



PARAMOUNT UNIFIED SCHOOL DISTRICT

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

Update on LCAP Process

Board of Education Meeting
February 24, 2016

Dr. Ruth Pérez, Superintendent
Deborah Stark, Assistant Superintendent

Purpose of the Presentation

- ❑ Review trends from school surveys that will inform the updated LCAP
- ❑ Report on the K-5 TOSA pilot
- ❑ Outline next steps

LCAP Process Cycle

Fall

- LCAP, 2015-16
- Report 2014-15 in Annual Update

On Going

- Monitor formative data
- Measure progress on implementation.

January -
May

- Solicit feedback on implementation (surveys).
- Review data and survey results.
- Plan and recommend changes to the LCAP for 2016-17.

Input from Stakeholders

- Each year we solicit feedback from stakeholders on the impact of actions and services funded through the LCAP.
- This year we are using on line survey questions for school staffs, parents and students.

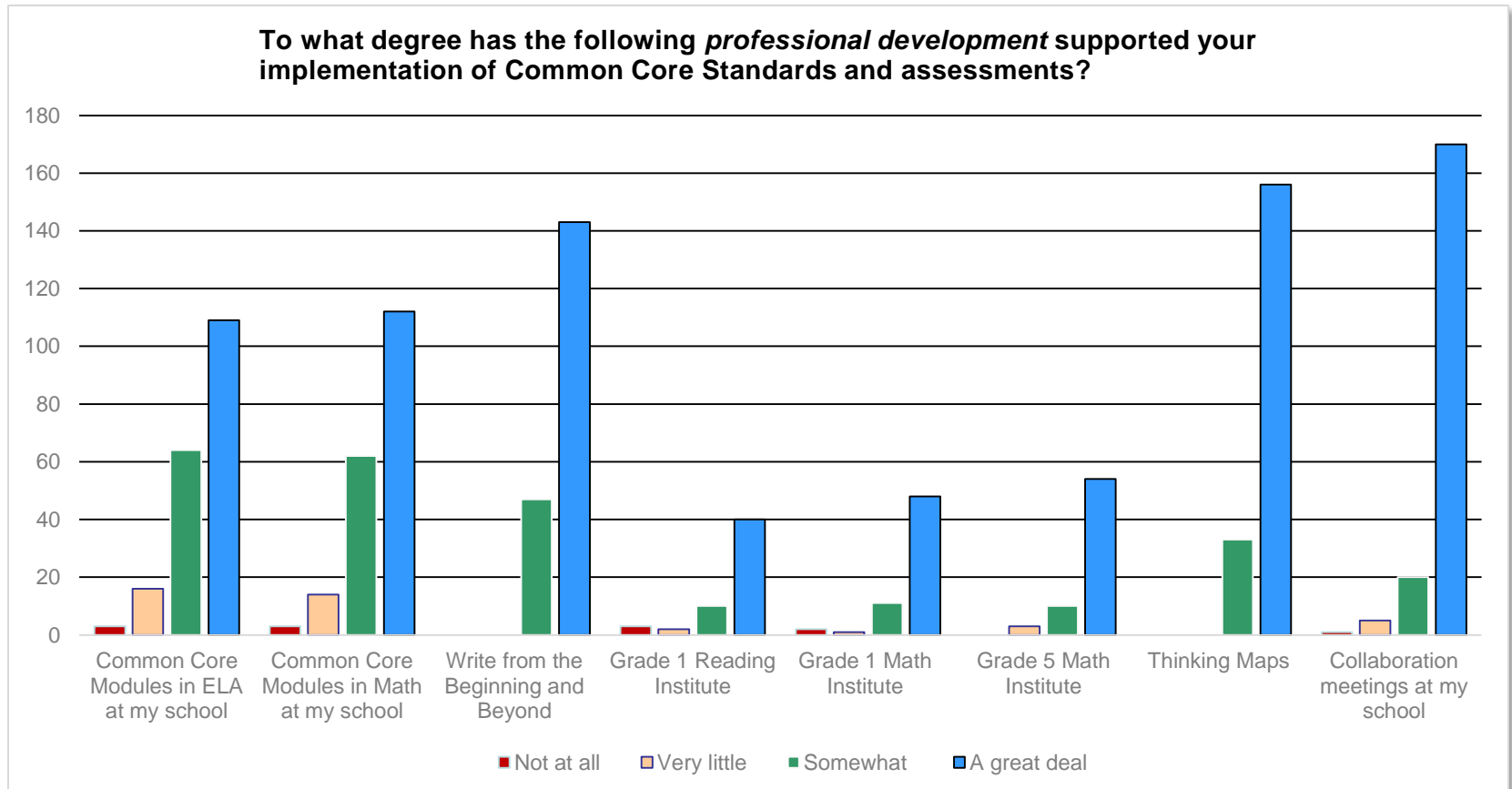
School Surveys

We have received the following completed surveys:

Elementary Schools	Middle Schools	High Schools
257	125	166

LCAP Survey Results- Elementary

February 9, 2016

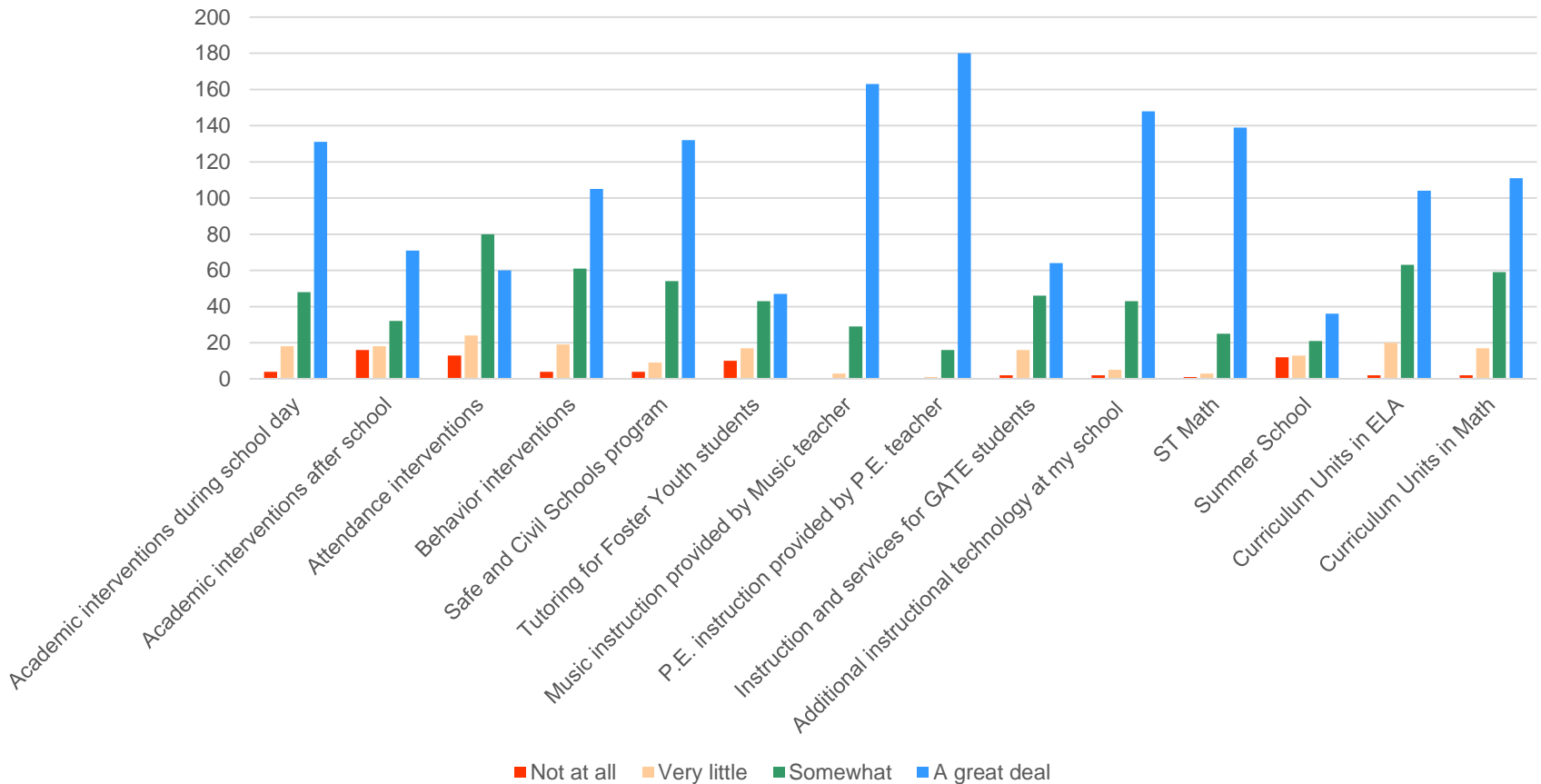


Note: Some responses reflect a smaller number of teacher participants (grades 1 and 5 institutes).

LCAP Survey Results- Elementary

February 9, 2016

To what degree have your students benefited from the following LCAP actions and services?

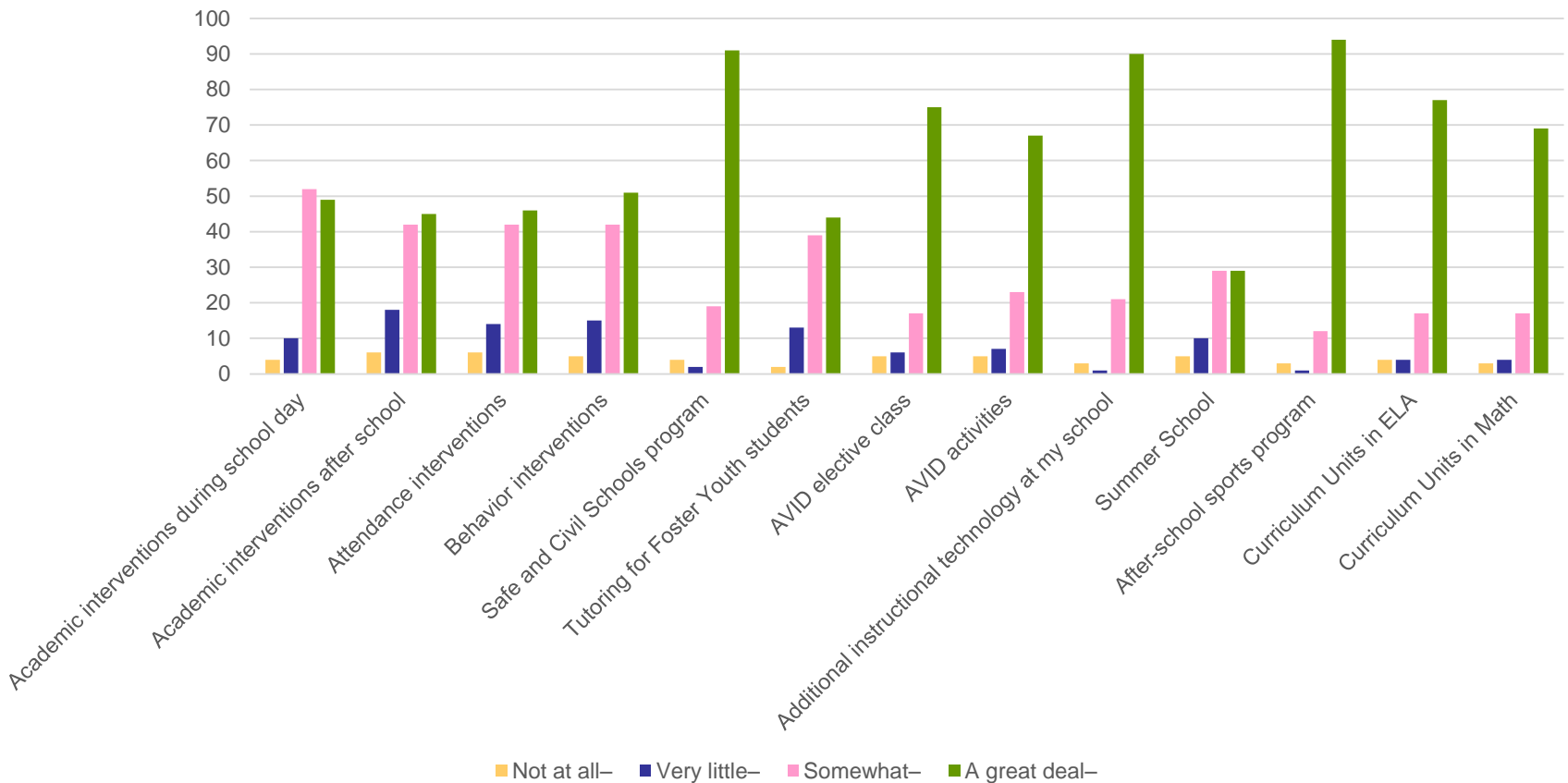


Note: Some responses reflect a smaller number of teacher participants (FY training, summer school).

LCAP Survey Results- Middle School

February 9, 2016

Middle Schools: To what degree have your students benefited from the following LCAP actions and services?

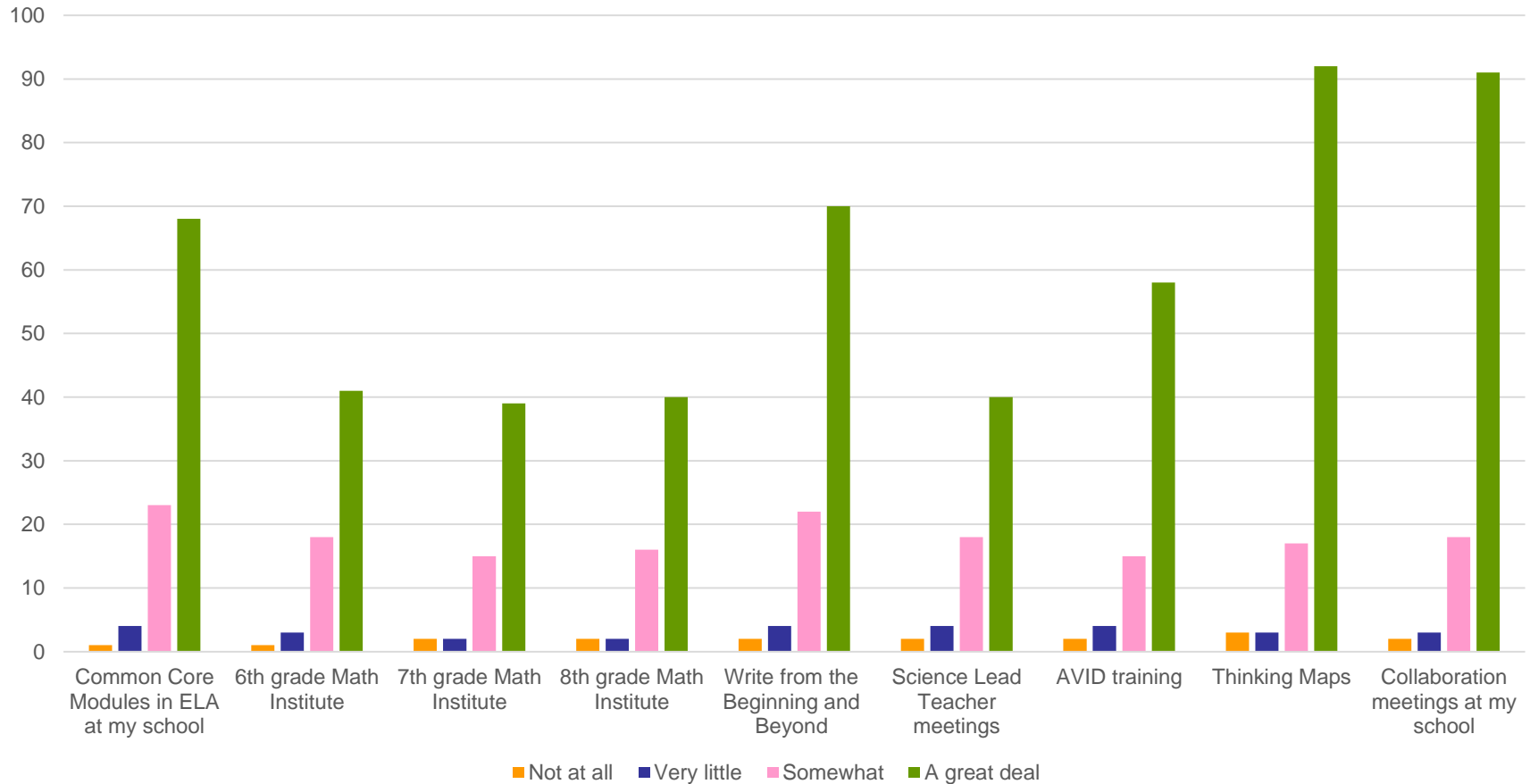


Note: Some responses reflect a smaller number of teacher participants (AVID, 6th-8th Grade Math).

LCAP Survey Results- Middle School

February 9, 2016

To what degree has the following *professional development* supported your implementation of Common Core Standards and assessments?

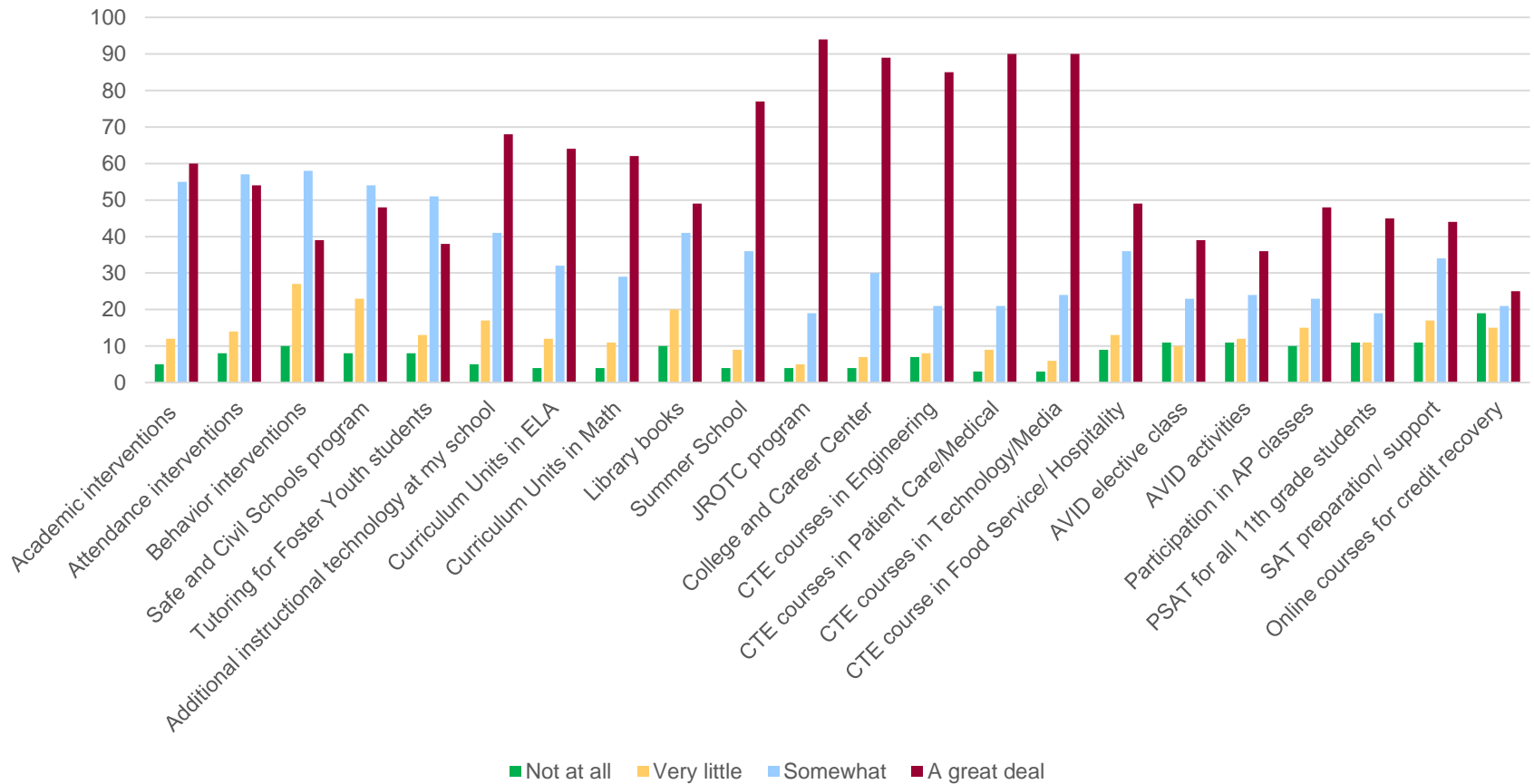


Note: Some responses reflect a smaller number of teacher participants (6th-8th grade math institutes, science lead teachers).

LCAP Survey Results- High School

February 9, 2016

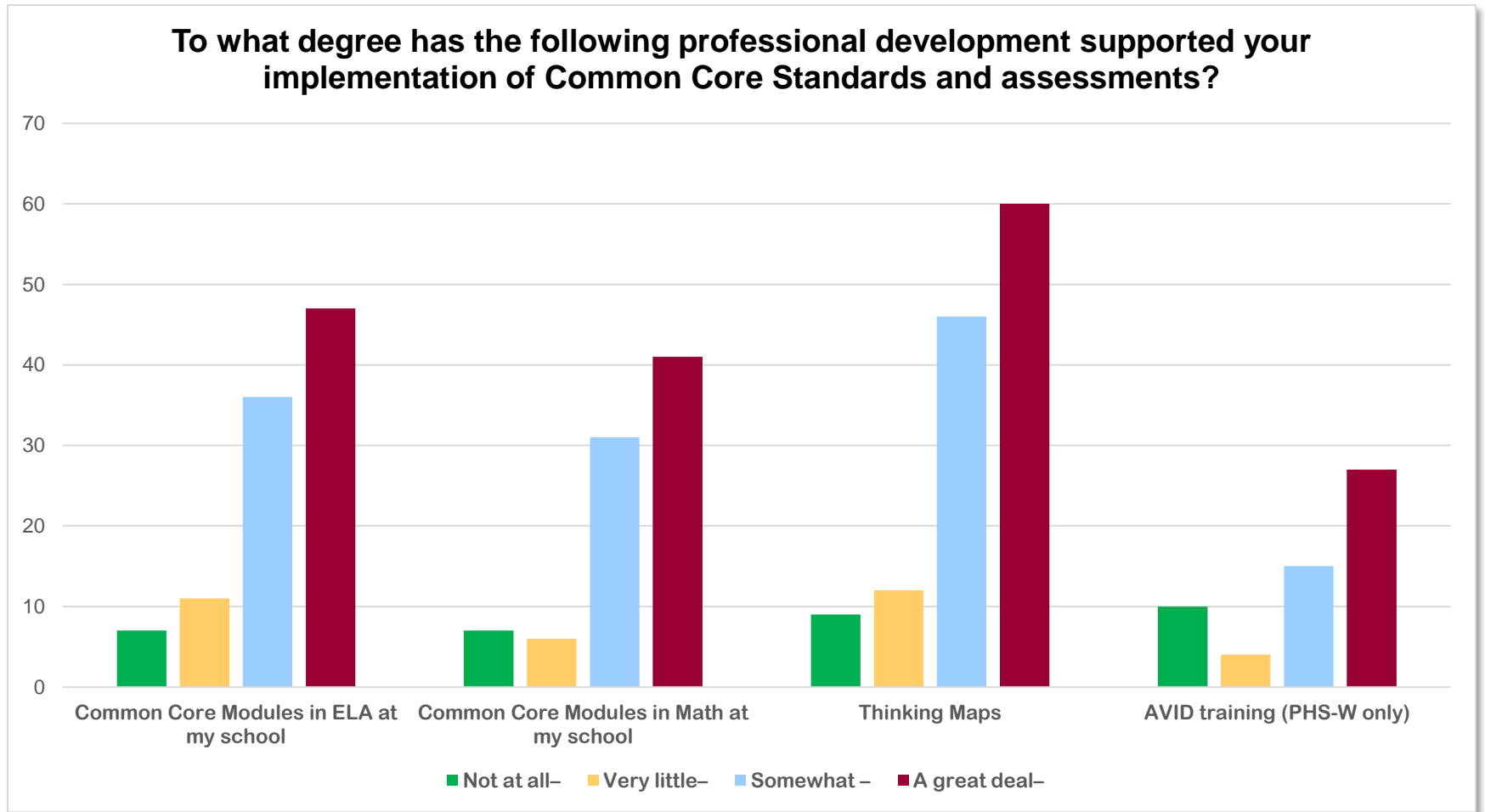
To what degree have your students benefited from the following LCAP actions and services?



Note: Some responses reflect a smaller number of participants (AVID, on line courses, FY tutoring).

LCAP Survey Results- High School

February 9, 2016



Note: Some responses reflect a smaller number of participants (AVID training).

Parent and Student Input

- A parent survey is posted on the PUSD website. A Connect Ed. message was sent to all parents requesting that they complete the survey.
- Focus groups of high school students will complete a student survey.
- These results will be analyzed at the March LCAP Committee meeting.

K-5 Teacher on Special Assignment Pilot

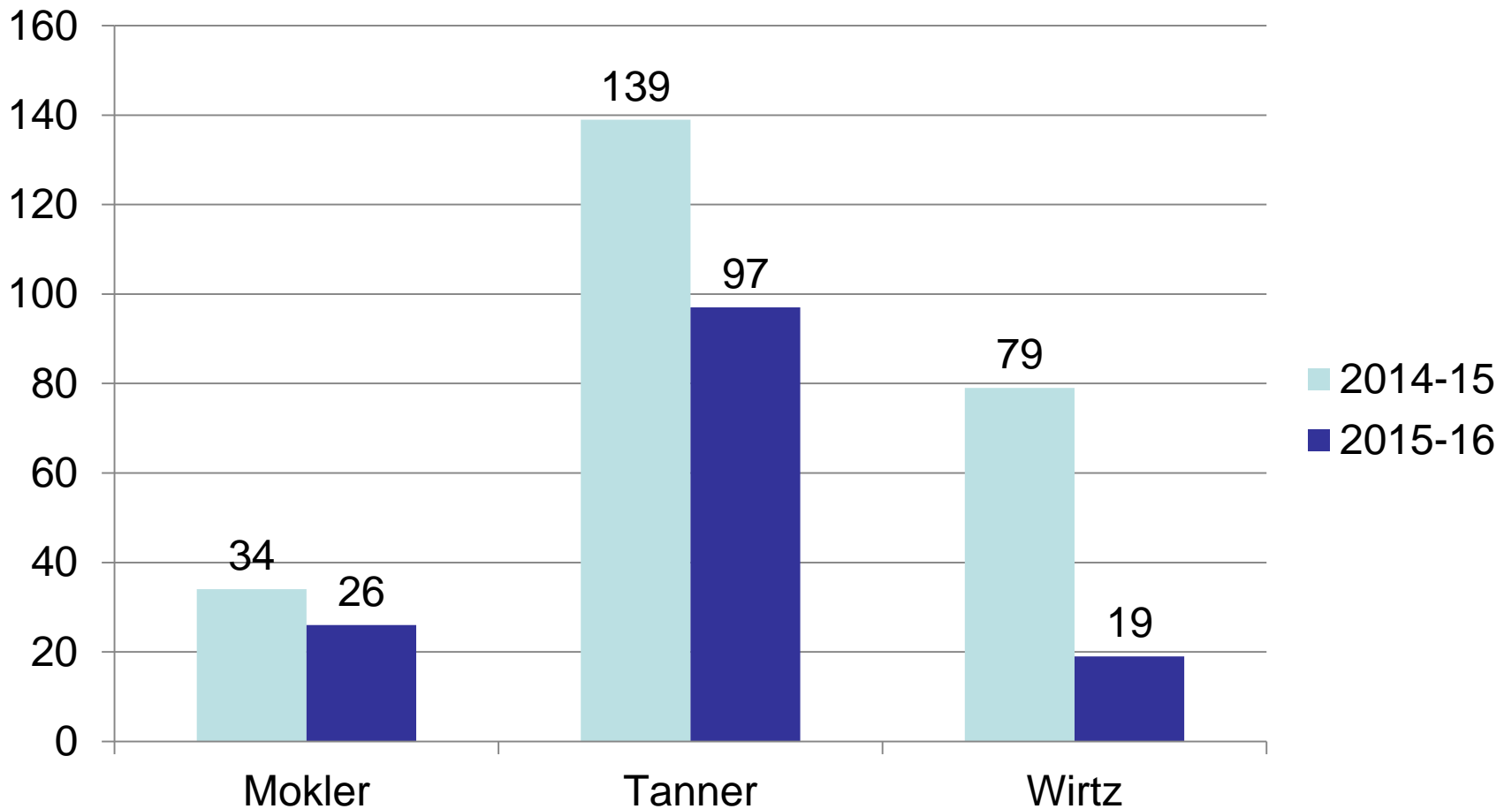
- This year, Mokler, Tanner and Wirtz Elementary Schools hired a Teacher on Special Assignment (TOSA) to proactively address attendance and behavior needs.
- These three schools were selected based on data related to attendance and behavior support.

Providing Extra Support

The TOSA's duties include:

- Supporting effective Safe and Civil Schools strategies
Structuring and monitoring common areas, including playground, cafeteria
- Developing and monitoring behavior contracts for students with high behavior needs
- Monitoring attendance
- Meeting with parents of students with chronic absenteeism

TOSA Pilot Results Reduces Disciplinary Referrals



Includes office referrals from August until February of each year.

Improving Attendance

- ❑ Early results are showing TOSAs' work to implement attendance improvement strategies is reducing the number of absences of target students.
- ❑ Some of these strategies include: attendance goal setting with specific students, "check and connect", parent meetings, class incentives, visible displays of improved or perfect attendance.
- ❑ Data on attendance and chronic absenteeism of targeted students will be collected.

Next Steps

- LCAP Committee will analyze survey results from parents and students to identify common trends.
- District Departments, including Business, Human Resources and Educational Services will share future needs with Committee.
- LCAP Committee will discuss trends and needs to determine recommendations for the updated LCAP.
- Information will be shared with Board of Education as the process continues.

Timeline

Month	Event
February	<ul style="list-style-type: none">• Parent and Student Surveys• LCAP Committee Meeting
March	<ul style="list-style-type: none">• LCAP Committee reviews parent and student survey data, identifies trends.
April	<ul style="list-style-type: none">• LCAP Committee reviews, gives feedback to draft sections of updated LCAP.
May	<ul style="list-style-type: none">• LCAP Committee reviews, gives feedback to draft sections of updated LCAP. Draft posted on PUSD website.
June	<ul style="list-style-type: none">• Board of Education approval.• Submit to LACOE.

Questions