



UNIFIED SCHOOL DISTRICT *Paradise*

LCAP Community Advisory



December 2016

LCAP - Forging a Common Vision

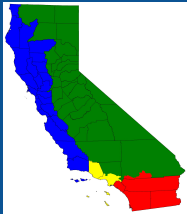
**Planning for student success and developing the LCAP together:
An opportunity to deepen relationships and partnerships with
parents and community**



LCAP Requires a Plan



Each school district must engage parents, educators, employees and the community to establish these plans. Plans describe the school district's overall vision for students, annual goals and specific actions the district will take to achieve the vision and goals. The LCAP must focus on eight areas identified as state priorities. The plans will also demonstrate how the district's budget will help achieve the goals, and assess each year how well the strategies in the plan were able to improve outcomes.

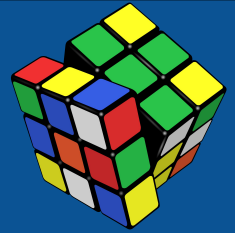


Eight State Priority Areas

1. Student Achievement - Standardized tests, EL, EAP, and AP Scores
2. Student Engagement - Attendance, graduation rates, absenteeism, drop out rates
3. School Climate - Suspension and expulsion rates
4. Parent involvement - Efforts to seek parent involvement, promotion of participation
5. Basic Services - Teacher assignments, facilities, access to common core aligned materials
6. Implementation of Common Core State Standards
7. Course Access - Student access and enrollment in all areas of study
8. Other Student Outcomes - Performance outcomes (ex. senior projects)



New State Evaluation Rubric



The new accountability system:

- Provides multiple ongoing measures of school performance
- Gives parents, educators, and the community more tools to understand what is happening at their schools
- Promotes equity by helping to identify disparities among student groups
- More effectively identifies the schools that need extra help and where they need it
- Replaces API which was based solely on standardized test scores



Priorities of Rubric

- **Student Achievement**
- **Student Engagement**
- **School Climate**
- **Parent Engagement**



Nine Indicators of School Success

1. Performance standards
2. Readiness for college and careers
3. Graduation rates
4. Progress of English learners
5. Suspension rates
6. Chronic absenteeism
7. Parent engagement
8. School climate
9. Basic conditions at school



Spring 2016 CAASPP Results (Success Indicator #1)

PUSD District Wide English Arts Results



Standard Met or Exceeded	2015	2016
PUSD	36%	37%
STATE	44%	49%



Spring 2016 CAASPP Results (Priority #1)

PUSD District Wide Math Results

Standard Met or Exceeded	2015	2016
PUSD	22%	22%
STATE	33%	37%



2016 Site CAASPP Results (Success Indicator #1)

PHS

Standard Met or Exceeded	2015	2016
ELA	59%	54%
MATH	29%	29%



Ridgeview

Standard Met or Exceeded	2015	2016
ELA	6%	29%
MATH	0%	3%



2015/2016 Site CAASPP Results (Standard Exceeded or Met)

11th	ELA 2015	ELA 2016	Math 2015	Math 2016
<i>State</i>	56%	59%	39%	33%
<i>County</i>	58%	57%	29%	31%
Pleasant Valley	69%	74%	38%	47%
Chico	71%	67%	44%	47%
PHS	59%	54%	29%	30%
Las Plumas	51%	47%	20%	16%
Oroville	55%	43%	23%	13%



2016 Site CAASPP Results (Standard Exceeded or Met)

	11th	ELA 2015	ELA 2016	Math 2015	Math 2016
Socio Economic Disadvantaged	<i>State</i>	48%	49%	19%	21%
	<i>County</i>	45%	45%	18%	17%
	Pleasant Valley	58%	63%	23%	29%
	Chico	63%	49%	30%	29%
	PHS	49%	51%	18%	21%
	Las Plumas	46%	46%	14%	11%
	Oroville	50%	42%	22%	12%



2016 Site CAASPP Results (Success Indicator #1)

Paradise Intermediate

Standard Met or Exceeded	2015	2016
ELA	29%	40%
MATH	20%	23%



Pine Ridge

Standard Met or Exceeded	2015	2016
ELA	29%	29%
MATH	19%	17%



2016 Site CAASPP Results (Success Indicator #1)

Ponderosa

Standard Met or Exceeded	2015	2016
ELA	28%	32%
MATH	20%	25%



Paradise Elementary

Standard Met or Exceeded	2015	2016
ELA	34%	38%
MATH	21%	22%



2016 Site CAASPP Results (Success Indicator #1)

Cedarwood

Standard Met or Exceeded	2015	2016
ELA	23%	21%
MATH	16%	17%



Graduation and UC/CSU Eligible (Success Indicator #2 & 3)

Paradise High School

How many of our students are graduating?

	State	District	SED	PHS	RVHS	e-Learning
2014-15	82.3%	82.6%	77.6%	92.3%	82.6%	78.6%
2013-14	81.0%	88.1%	83.8%	96.0%	88.1%	50.0%
2012-13	80.4%	85.3%	81.8%	97.3%	85.0%	47.1%

Paradise High School

How many of our students have completed the courses they need for UC/CSU eligibility?

	County	District	SED	PHS
2014-15	28.8%	17.8%	14.4%	23.5%
2013-14	30.9%	24.1%	17.3%	31.9%
2012-13	28.4%	21.1%	16.1%	25.3%



Advanced Placement (Success Indicator #2 & 3)

Advanced Placement Results

	Global AP Passage Rates	State AP Passage Rates	PHS AP Passage Rates	# of Students enrolled in AP Class	% of SED Students enrolled in AP Class
2015-2016	60%	62%	61%	166	25%
2014-2015	61%	64%	54%	142	30%
2013-2014	61%	64%	75%	136	23%
2012-2013	61%	64%	71%	102	



District Climate (Success Indicator #8)

At what rates are we suspending or expelling students?

	2012-2013	2013-2014	2014-2015
Suspension Rate %	9.4%	8.4%	9.4%
Expulsion Rate %	.06%	.04%	.05%



Are our students attending school regularly?

	2012-2013	2013-2014	2014-2015
District State Attendance	92.6%	93.4%	93.50%
	?	?	95.22%
Chronic Absentee%			26.1%



2015-2016 Unduplicated Students

District = 65%
State = 62%
Butte County = 58%



Honey Run Academy = 100%
Ridgeview High School = 94%
Pine Ridge = 78%
Cedarwood = 75%
Paradise Intermediate = 67%
Paradise Elementary = 65%
Paradise High School = 53%
Ponderosa = 63%
e-Learning = 57%



Review of the 2016-2017 PUSD LCAP Goals

GOAL SETTING



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



Local Control Funding Formula

Made up of three components

- ◆ **Base Grant**
 - All Districts receive the same amount based upon per pupil
- ◆ **Supplemental Grant (Unduplicated student count)**
 - Districts receive additional funding based upon % of Free and Reduced Lunch count, EL learners, or Foster & Homeless Youth
- ◆ **Concentration Grant**
 - Additional funding that is provided for each percentage span of unduplicated count that is above 55%

Budget Challenges Affecting 2017-2018 Actions and Services

1. Possible New Charter High School **\$875,000**
2. 1% Declining enrollment each year = **\$300,000/year**
3. Increase STRS/PERS **\$375,000/year**
4. Minimum wage increase
5. CTEIG matching funds **\$266,925** each year



LCAP Actions and Services

2016-2017



Supplemental and Concentration Grant (\$4,025,000)

Class Size Reduction K-3	\$650,000	School Security	\$150,000
CTE	\$510,000	C&I Director	\$132,000
Full Day Kindergarten	\$335,000	IT Director	\$120,000
School Sites	\$300,000	Reading Spec RVHS	\$105,000
Addition Instruction at RVHS	\$295,000	STEAM	\$100,000
Professional Development	\$275,000	Class Size Reduc 9th	\$ 50,000
In-School Suspension	\$195,000	CW and Attendance	\$ 48,000
PHS Allocation	\$175,000	BTSA	\$ 40,000
Admin. (CW PR PINT)	\$160,000	Ath Asst. Coaches	\$ 45,000
PBIS	\$160,000	Ext Library Hours	\$ 30,000
VAPA	\$150,000		



PUUSD: What's On The Horizon?



Adverse Childhood Experiences (ACE)

Educational Shifts

Transition to Common Core State Standards

What Will Happen:

- Increased level of complexity in standards
- New Instructional Materials English Language Arts & Math
- New materials for English Learners
- Realignment of ALL secondary math courses
- Increased rigor in lessons

Needs to be Aware of:

- Teacher training in Common Core Standards
- Teacher training in new instructional materials
- Interventions for struggling students
- Support programs for students not ready for increased rigor

Emphasis on Career Readiness

What Will Happen:

- Higher standard for career tech programs
- Focus on apprenticeship

Needs to be Aware of:

- Need more career pathway programs
- Stronger connections to Community Colleges and industry

Emphasis on College Readiness

What Will Happen:

- Increase number of students graduating with A-G req. (percentage)
- Increase number of students taking and passing AP courses
- Increase number of students qualifying as "college ready" on EAP

Needs to be Aware of:

- Need more academic supports for struggling students
- Support systems vs. Recovery systems
- Improved training on how to engage struggling students
- Access to all courses for all students

New Accountability Assessments

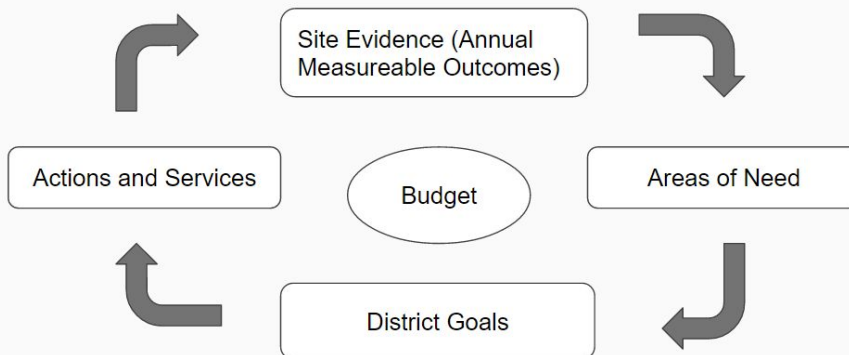
What Will Happen:

- SBAC taken on laptop computers
- New District Common Assessments will be taken on laptops
- Students compose written work on computers
- Includes performance task activities
- Higher level of difficulty

Needs to be Aware of:

- District must acquire more laptops
- Increase teacher training in technology areas
- Ensure students' competency on laptops, web programs
- Development of RUSD common assessments & support system

What does this evidence mean for the development of our 2017-2018 LCAP Goals?



Tell me and I forget, teach me and I may remember, involve me and I learn

Benjamin Franklin

