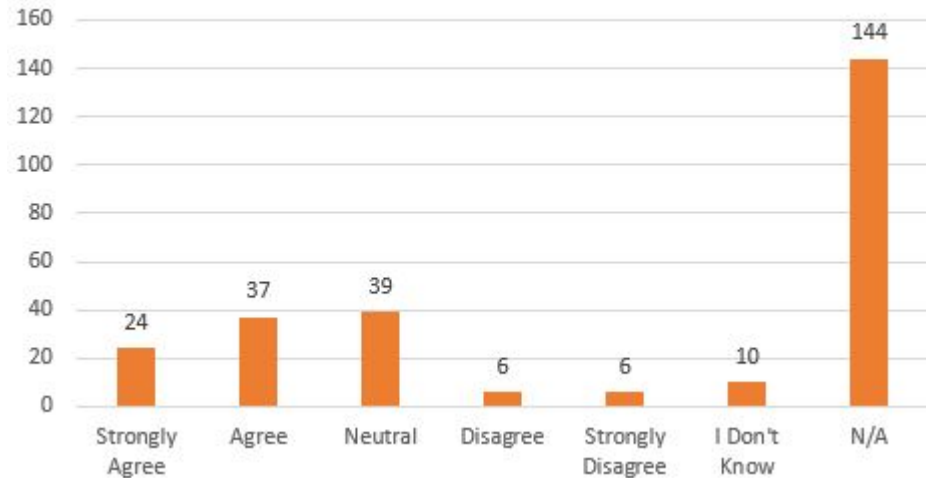
# Summary

## Parents

My child's school has adequate instructional supplies.



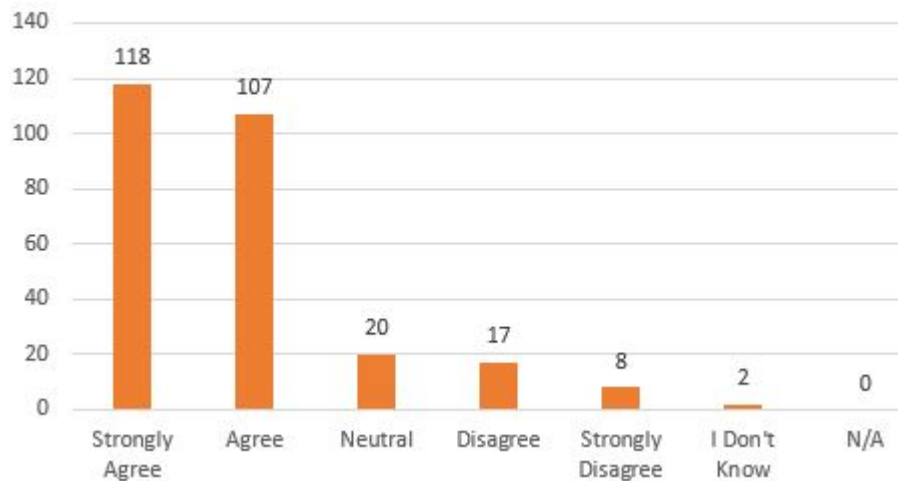
My EL child's English is improving.



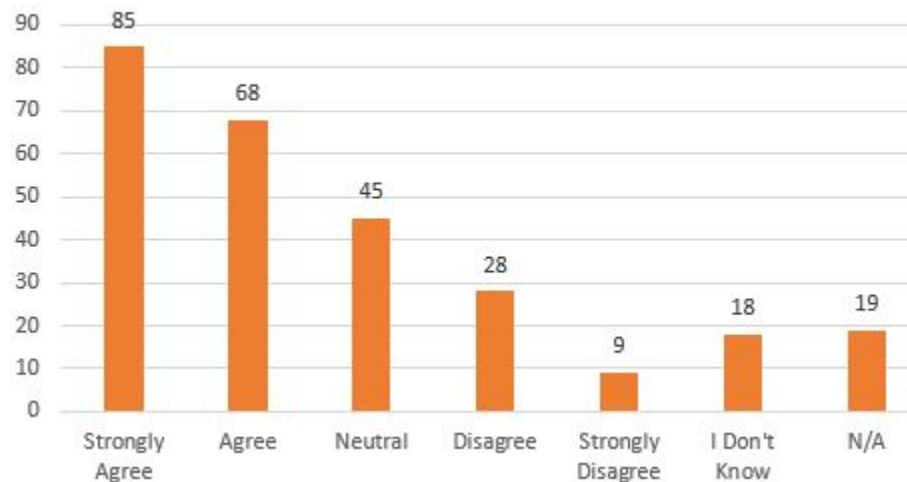
# Summary

## Parents

My child is achieving successful grades at school.



My child scores well on state tests.

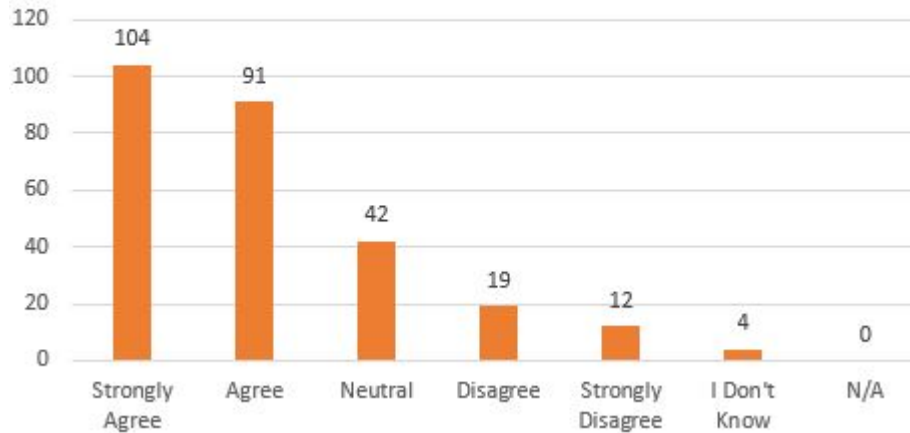




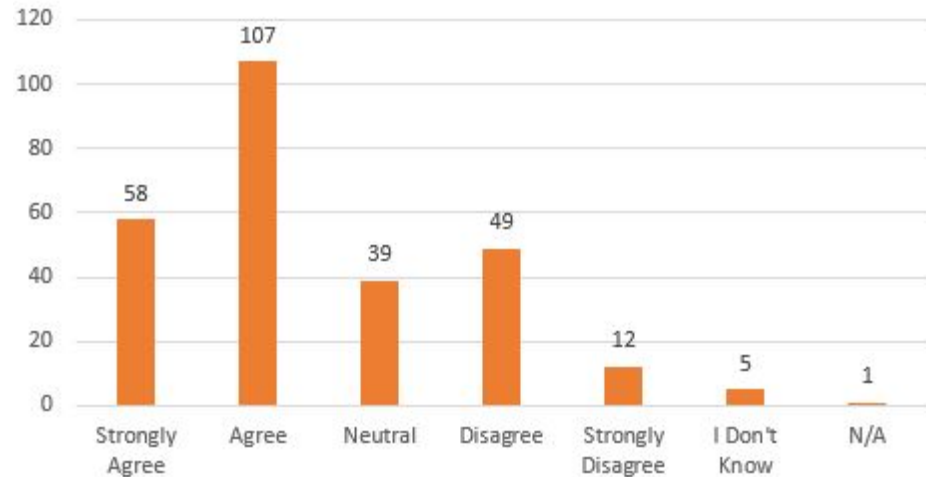
# Summary

## Parents

My child's teacher provides high-quality instruction.



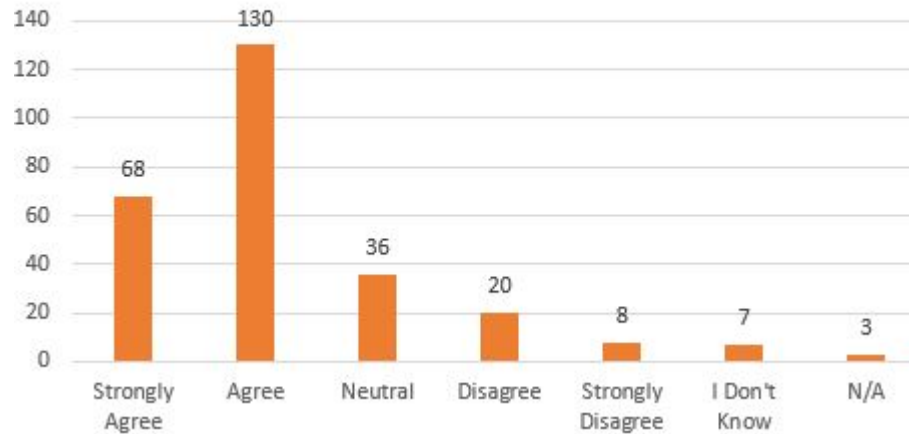
My child's class size is appropriate.



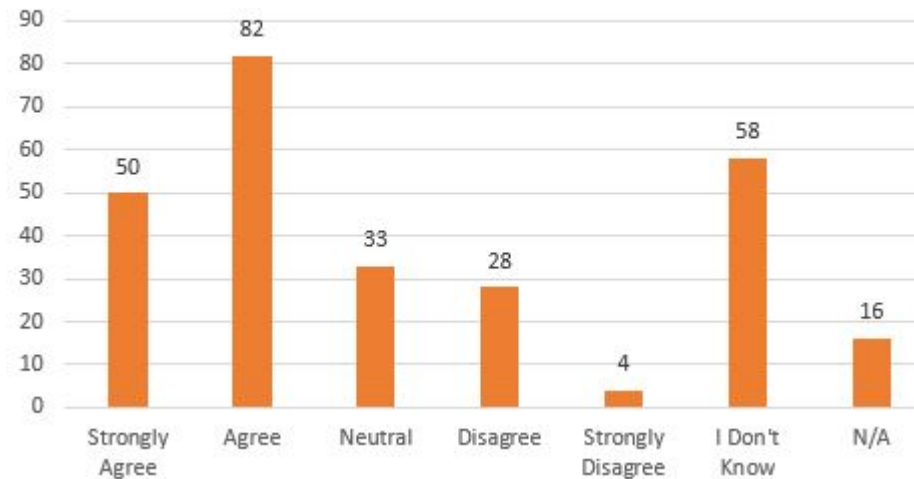
# Summary

## Parents

My child's classroom has the technology tools to engage them in learning.



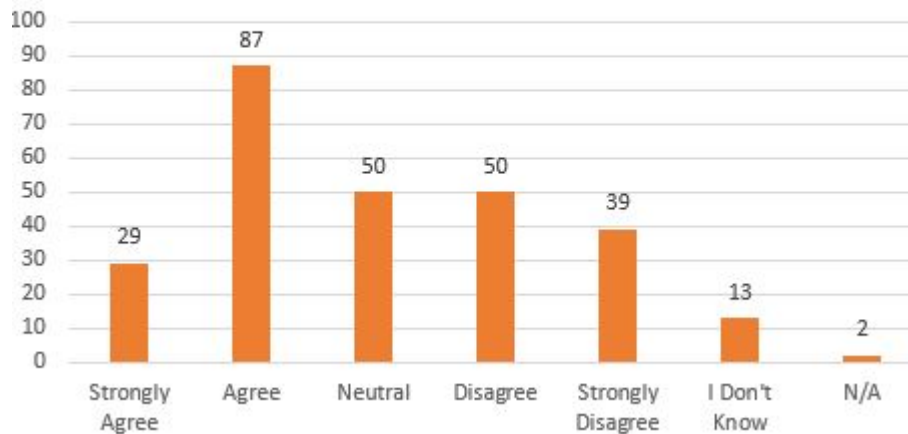
My child has access to a Chromebook device.



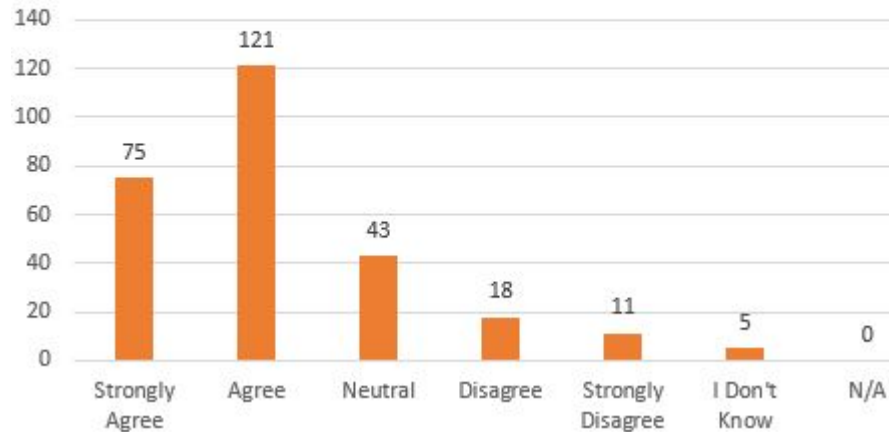
# Summary

## Parents

Students at my child's school treat each other with respect.



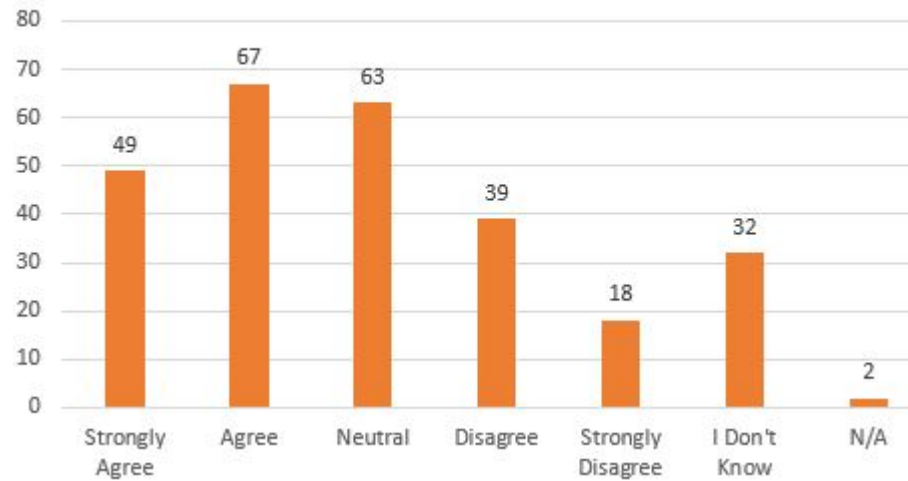
Staff members at my child's school treat students with respect.



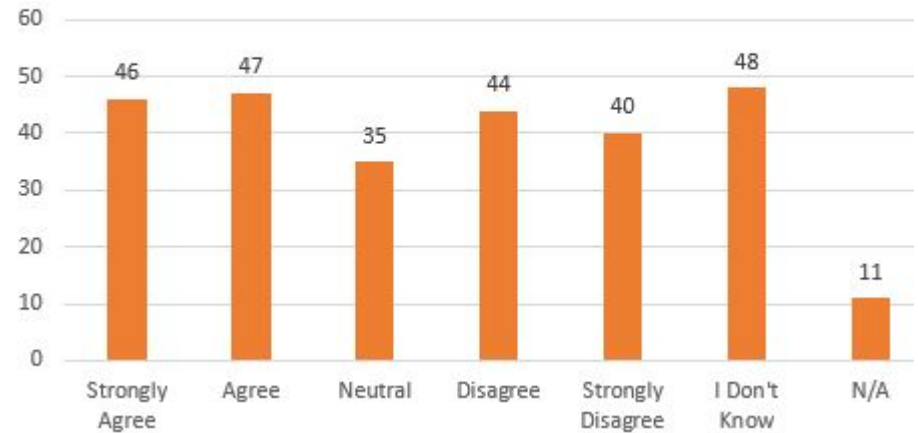
# Summary

## Parents

Bullying is a problem at my child's school.



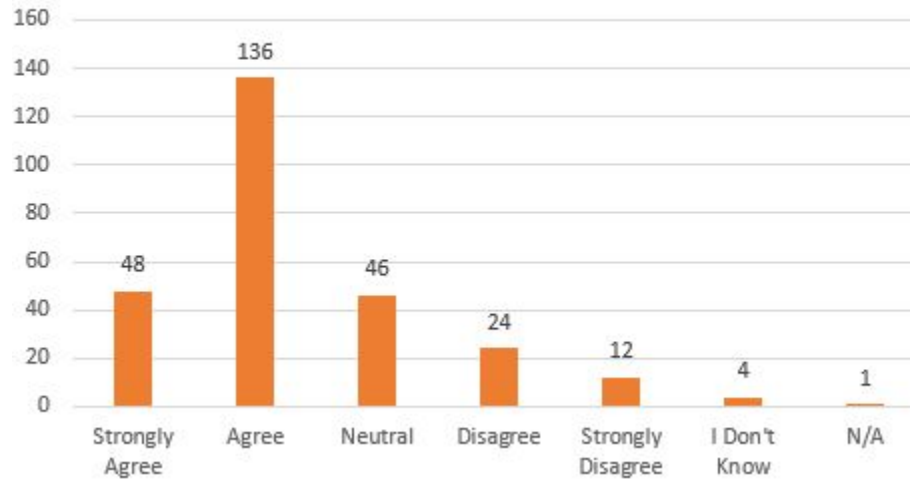
Drug and/or alcohol use is a problem at my student's school.



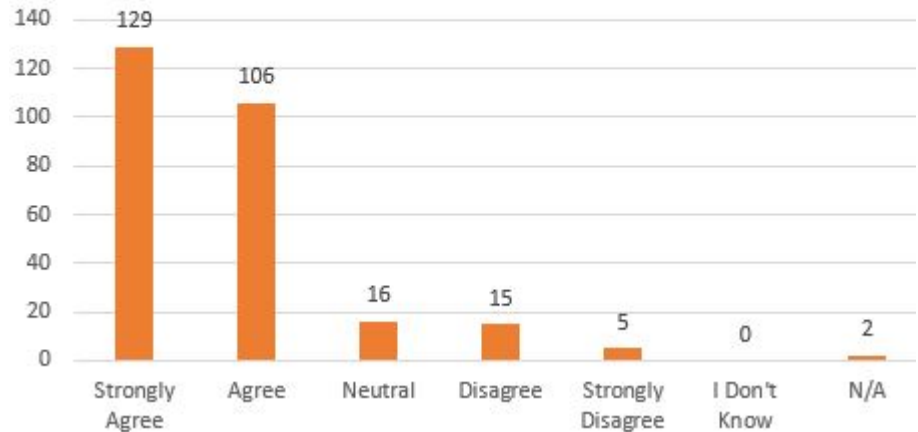
# Summary

## Parents

My child is physically safe at school.

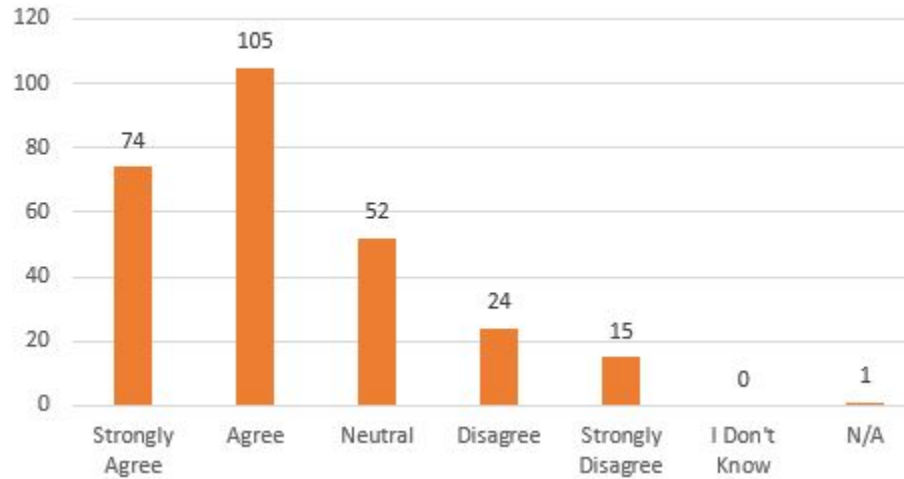


If I had a concern with school safety, I would be comfortable notifying administration.

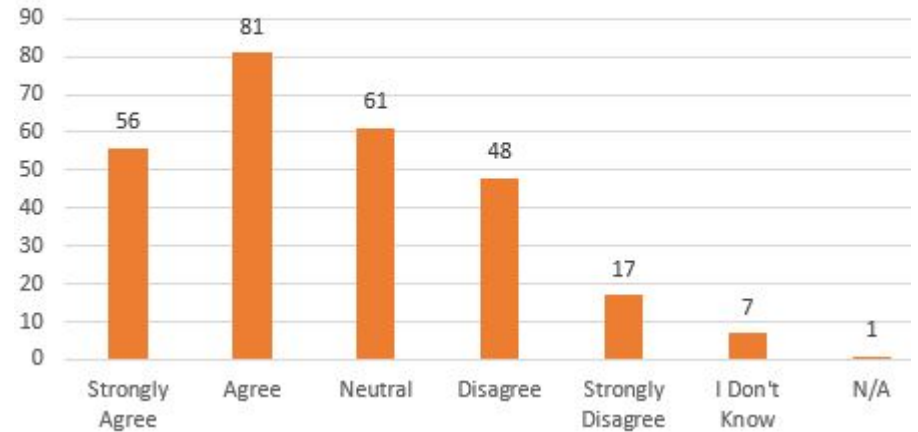


# Summary Parents

My child's school is warm and welcoming.



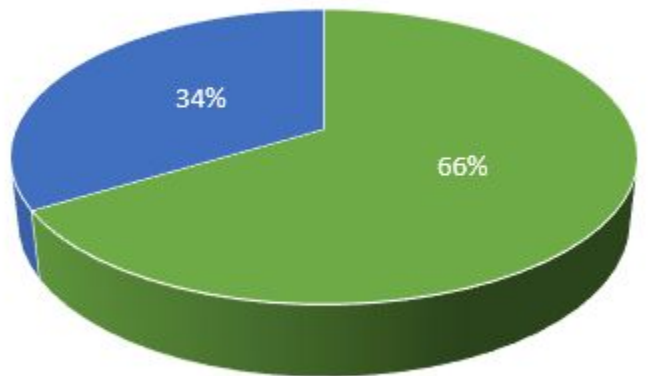
My child's school actively seeks my input into decisions related to my child's education.



*Staff Survey Results*  
*107 Responses*

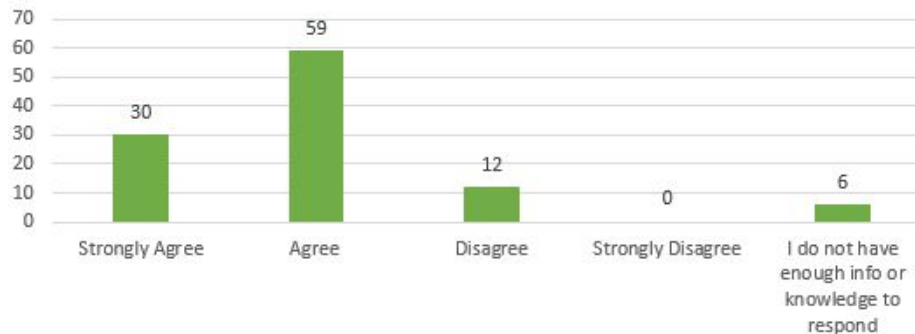
# Summary Staff

Participation by Employee Type (107 responses)



■ Certificated Employee   ■ Classified Employee

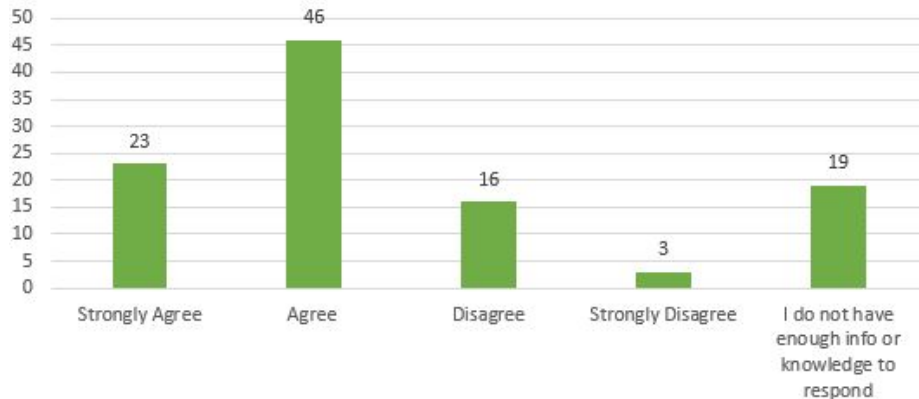
District and site leadership provide support for instructional strategies, curriculum implementation, and ongoing professional development opportunities.



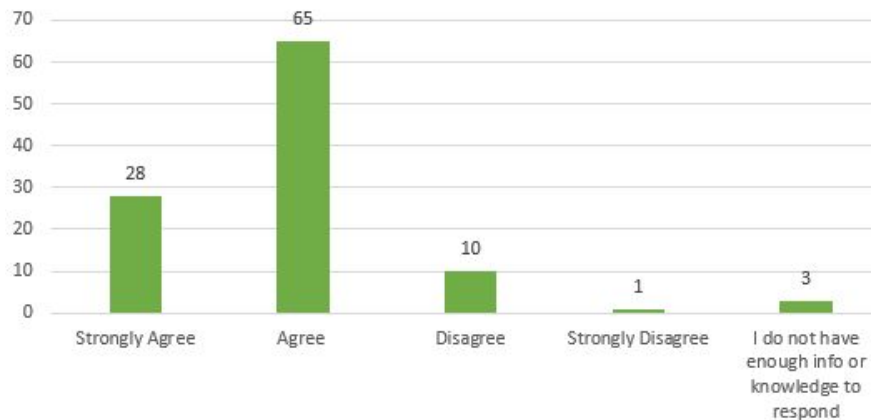


# Summary Staff

PUSD provides adopted instructional materials that are in alignment with the California State Standards.

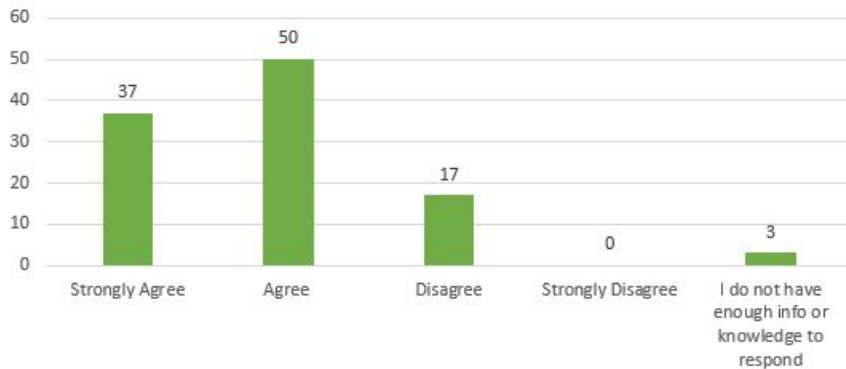


PUSD fosters a culture of continual improvement.

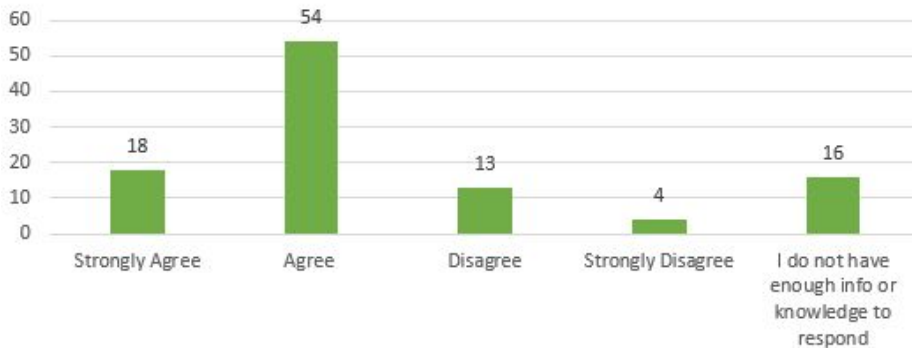


# Summary Staff

Regular collaboration time is provided for staff to share best practices in their areas of expertise.

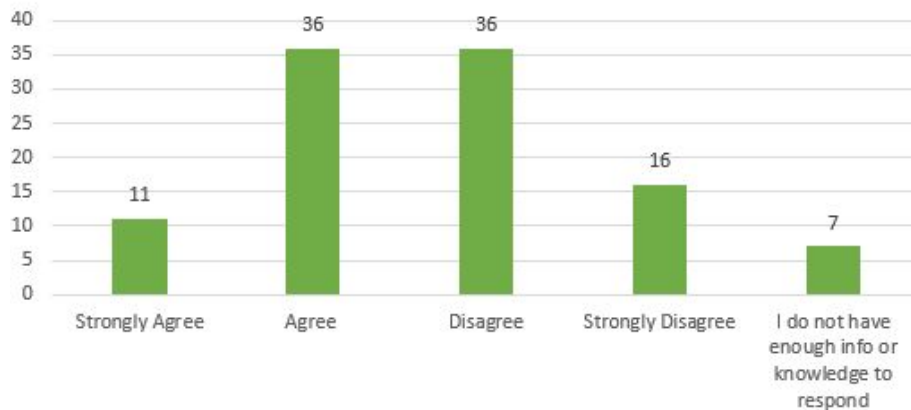


District and site leadership provide opportunities for all stakeholders to participate in the educational decision-making process.

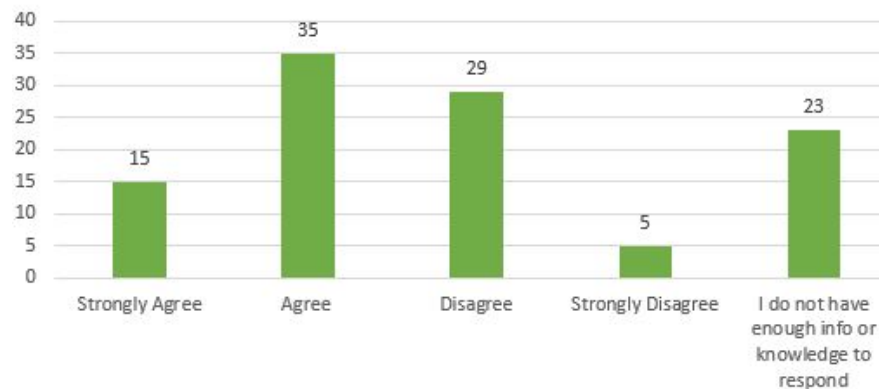


# Summary Staff

I have adequate time and resources to attend to individual students' needs.

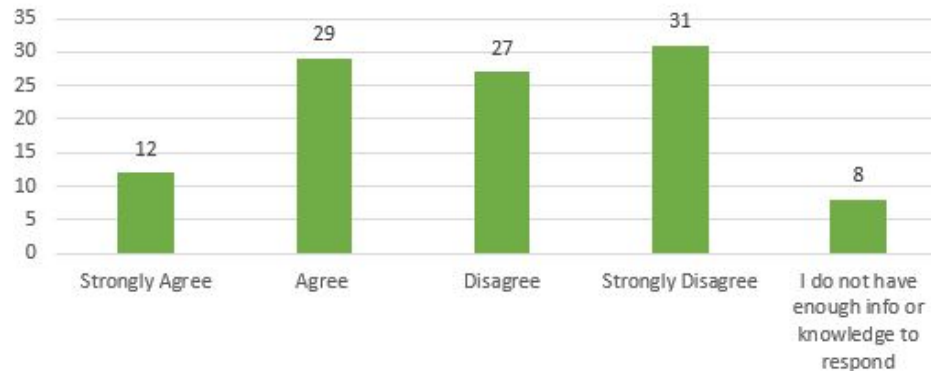


PUSD school sites offer a variety of programs for students to be engaged in the community.

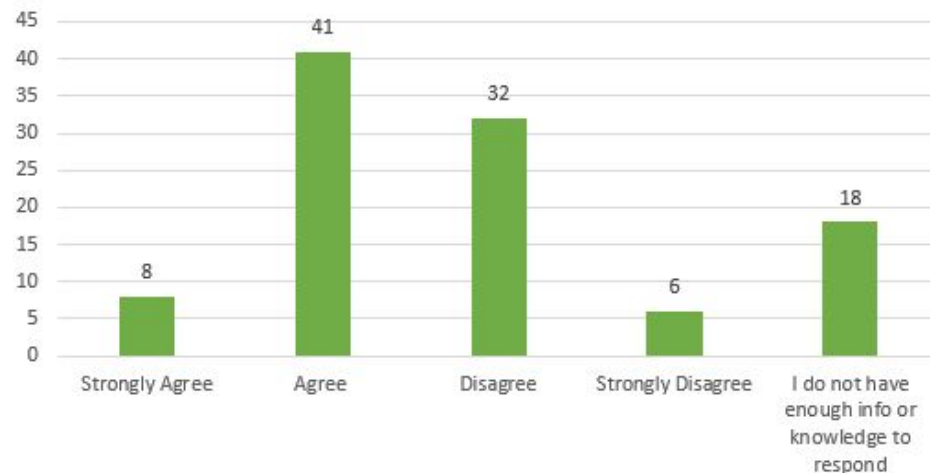


# Summary Staff

My school offers adequate counseling services that provide support for social emotional concerns that impact attendance and conduct.

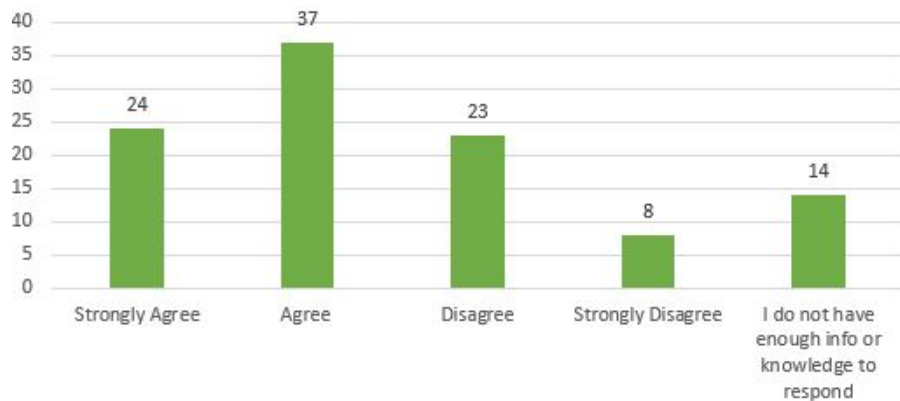


PBIS strategies are working at my school.

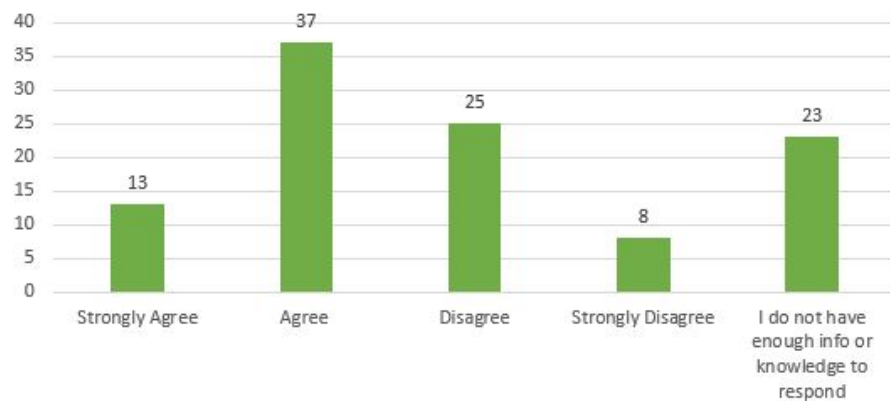


# Summary Staff

My school effectively addresses attendance and absenteeism.

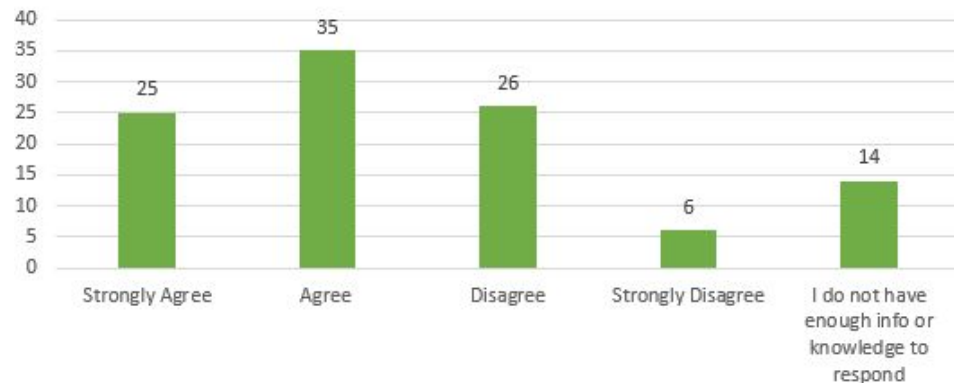


My school provides interventions and alternatives to student suspension.

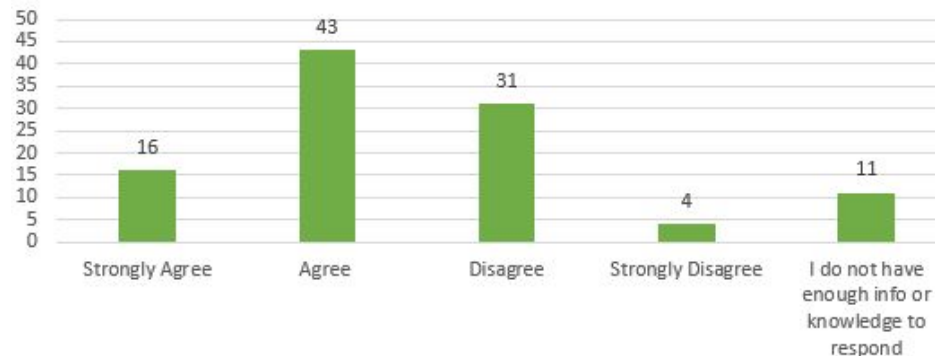


# Summary Staff

Discipline procedures for dealing with students consistently and fairly are followed by administrator(s) at my school.

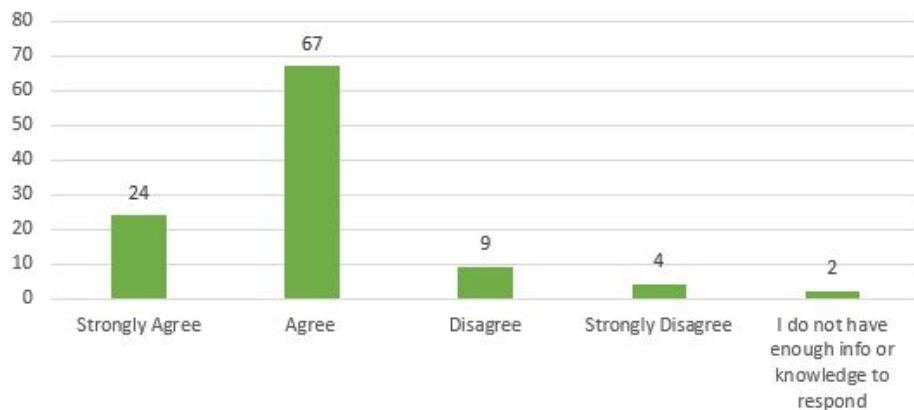


Discipline procedures for dealing with students consistently and fairly are followed by teachers at my school.

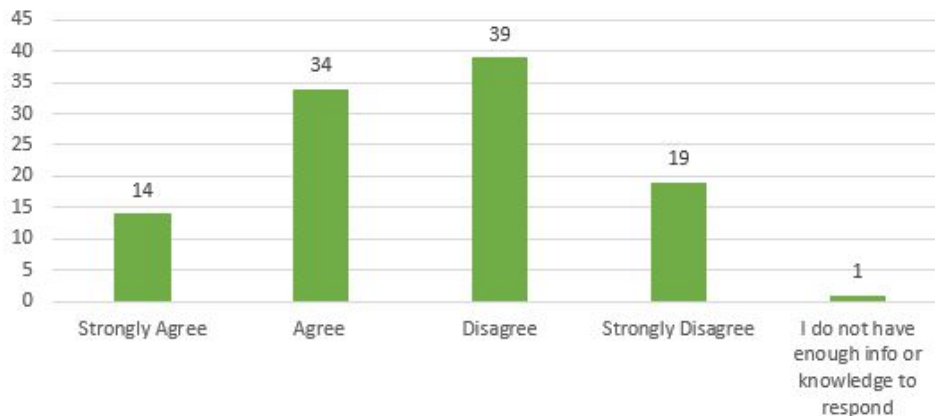


# Summary Staff

My school climate fosters a feeling of safety, security, and support.



The school where I work is clean, safe and in good repair.



# *Stakeholder Group Results*



# *2016-2017 Stakeholder Summary*

## **Meetings:**

<b>LCAP Forum Ponderosa Elementary</b>	<b>Instructional Advisory</b>
<b>LCAP Forum Pine Ridge School</b>	<b>Classified Advisory</b>
<b>LCAP Forum Paradise High School</b>	<b>Student Advisory</b>
<b>Future Ready Advisory</b>	<b>Parent Advisory</b>
	<b>Community Advisory</b>

# 2016-2017

## *Stakeholder Summary*

<b>Item/Service</b>	<b>Importance</b>
<b>Compassionate, highly trained teachers</b>	<b>66</b>
<b>Challenging/up-to-date curriculum</b>	<b>32</b>
<b>Counseling (Behavioral &amp; Academic)</b>	<b>26</b>
<b>Sports 6-12</b>	<b>20</b>
<b>Technology (STEAM)</b>	<b>15</b>
<b>Student Recognition</b>	<b>8</b>
<b>Safety</b>	<b>9</b>
<b>CTE</b>	<b>8</b>

*2015-2017 LCAP Actions and Services Data*

## **Goal #1:**

**Paradise Unified School District will graduate students who have received high quality common core aligned curriculum and instruction that promotes college, career, and civic readiness, with academic interventions in place, to eliminate barriers to student success.**

# 2015-2016

## LCAP Goal #1 Data Results

Increase student achievement by 5% in number of students meeting or exceeding CA CCSS as measured by SBAC ELA/Math results

PUSD increased overall student achievement in meeting or exceeding ELA standards from 36% to 37% PUSD remained the same in overall student math achievement with 22% of our students meeting or exceeding CA CCSS. Expected outcomes were not met.

Increase by 5% number of eighth grade students entering high school at grade level in ELA and Math as measured by the district-wide summative math assessment

The % of 8th graders entering high school at grade level in ELA increased 1% from 42% to 43% for students meeting or exceeding CA CCSS. The % of 8th-grade students high school at grade level decreased by 10% in Math. Expected outcomes were not met.

Increase by 3% number of students who score ready for college level ELA and Math as measured by EAP results

The % of 11th-grade students who scored ready for college (or conditionally ready) level ELA and Math as measured by the EAP increased 1%. Expected outcomes were not met.

# 2015-2016

## LCAP Goal #1 Data Results

Increase by 3% the percentage of students who have passed at least one AP exam with a score of 3 or higher	The % of PHS students who passed at least one AP exam with a score of three or higher increased by 7%. <u>Expected outcome was met.</u>
Increase by 3% the number of unduplicated students who meet the a-g UC or CSU entrance requirements	The % of unduplicated students who met the UC/CSU A-G requirements decreased by 3.1%. <u>Expected outcome was not met.</u>
Increase by .5% district-wide graduation rates	The district-wide graduation rate decreased by 5.5%. <u>The Expected outcome was not met.</u>
Increase by 5% students enrolled in a CTE class	The % of students enrolled in CTE courses increased by 25.37%. <u>Expected outcome was met.</u>

# 2015-2016

## LCAP Goal #1 Data Results

<p>Increase by 5% the number of students completing a CTE Pathway Program</p>	<p>The % of students completing a CTE pathway decreased by 26.38%. This is due in part to the new state CTE reporting system and our CTE data was incorrectly reported to CalPads. <u>Expected outcome was not met.</u></p>
<p>Increase by 3% the number of EL students who met the reclassification standards</p>	<p>The % of EL students who met reclassification standards grew by .5%. <u>Expected outcome was not met.</u></p>
<p>Increase by 3% the number of EL students who grew by one language level as measured by CELDT</p>	<p>The % of EL students who grew by one language level increased by .2%. <u>Expected outcome was not met.</u></p>
<p>Master schedules will be modified to reflect that all students have equal access to all course offerings as measured by master schedules</p>	<p>Developing and maintaining the master schedule is a year around process that involves administrators, teachers, and district office personnel. Each year the master schedule is modified based on student course requests. Students are able to take a particular course through independent study if they are not able to fit it into their schedule. (ex. Spanish 4 and AP Government).</p>

## **Goal #2:**

**Paradise Unified School District will provide staff with differentiated professional development focusing on full implementation of CA CCSS infused with educational technology and the STEAM philosophy.**



# 2015-2016

## LCAP Goal #2 Data Results

100% of classrooms will have implemented ELA CA CCSS as measured by anecdotal documentation	100% of classroom teachers have implemented ELA CA CCSS as measured by staff survey. <u>Expected outcome was met.</u>
100% of classrooms will have implemented Mathematics CA CCSS as measured by anecdotal documentation	100% of classroom teachers have implemented Math CA CCSS as measured by staff survey. <u>Expected outcome was met.</u>
95% of teachers will have participated in CA CCSS professional development	100% of classroom teachers have participated in CA CCSS professional development as measured by staff survey. <u>Expected outcome was met.</u>
100% of teachers will move across the implementation rubric a minimum of one level in each of the areas of CA CCSS implementation in both ELA/Literacy and math as measured by the BCOE Implementation Metric	This was difficult to measure as staff changed during the two years. Implementation levels rose for both ELA and Math.

# 2015-2016

## LCAP Goal #2 Data Results

100% of PUSD teachers and staff will be appropriately assigned by credential	99% of PUSD teachers are appropriately assigned by credential. One high school math teacher is on a state waiver. <u>Expected outcome was not met.</u>
100% of classrooms will have sufficient CA CCSS instructional materials	100% of PUSD teachers report they have appropriate CA CCSS instructional materials as measured by Williams Act reporting. <u>Expected outcome was met.</u>
100% of students will have daily access to technology devices	100% of PUSD teachers report that students have daily access to technology devices. <u>Expected outcome was met.</u>
50% of teachers will have participated in professional development focused on the SAMR model (enhancing technology integration training)	53% of PUSD teachers report that they have participated in professional development focused on the SAMR model. <u>Expected outcome was met.</u>
50% of teachers will have participated in professional development focused on an integrated STEAM philosophy	57% of PUSD report that they have participated in professional development focused on an integrated STEAM philosophy. <u>Expected outcome was met.</u>

## **Goal #3:**

**Paradise Unified School District will provide positive, safe and engaging learning environments and systems of supports that meet the intellectual, social, emotional, and physical needs of all students so that they are able to maximize their learning and achievement.**

# 2015-2016

## LCAP Goal #3 Data Results

Increase by .5% district-wide student attendance	District-wide attendance increased by .13%. <u>Expected outcome was not met.</u>
Decrease by .5% district-wide truancy rates	District-wide truancy rates. Data not accurate due to reporting inconsistencies.
Decrease by .5% district-wide student chronic absentee rates	District-wide student chronic absenteeism. Data not available until next year.
Decrease by .5% district-wide student suspensions	District-wide student suspensions decreased by .7%. <u>Expected outcome was met.</u>
Decrease by .2% district-wide student expulsions	District-wide student expulsions decreased by .04%. <u>Expected outcome was not met.</u>
Increase by .5% district-wide graduation rates	District-wide student graduation decreased by 5.5%. <u>Expected outcome was not met.</u>

# 2015-2016

## LCAP Goal #3 Data Results

Decrease by .5% district-wide high school dropout rates	District-wide high school student dropout rates decreased .14% <u>Expected outcome was not met.</u>
Decrease by .5% district-wide middle school dropout rates	District-wide middle school student dropout rates have been at 0% the last two years. <u>Expected outcome was met.</u>
80% of students indicated that they feel safe while at school as measured by the HKS, and parent/student surveys	86% of students reported they feel safe at school as measured by the February 2017 LCAP student survey results. <u>Expected outcome was met.</u>
90% of school sites will be in good or exemplary condition as measured by F.I.T.	100% of schools ranked in good condition as measured by summer 2016 F.I.T. reports. <u>Expected outcome was met.</u>
Increase by 10% the amount of parent invitational phone calls sent to unduplicated students as measured by School Messenger data	The number of parents invitational phone calls sent to parents by School Messenger increased by 33% as measured by district School Messenger account. <u>Expected outcome was met.</u>

# 2015-2016

## LCAP Goal #3 Data Results

<p>Increase by 5% parent use of Aeries Parent Portal as measured by parent sign-in data</p>	<p>The number of parent Aeries portal accounts increased by 1.07%. Data for # of log-ins is unavailable. <u>Expected outcome undetermined.</u></p>
<p>Increase by 5% parent volunteer hours at school sites as measured by daily sign-in reports</p>	<p>The number of volunteer hours at school sites was not consistently tracked last year. 2016-2017 will be our base year for data collection.</p>
<p>Increase by 5% parent attendance at before and after school meetings/events including but not limited to PTSO, SSC, LCAP, Back to School Night, Parent Conferences, Open House as measured by parent sign-in data</p>	<p>Parent attendance at school-wide events was not consistently tracked last year. 2016-2017 will be our base year for data collection.</p>
<p>Increase by 5% parent education meetings and parent/student events as measured by calendar events</p>	<p>Opportunities for parent engagement and participation was not consistently tracked last year. 2016-2017 will be our base year for data collection.</p>

## *Next Steps:*

- 1. DAC LCAP Team Analyze Data Outcomes*
- 2. Change/Revise LCAP Goals/Actions*
- 3. Prioritize S&LC Allocations*
- 4. Present Recommendations to School Board*