



PARAMOUNT UNIFIED SCHOOL DISTRICT

**GREAT THINGS ARE HAPPENING IN PARAMOUNT SCHOOLS**



# Annual Update on Outcomes, Actions, and Services in the LCAP

Board of Education Meeting

November 13, 2017

Dr. Ruth Pérez, Superintendent

Deborah Stark and Ryan Smith, Assistant Superintendents

Margarita Rodriguez, Director, Research, Assessment and Student Information



# Purpose of the Presentation

- Report on the role of local indicators as part of California's Data Dashboard and LCAP.
- Share results of outcomes from 2016-17.
- Provide an overview of LCAP activities and services implemented to date in 2017-18.
- Outline timeline for future events.



# Progress Measured by Indicators

Three Types of Indicators		
State	Local	Other
Progress on state priorities	Progress on local priorities	Progress that reflects other key LCAP services and activities



# State Indicators

As part of California's changing school accountability system districts must show how they are making progress in eight priorities as measured by state and local indicators. **State** Indicators measure progress on **state priorities**. The same data is collected for all districts:

- SBAC Test Scores
- Suspension Rates
- English Learner Indicator
- Chronic Absenteeism Rates



# LCAP Addresses Eight State Priorities

Priority	State Indicator: Districts receive a color on the CA School Dashboard
Priority 1: Basic Conditions Priority 2: State Standards Priority 3: Parent Involvement	
Priority 4: Pupil Achievement	Academic Indicator English Learner Indicator
Priority 5: Pupil Engagement	Chronic Absence Indicator (Fall 2018) Graduation Rate Indicator
Priority 6: School Climate	Suspension Rate Indicator
Priority 7: Course Access	College/Career Indicator (Fall 2017)
Priority 8: Other Pupil Outcomes	College/Career Indicator (Fall 2017)



## Local Indicators

**Local** Indicators must address the remaining four priorities. Although data on local indicators is collected locally the same instrument is used by **all districts**. The four areas that local indicators must address are:

- Priority 1: Basic Conditions
- Priority 2: Implementation of State Standards
- Priority 3: Parent Engagement
- Priority 6: School Climate (survey)



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# Performance Levels and Reporting Requirements for Local Indicators

Districts receive one of three performance levels on local indicators:

- Met
- Not Met
- Not Met for two or more years

Districts must:

- Measure outcomes for local indicators included in their LCAP.
- Report results at a regularly scheduled Board of Education meeting.
- Upload results in the state's Data Dashboard by December 1, 2017.

Local indicators are considered MET if the district meets the three conditions described above.



# Local Indicator Priority 1: Basic Conditions

- Reports from Williams Reviews are used to measure Basic Conditions.

Target in PUSD's LCAP	Outcome
100% facilities in good repair	100% facilities in good repair
100% teachers appropriately assigned	100% teachers appropriately assigned
100% pupil access to textbooks	100% access to textbooks



## Local Indicator Priority 2: Implementation of State Standards

- The LCAP includes services for professional development, curriculum and assessment development to support and measure academic progress.
- The Local Indicator for these services is based on 1) the number of Lead Teachers who provide curricular leadership and 2) percentage of teachers who complete professional development.
- These indicators were selected to reflect the services and resources in the LCAP devoted to building the capacity of teachers and administrators to effectively implement California's standards.



# Local Indicator: Implementation of State Standards

Target in PUSD's LCAP	Outcome
90 teacher leaders provide professional development on standards, assessments	85 teacher leaders in ELA, math, science. A total of 112 teacher leaders including ELA, math, science, technology.
95% of teachers complete professional development	95% of teachers completed professional development



## Local Indicator Priority 3: Parent Engagement

- The LCAP includes services to increase parent engagement. *Latino Family Literacy* trained a key group of district and school staff on a curriculum geared to elementary and middle school parents. *Families in Schools* provided parent classes on college readiness.
- The Local Indicator for these services is based on the percent of parent surveys returned and number of participants who attended Parent University.
- Parent surveys were selected to measure this indicator to gather feedback on parents' participation and perception of services and activities offered as the result of the LCAP



# Local Indicator: Parent Engagement

Target in PUSD's LCAP	Outcome
At least 70 parents will attended the district provided parent university	120 parents attended parent university
68% of parents will participate in parent surveys	56% of parents participated in parent surveys

Note: The decrease in LCAP survey completion may be due to the fact that it was combined with the Title I survey in 2016-17, making it longer.



# Key Findings from Parent Surveys

K-12 parent surveys combined LCAP and Title I information. Survey questions were selected to get feedback on parents' perception of school climate, partnership with schools and the impact of LCAP services. Survey results showed:

- 91% feel they are a valued partner at their child's school.
- 90% feel they are welcome at their school.
- 83% feel the school principal is responsive to concerns parents bring to their attention.



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# Local Indicator Priority 6: School Climate

- The LCAP includes services to improve school climate, including professional development in Safe and Civil Schools, Restorative Practices, Link Crew and Where Everyone Belongs (WEB).
- All districts must use a survey to measure school climate. PUSD uses the California Healthy Kids Survey (CHKS) which asks students about their perceptions related to school connectedness and safety. This survey is given to students in grades 5, 7, 9 and 11.
- In 2016-17 CHKS was administered later in the school year (June).



# Local Indicator Priority 6: School Climate

Target in PUSD's LCAP	Outcome
80% elementary school students who report feeling safe at school on CHKS.	74% of 5th grade students reported feeling safe.
67% middle school students who report feeling safe at school on CHKS.	55% of 7th grade students reported feeling safe.
61% high school students who report feeling safe at school on CHKS.	47% of 11th grade students reported feeling safe.



## Local Indicator Priority 6: School Connectedness

School connectedness is measured on the CHKS with a series of ten questions that ask how students perceive their relationships with adults and the school. The percentage of students who report their connectedness to their school as **high** is described below.

Grade	Percent Reporting High Connectedness
5th	57%
7th	45%
9 <sup>th</sup> & 11th	32%



## School Climate and Connectedness Follow Up

After analyzing school climate and connectedness results:

- Conduct student focus groups to gather more information on students' perceptions of safety.
- Discuss survey results with principals on how to use this data proactively with Safe and Civil site teams.
- Administer surveys earlier in the year in 2017-18.



# Additional Local Indicators Reflect Actions and Services in LCAP

Priority	Metric	Baseline Results 2015-16	Outcomes 2016-17	Target
4	SBAC ELA percent Met or Exceeded (all grades)	41%	39%	43%
4	SBAC Math percent Met or Exceeded (all grades)	27%	28%	31%
4	Percent College Ready on EAP ELA	18%	15%	20%
4	Percent College Ready on EAP Math	4%	3%	6%
4	Reclassification rate	9.6%	9.5%	10%
4	Cohort Drop-out and Graduation Rates, A-G Rates	Drop-Out: 7.2% Graduates: 86.9% A-G: 38.1%	Pending	Pending
4	AP Pass Rate (3 or higher)^	33.0%	35.0%	39%
4	AP Test Takers (Participation)^	20.3%	26.9%	22%

\*No longer part of the 2017-18 LCAP

^PUSD Estimate



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# Activities and Services Implemented 2017-18

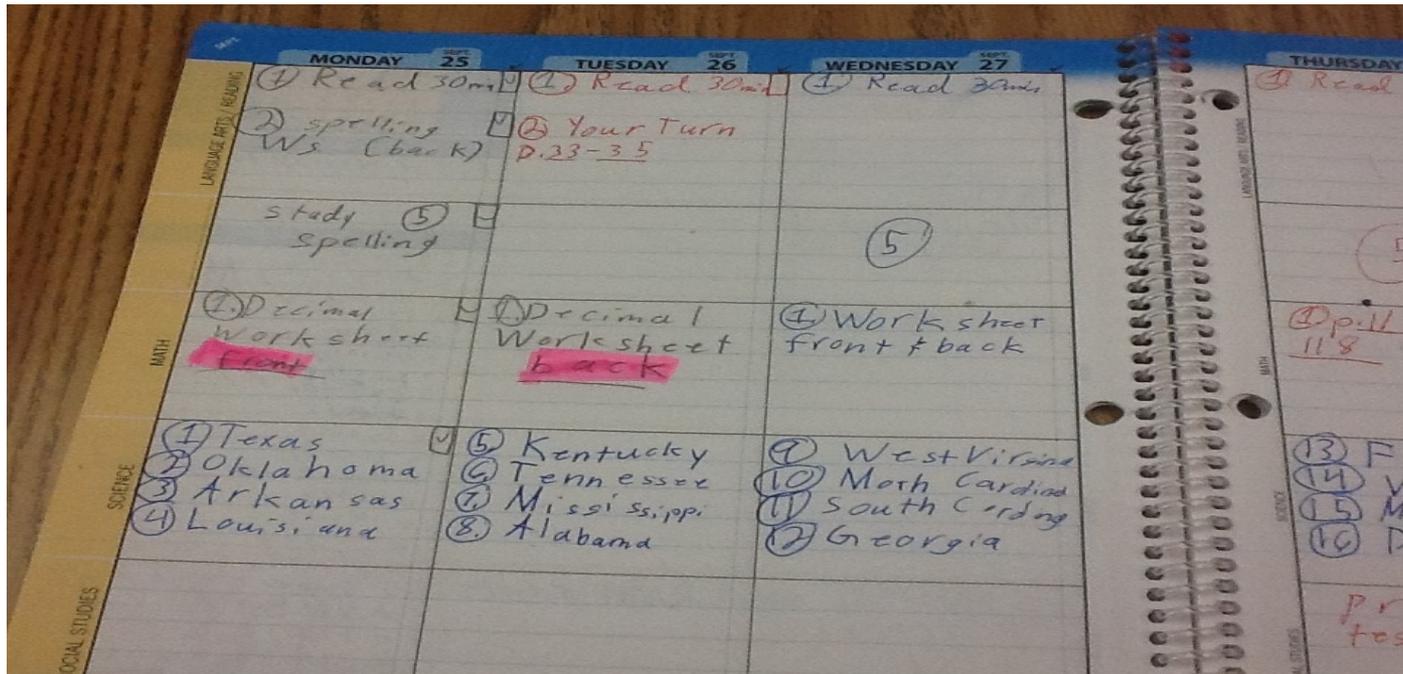


# New K-5 Initiatives

- Cognitively Guided Instruction (CGI) Math piloted at all K-5 schools.
- AVID implemented in fourth/ fifth grades at Lincoln, Jefferson, Jackson.
- Third grade 1:1 Chromebook deployment.
- Positive Behavior Support Team includes full time Behavior Specialist and social worker at Collins School.
- After school music instruction: Harmony Project.



# AVID Elementary Students Use Planners to Organize

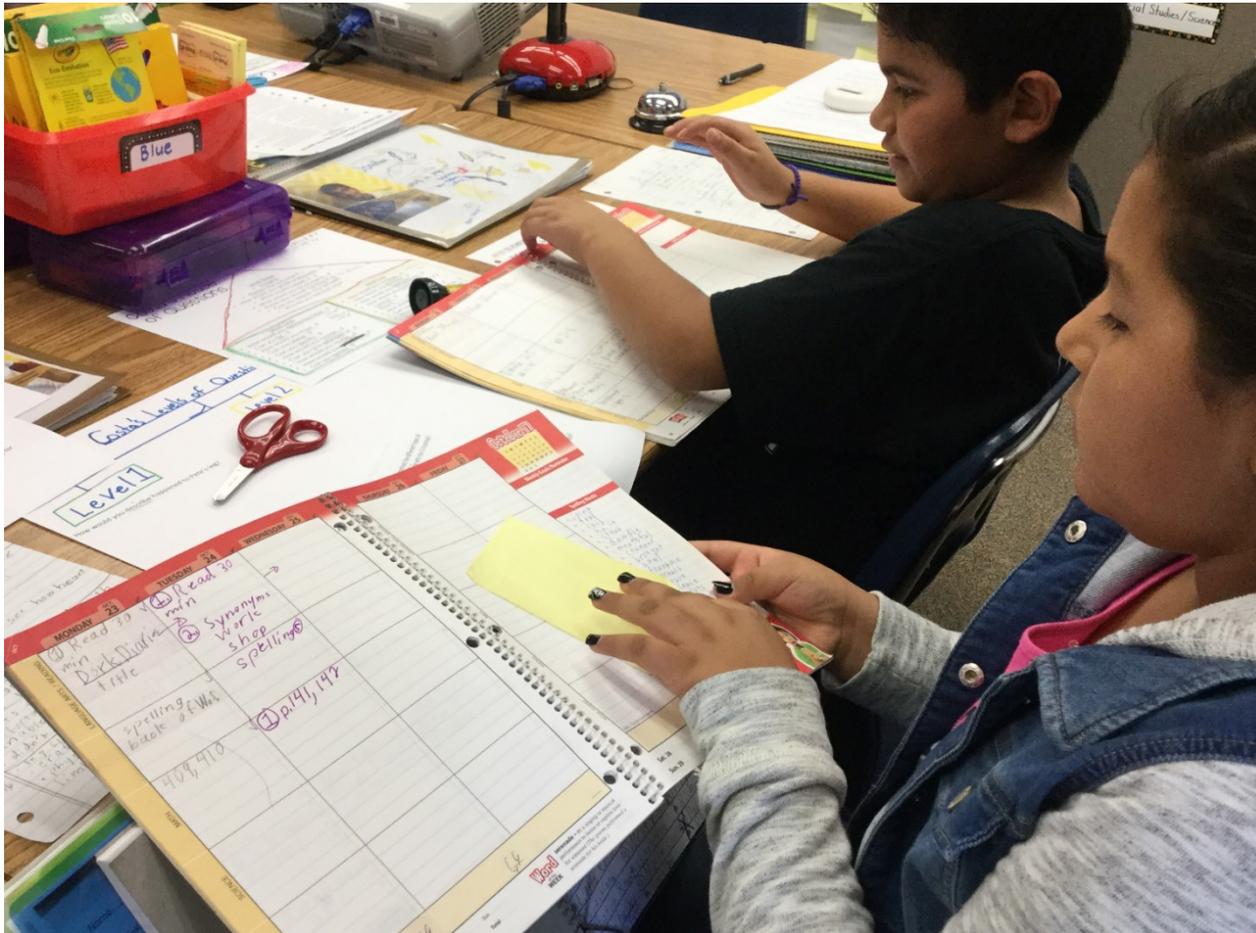




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### Fifth Grade AVID Students at Jefferson Use Planners





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## Developing College Awareness in Elementary School: Former Graduates Share their Stories at Mokler School





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### Third Grade Students Use Chromebooks to Research and Create Power Point Presentations





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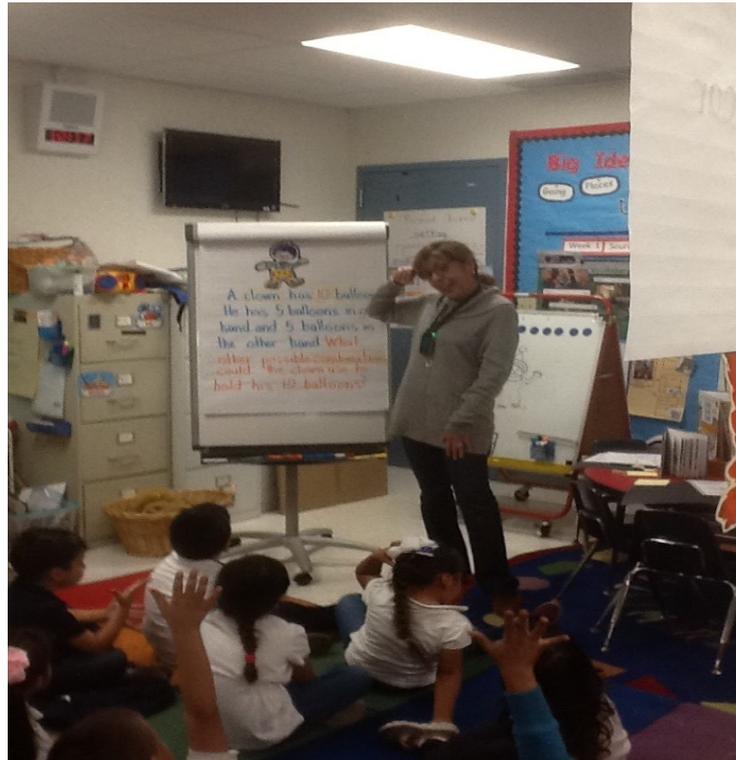
Teachers learn to develop students' understanding of number concepts in professional development on CGI.





## CGI Math

Kindergarten students use multiple methods to show understanding of number concept.

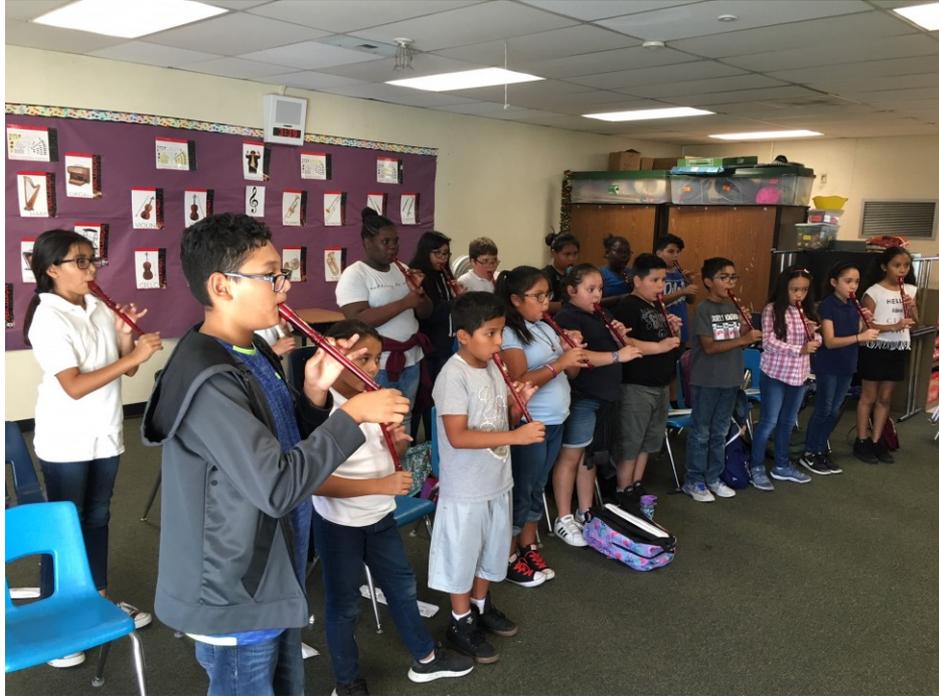




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## Harmony Project

Students participate in after school music instruction.





# New Middle School Initiatives

- AVID expanded to grades 6-8.
- Project Lead the Way engineering elective expanded to all middle schools.
- PSAT will be administered to all 8<sup>th</sup> grade students.
- Field trip to UC Irvine for all seventh grade students planned.

Coming Up:

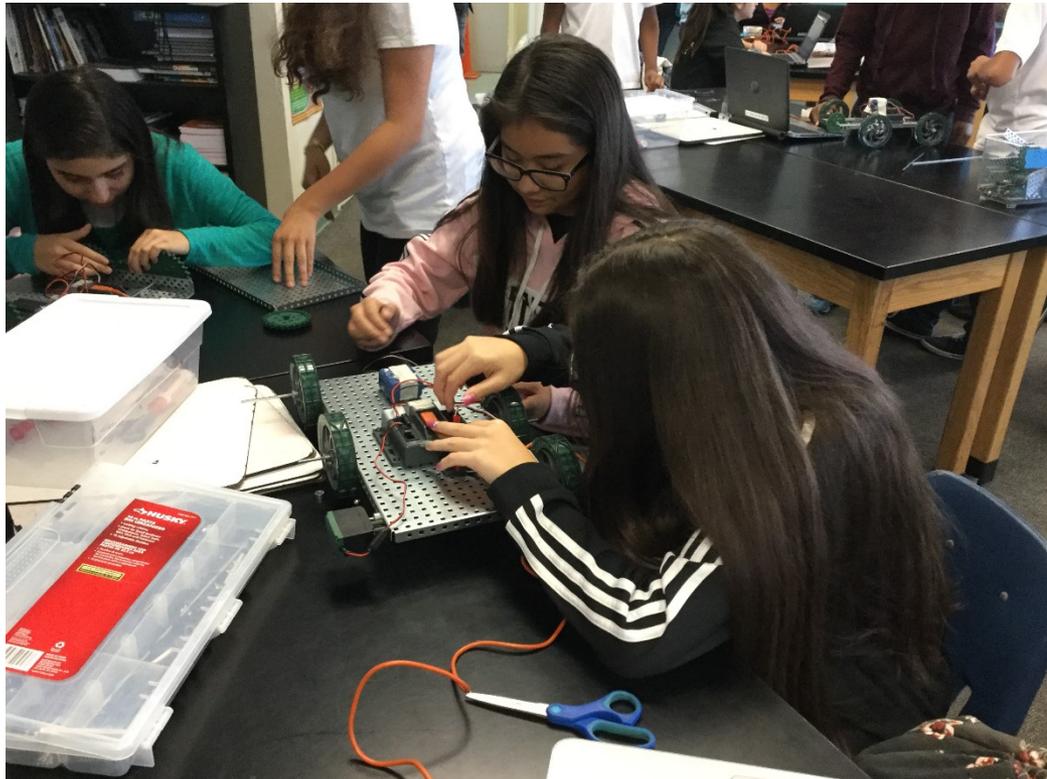
- ✓ *Research AVID Excel for Long Term English Learners.*
- ✓ *Where Everyone Belongs (WEB) training for selected staff at each middle school.*



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Project Lead the Way Elective:  
Students at Alondra Middle School design a robot.





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UC Irvine Study Trip:  
Every 7th grade student tours UCI this year

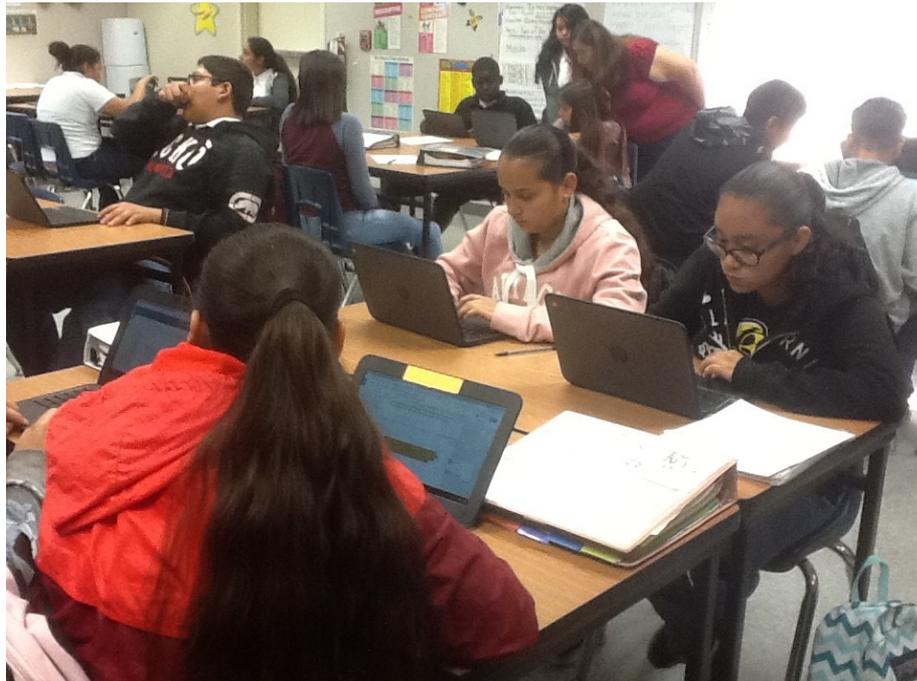




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Students at Jackson use on line Language Arts Program, Amplify, to Read Literature, Respond to Questions and Take Assessments

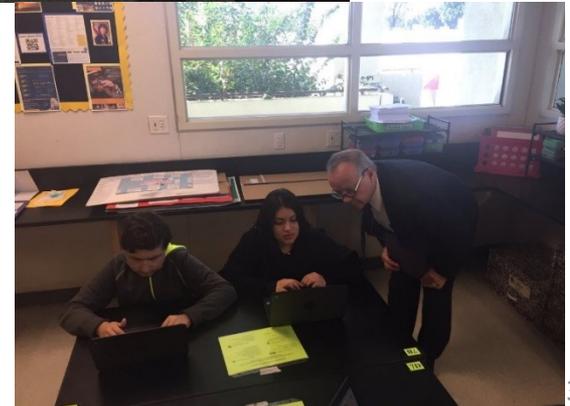
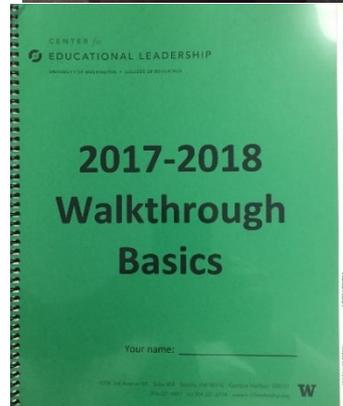
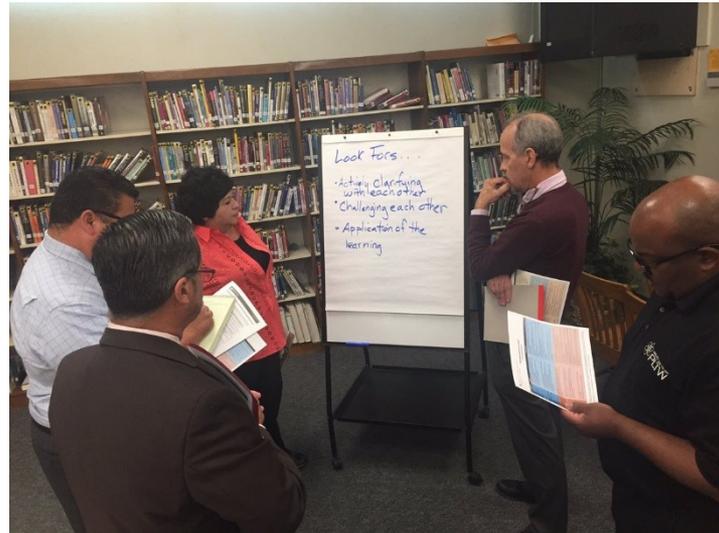
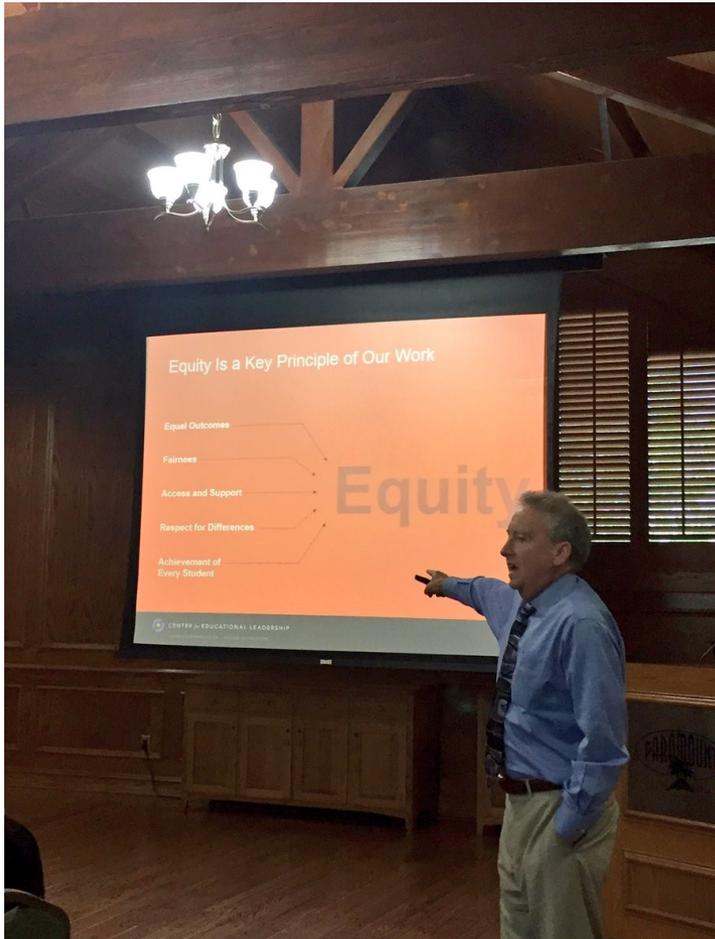




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### Center for Educational Leadership 5 Dimensions of Teaching and Learning





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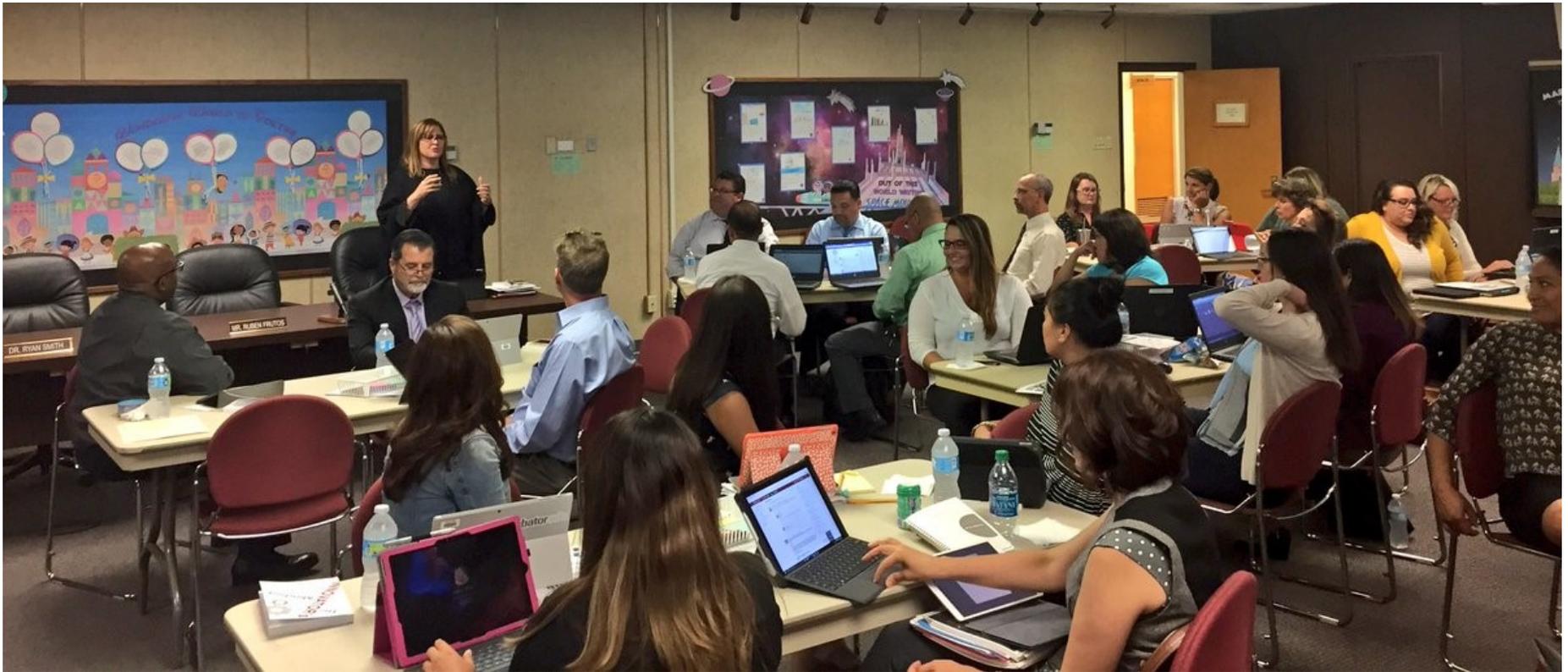
### Link Crew





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## Future Principals' Academy

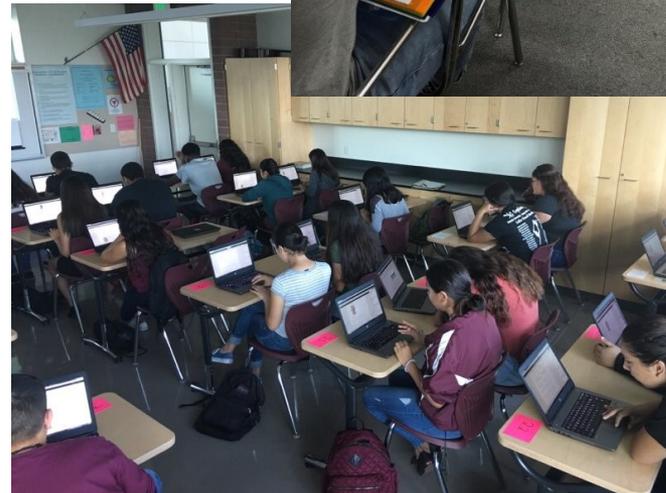




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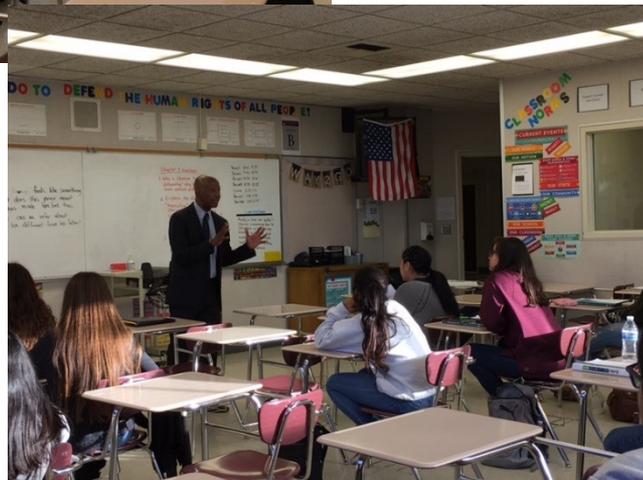
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# 1-1 Chromebook Initiative





# College Courses at PHS





# 2017-18 Timeline

<b>Date</b>	<b>Event</b>
Nov. 29	LCAP and ELPAC Parent Committee Meetings Review local and state data; identify areas of strength and need.
January	Send surveys to schools, parents, students for feedback and input
February 7	LCAP and ELPAC Parent Committee Meetings Analyze survey results.
March 13	LCAP and ELPAC Parent Committee Meetings Provide input on services and activities to address needs.
April 17	LCAP and ELPAC Parent Committee Meetings Review draft section of plan.
June	Public Hearing for LCAP 2018 Board Approval
June	Submit LCAP 2018 to LACOE



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# Questions