

§ 15497. Local Control and Accountability Plan

**Introduction:** Paradise Unified School District is located in the Sierra foothills and serves the communities of Paradise, Magalia and Stirling City. PUSD supports preschool through adult education programs at a variety of campuses including traditional, charter, and independent study. Paradise Elementary School, Ponderosa Elementary School, and Cedarwood Elementary serve students in Transitional Kindergarten through fifth grade. Pine Ridge School serves students from pre-school through 8<sup>th</sup> grade, Paradise Intermediate School serves 6<sup>th</sup> through 8<sup>th</sup> grade students, and high school students are served at Paradise High School (comprehensive high school) and Ridgeview High School (continuation school). In addition, eLearning Charter Academy provides high school students with on-line learning options. Honey Run Academy serves students in a Community Day setting. Districtwide, 66% of PUSD students qualify for free and reduced price meals. PUSD currently serves 2314 Unduplicated Count students, 57 English Learners, and 50 Foster Youth.

LEA: Paradise Unified School District    Contact: Roger Bylund, Superintendent, [rbylund@pusdk12.org](mailto:rbylund@pusdk12.org), (530) 872-6400    LCAP Year: 2014-2015

***Local Control and Accountability Plan and Annual Update Template***

*The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.*

*For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.*

*For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.*

*Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.*

*The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

*For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.*

### **State Priorities**

*The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.*

#### **A. Conditions of Learning:**

**Basic:** *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

**Implementation of State Standards:** *implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)*

**Course access:** *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

**Expelled pupils (for county offices of education only):** *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

**Foster youth (for county offices of education only):** *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

#### **B. Pupil Outcomes:**

**Pupil achievement:** *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

**Other pupil outcomes:** *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

**C. Engagement:**

**Parent involvement:** *efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

**Pupil engagement:** *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

**School climate:** *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

**Section 1: Stakeholder Engagement**

*Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.*

**Instructions:** Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

**Guiding Questions:**

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p style="text-align: center;"><b>LCAP Process</b></p> <p><b>1. Sites – site plans/ LCAP format</b></p> <ul style="list-style-type: none"> <li>a. Each school site held stakeholder brainstorming meetings with certificated, classified, school site council, parent teacher club, and student ASB organizations.</li> <li>b. Based on student data analysis each site stakeholder group prioritized goals and action plans (Nov. 2013 – January 2014).</li> <li>c. Sites provided an outline of pending plans for review and consultation with employee groups and other stakeholders (February, 2014).</li> <li>d. Sites developed their annual site plan using the LCAP template (March, 2014).</li> </ul> <p><b>2. District Office compiled and organized the outlines of the pending plans, developed an LCAP introduction for stakeholders, and provide facilitated formats for stakeholder meetings</b> (February, 2014).</p> <p><b>3. Completed consultation meetings with the Teachers Association of Paradise (TAP) and Paradise Classified Employees Association (PCEA) – multiple meeting dates for each organization</b> ( March, April, 2014).</p> <p><b>4. Stakeholder Presentations, Review, and Input</b> (February, March, April 2014).</p> <ul style="list-style-type: none"> <li>a. District Parent Advisory Committee</li> <li>b. English Learner Advisory Committee</li> <li>c. Senior Advisory Committee</li> </ul>	<p>As a result (impact) of the comprehensive LCAP process involving input from school site staff, employee organizations, parents, students, community members, district advisory councils, county foster youth liaison, special services liaison, and county EL consultant the following occurred:</p> <ul style="list-style-type: none"> <li>● District wide priorities were defined;</li> <li>● Common district goals were developed;</li> <li>● Actions and services were identified;</li> <li>● Budget amounts were allocated to actions and services.</li> </ul> <p>Through this process the District identified common, recurring themes as noted:</p> <ul style="list-style-type: none"> <li>● Increase student literacy to ensure all PUSD graduates have the skills required for college and career readiness;</li> <li>● Increase student math and STEM skills to ensure that all PUSD graduates have the skills required for college and career readiness;</li> <li>● Provide all students with a positive school environment that promotes safety, respect, responsibility, and active stakeholder participation;</li> <li>● Support for staff training and implementation of Common Core State and ELD Standards;</li> </ul> <p>Budget priorities that have emerged from stakeholder groups include:</p> <ul style="list-style-type: none"> <li>● Reduce class sizes;</li> <li>● Increase employee salaries;</li> <li>● Direct funds to schools;</li> <li>● Increase school counselors;</li> <li>● Increase library specialists time;</li> <li>● Purchase new instructional materials and supplies;</li> <li>● Update technology.</li> </ul> <p>Not all stakeholder group suggestions are included in the LCAP.</p> <p>Most priorities identified above are included in the District’s budget;</p>

Involvement Process	Impact on LCAP
<p>d. Paradise Citizens' Alliance</p> <p>e. Students Leadership: Paradise High School, Paradise Intermediate School, and Pine Ridge</p> <p>f. Parent/Community Meetings – each site</p> <p>g. County Foster Youth liaison</p> <p>h. Special Services Director – District Psychologists</p> <p><b>5. LCAP Committee (Superintendent's Advisory): PCEA President, TAP President, Teacher appointed by TAP, PHS Student Representative, Community Members (2), Parent Advisory Members (2), Parent at Large, Site Principal, Superintendent, Deputy Superintendent, School Board Member (March, April, 2014)</b></p> <p>a. Review draft LCAP and Coordinate with Input from all groups</p> <p style="padding-left: 40px;">i. Site Plans</p> <p style="padding-left: 40px;">ii. Organization Consultations</p> <p style="padding-left: 40px;">iii. Stakeholder Groups</p> <p style="padding-left: 40px;">iv. Site / Community Groups</p> <p style="padding-left: 40px;">v. Students Groups</p> <p style="padding-left: 40px;">vi. Other</p> <p>b. Present plan with priorities, options, costs and recommendations to Board</p> <p>There have been a total of 30 Stakeholder Meetings</p> <p><b>Board Review and Modification: May, 2014</b>  <b>Public Hearing and Board Adoption of LCAP and Budget: June, 2014</b></p>	<p>investments for targeted student populations are identified on subsequent pages of this document.</p> <p>Specifically, the following LCAP investment priorities reflect the feedback received from stakeholders and student data, and are tied to the academic data and needs of our students. Investments are further detailed in subsequent pages.</p> <ul style="list-style-type: none"> <li>● Low income youth;</li> <li>● Foster youth;</li> <li>● English Learners;</li> <li>● School climate and student engagement;</li> <li>● Students with disabilities;</li> <li>● Focus on Elementary/Middle School English Language Arts &amp; Math;</li> <li>● Focus High School STEM skills and College and Career Readiness.</li> </ul>

## **Section 2: Goals and Progress Indicators**

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

**Instructions:** Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

### **Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to “Engagement” (e.g., pupil and parent)?
- 4) What are the LEA’s goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?

- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different / Improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups [as defined in EC52052] or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2015-2016	
<p><b>Need:</b> To increase PUSD students reading comprehension and expository writing skill levels.</p> <p><b>Metrics:</b> SARC Star Reading, DIBELS, PALs, CBMs (Curriculum Based Measures), Gates McGinity, CAHSEE, EAP ELA, CELDT,</p>	<p><b>Goal #1</b> <u><b>ELA/Literacy</b></u> Students will graduate Paradise Unified School District with the reading and literacy skills required for globally competitive college and career readiness.</p>	<p>All students including: Low Income Students Foster Youth EL Students Reclassified English Learners Students w/ Disabilities</p>	<p>All Schools</p>	<p><u><b>Grades K-5</b></u> Increase by 5 % the number of students who are achieving at or above grade level in ELA as measured by Star Reading, DIBELS, PAL's, and CBM assessments.</p> <p><u><b>Grades 6-8</b></u> Increase by 5 % the number of students who are achieving at or above grade level in ELA as measured by Star Reading,</p>	<p><u><b>Grades K-5</b></u> Increase by 3 % the number of students who are achieving at or above grade level in ELA as measured by Star Reading, DIBELS, PAL's, and CBM assessments.</p> <p><u><b>Grades 6-8</b></u> Increase by 3 % the number of students who are achieving at or above grade level in ELA as measured by Star Reading,</p>	<p><u><b>Grades K-5</b></u> Increase by 2 % the number of students who are achieving at or above grade level in ELA as measured by Star Reading, DIBELS, PAL's, and CBM assessments.</p> <p><u><b>Grades 6-8</b></u> Increase by 2 % the number of students who are achieving at or above grade level in ELA as measured by Star Reading,</p>	<p>1 – Sufficient instructional materials 2 -Implementation of State Standards 4 – Pupil Achievement 7 – Course Access 8 – Other Pupil Outcomes</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different / Improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups [as defined in EC52052] or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2015-2016	
End of course assessments.					and the Gates McGinity assessment.  <b>Grades 9-12</b> Increase by 5 % the number of students who are achieving at or above grade level in ELA as measured by EAP ELA and the Expository Reading Writing Course (ERWC) passage rates.  Decrease by 5% the number of graduating students requiring enrollment in college remedial English classes.	and the Gates McGinity assessment.  <b>Grades 9-12</b> Increase by 3 % the number of students who are achieving at or above grade level in ELA as measured by EAP ELA and the Expository Reading Writing Course (ERWC) passage rates.  Decrease by 5% the number of graduating students requiring enrollment in college remedial English classes.	and the Gates McGinity assessment.  <b>Grades 9-12</b> Increase by 2 % the number of students who are achieving at or above grade level in ELA as measured by EAP ELA and the Expository Reading Writing Course (ERWC) passage rates.  Decrease by 5% the number of graduating students requiring enrollment in college remedial English classes.	
<b>Need:</b> To increase PUSD students	<b>Goal #2</b> <b>Mathematics</b> Students will	All students including: Low Income	All schools		<b>Grades K-5</b> Increase by 5% the number of	<b>Grades K-5</b> Increase by 3% the number of	<b>Grades K-5</b> Increase by 2% the number of	1 – Sufficient instructional materials



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<p>mathematical skill levels to ensure college and career readiness.</p> <p><b>Metrics:</b> SARC Star Math, new CDE assessments, EAP Math, CAHSEE, End of course assessments</p>	graduate Paradise Unified School District with the mathematics skills required for globally competitive college and career readiness.	Students Foster Youth EL Students Reclassified English Learners Students w/ Disabilities			<p>students who are achieving at or above grade level in Mathematics as measured by end of course assessments (student standards based report card data - 4's &amp; 5's).</p> <p><b>Grades 6-8</b> Increase by 5% the number of students who are achieving at or above grade level in Mathematics as measured by end of course 5% increase in students earning grades A-C and a 5% decrease in students</p>	<p>students who are achieving at or above grade level in Mathematics as measured by end of course assessments (student standards based report card data - 4's &amp; 5's).</p> <p><b>Grades 6-8</b> Increase by 3% the number of students who are achieving at or above grade level in Mathematics as measured by end of course 3% increase in students earning grades A-C and a 3% decrease in students</p>	<p>students who are achieving at or above grade level in Mathematics as measured by end of course assessments (student standards based report card data - 4's &amp; 5's).</p> <p><b>Grades 6-8</b> Increase by 2% the number of students who are achieving at or above grade level in Mathematics as measured by end of course 2% increase in students earning grades A-C and a 2% decrease in students</p>	<p>2 -Implementation of State Standards 4 – Pupil Achievement 7 – Course Access 8 – Other Pupil Outcomes</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different / Improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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					earning grades of D or F.  <u>Grades 9-12</u> Increase by 5 % the number of students who are achieving at or above grade level in mathematics as measured by EAP mathematics passage rate. Decrease by 5% the number of graduating students requiring enrollment in college remedial mathematics classes.	earning grades of D or F  <u>Grades 9-12</u> Increase by 3 % the number of students who are achieving at or above grade level in mathematics as measured by EAP mathematics passage rate. Decrease by 5% the number of graduating students requiring enrollment in college remedial mathematics classes.	earning grades of D or F.  <u>Grades 9-12</u> Increase by 2 % the number of students who are achieving at or above grade level in mathematics as measured by EAP mathematics passage rate. Decrease by 5% the number of graduating students requiring enrollment in college remedial mathematics classes.	
<b>Need:</b> To decrease PUSD suspension	<b>Goal #3</b> <u>School Culture</u> Create a positive	All students including: Low Income Students	All schools		Districtwide attendance will improve 1%; the number of	Districtwide attendance will improve .5%; the number of	Districtwide attendance will improve .25%; the number of	3 – Parental Involvement 5 – Pupil Engagement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different / Improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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<p>rates, increase student attendance and high school graduation rates.</p> <p><b>Metrics:</b> SARC Parent, staff, and student surveys, suspensions, discipline referrals, school attendance rates, athletic and extra-curricular participation rates, high school graduation rates.</p>	environment to promote safety, respect, responsibility, and active participation	Foster Youth EL Students Reclassified English Learners Students w/ Disabilities Parents			student suspensions will decrease by 3%; high school graduation rate will increase by 1%.	student suspensions will decrease by 2%; high school graduation rate will increase by .75%.	student suspensions will decrease by 2%; high school graduation rate will increase by .5%.	6 – School Climate
<b>Need:</b> To implement rigorous Common Core	<b>Goal #4</b> <b><u>Common Core and ELD State Standards</u></b>	All students including: Low Income Students	All Schools		School sites will transition from stages 2 to 3 as indicated on	School sites will transition from stages 3 to 4 as indicated on	School sites will transition from stages 4 to 5 as indicated on	1 – Sufficient instructional materials 2 -Implementation of

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different / Improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups [as defined in EC52052] or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2015-2016	
<p>State Standards across all grade levels and curricular content areas.</p> <p><b>Metrics:</b> SARC Butte County Office of Education Common Core Standards Stages of Implementation rubric, teacher surveys, Modified Academic Program survey, teacher observations, Walk-throughs, teacher participation rates in Common Core trainings, SBAC</p>	<p><b>Implementation</b> Paradise Unified School District will graduate students that have received rigorous instruction in ELA, mathematics, and literacy across all core content areas.</p>	<p>Foster Youth EL Students Reclassified English Learners Students w/ Disabilities</p>			<p>Butte County Office of Education Common Core Standards Stages of Implementation rubric; 75% of classrooms will have implemented CCSS-aligned mathematics lessons; 90% of teachers will participate in CCSS professional development trainings.</p>	<p>Butte County Office of Education Common Core Standards Stages of Implementation rubric; 100% of classrooms will have implemented CCSS-aligned mathematics lessons; 95% of teachers will participate in CCSS professional development trainings.</p>	<p>Butte County Office of Education Common Core Standards Stages of Implementation rubric; 100% of classrooms will have implemented CCSS-aligned ELA and literacy lessons across all core content areas; 100% of teachers will participate in CCSS professional development trainings.</p>	<p>State Standards 4 – Pupil Achievement 7 – Course Access 8 – Other Pupil Outcomes</p>

<b>Identified Need and Metric</b> (What needs have been identified and what metrics are used to measure progress?)	<b>Goals</b>			<b>Annual Update:</b> Analysis of Progress	<b>What will be different / Improved for students?</b> (based on identified metric)			<b>Related State and Local Priorities</b> (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	<b>Description of Goal</b>	<b>Applicable Pupil Subgroups</b> (Identify applicable subgroups [as defined in EC52052] or indicate "all" for all pupils.)	<b>School(s) Affected</b> (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		<b>LCAP Year 1:</b> <b>2014-2015</b>	<b>Year 2:</b> <b>2015-2016</b>	<b>Year 3:</b> <b>2015-2016</b>	
benchmark assessments, EAP ELA and mathematics results, A-G course completion rate, AP results.								

### **Section 3: Actions, Services, and Expenditures**

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.*

**Instructions:** Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

#### **Guiding Questions:**

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP YEAR Year 3: 2016-2017
<p><b>Goal #1</b> <b>ELA/Literacy</b> Students will graduate Paradise Unified School District with the reading and literacy skills required for globally competitive college and career readiness.</p>	<p>1 – Sufficient instructional materials 2 - Implementation of State Standards 4 – Pupil Achievement 7 – Course Access 8 – Other Pupil Outcomes</p>	<p>For the goal of increased student achievement in ELA and literacy PUSD will attract, retain, and develop high quality staff by providing professional development, resources, and appropriate learning environments. In addition PUSD will:</p> <ul style="list-style-type: none"> <li>● Participate in grade level and department PLC collaboration;</li> <li>● Purchase ELA materials/resources;</li> <li>● Participate in ELA and Literacy professional development;</li> <li>● Purchase technology hardware and software to increase student accessibility and equality;</li> <li>● Use flexible scheduling;</li> <li>● Articulate between grade levels and departments;</li> <li>● Analyze student data to</li> </ul>	All Schools		<p>Grade levels and departments will meet weekly in Professional Learning Communities for one period \$0 General Fund</p> <p>Instructional Materials will be purchased \$100K Restricted lottery \$100K General Fund</p> <p>Teacher Professional Development will be provided. \$100K Common Core Implementation Funds</p>	<p>Grade levels and departments will meet weekly in Professional Learning Communities for one period \$0 General Fund</p> <p>Instructional Materials will be purchased \$100K Restricted lottery \$100K General Fund</p> <p>Teacher Professional Development will be provided. \$50K Title I</p>	<p>Grade levels and departments will meet weekly in Professional Learning Communities for one period \$0 General Fund</p> <p>Instructional Materials will be purchased \$100K Restricted lottery \$100K General Fund</p> <p>Teacher Professional Development will be provided. \$50K Title I</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP YEAR Year 3: 2016-2017
		improve instructional strategies and increase student learning /achievement.			Purchase technology, hardware and software \$70K Common Core implementation Funds  Four Minimum Days will be scheduled to provide opportunities for grade level articulation and data analysis \$0 General Fund  Provide Technology support through the Information Technology staff \$200K General Fund  Partnerships with community organizations to support student achievement	Purchase technology, hardware and software \$50K Title I  Four Minimum Days will be scheduled to provide opportunities for grade level articulation and data analysis \$0 General Fund  Provide Technology support through the Information Technology staff \$200K General Fund  Partnerships with community organizations to support student achievement	Purchase technology, hardware and software \$50K Title I  Four Minimum Days will be scheduled to provide opportunities for grade level articulation and data analysis \$0 General Fund  Provide Technology support through the Information Technology staff \$200K General Fund  Partnerships with community organizations to support student achievement



Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP YEAR Year 3: 2016-2017
					through recognitions: Elks Lodge and Masonic Lodge \$0  Tracking student achievement and data with Illuminate \$42K General Fund	through recognitions: Elks Lodge and Masonic Lodge \$0  Tracking student achievement and data with Illuminate \$42K General Fund	through recognitions: Elks Lodge and Masonic Lodge \$0  Tracking student achievement and data with Illuminate \$42K General Fund
<b>Goal #2 Mathematics</b> Students will graduate Paradise Unified School District with the mathematics skills required for globally competitive college and career readiness.	1 – Sufficient instructional materials 2 - Implementation of State Standards 4 – Pupil Achievement 7 – Course Access 8 – Other Pupil Outcomes	For the goal of increased student achievement in mathematics PUSD will attract, retain, and develop high quality staff by providing professional development, resources, and appropriate learning environments. In addition PUSD will: <ul style="list-style-type: none"> <li>● Participate in grade level and department PLC collaboration;</li> <li>● Purchase Math materials/resources;</li> <li>● Participate in mathematics professional development;</li> <li>● Purchase technology hardware and software to increase student accessibility</li> </ul>	All Schools		Grade levels and departments will meet weekly in Professional Learning Communities for one period \$0 General Fund  Instructional Materials will be purchased \$100K Restricted lottery \$100K General Fund  Teacher Professional	Grade levels and departments will meet weekly in Professional Learning Communities for one period \$0 General Fund  Instructional Materials will be purchased \$100K Restricted lottery \$100K General Fund  Teacher Professional	Grade levels and departments will meet weekly in Professional Learning Communities for one period \$0 General Fund  Instructional Materials will be purchased \$100K Restricted lottery \$100K General Fund  Teacher Professional

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP YEAR Year 3: 2016-2017
		and equality; ● Use flexible scheduling; ● Articulate between grade levels and departments; ● Analyze student data to improve instructional strategies and increase student learning.			Development will be provided. \$100K Common Core Implementation Funds	Development will be provided. \$50K Title I	Development will be provided. \$50K Title I
					Purchase technology, hardware and software \$70K Common Core implementation Funds	Purchase technology, hardware and software \$50K Title I	Purchase technology, hardware and software \$50K Title I
					Four Minimum Days will be scheduled to provide opportunities for grade level articulation and data analysis \$0 General Fund	Four Minimum Days will be scheduled to provide opportunities for grade level articulation and data analysis \$0 General Fund	Four Minimum Days will be scheduled to provide opportunities for grade level articulation and data analysis \$0 General Fund
					Provide Technology support through the Information Technology staff \$200K	Provide Technology support through the Information Technology staff \$200K	Provide Technology support through the Information Technology staff \$200K

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP YEAR Year 3: 2016-2017
					General Fund Partnerships with community organizations to support student achievement through recognitions: Elks Lodge and Masonic Lodge \$0  Tracking student achievement and data with Illuminate \$42K General Fund	General Fund Partnerships with community organizations to support student achievement through recognitions: Elks Lodge and Masonic Lodge \$0  Tracking student achievement and data with Illuminate \$42K General Fund	General Fund Partnerships with community organizations to support student achievement through recognitions: Elks Lodge and Masonic Lodge \$0  Tracking student achievement and data with Illuminate \$42K General Fund
<b>Goal #3</b> <b>School Culture</b> Create a positive environment to promote safety, respect, responsibility, and active participation.	3 – Parental Involvement 5 – Pupil Engagement 6 – School Climate	For the goal of creating a positive school environment PUSD will attract, retain, and develop high quality staff by providing professional development, resources, and appropriate learning environments. In addition PUSD will: <ul style="list-style-type: none"><li>● Fully implement Positive Behaviors and Interventions Support (PBIS) Program</li><li>● Increase access to</li></ul>	All Schools		PBIS will be fully implemented and supported \$14K Title I Medical Funds General Fund  Purchase technology, hardware and software \$70K Common Core	PBIS will be fully implemented and supported \$14K Title I Medical Funds General Fund  Purchase technology, hardware and software \$50K Title I	PBIS will be fully implemented and supported \$14K Title I Medical Funds General Fund  Purchase technology, hardware and software \$50K Title I

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP YEAR Year 3: 2016-2017
		technology; ● Increase student attendance rates; ● Increase parents and community engagement; ● Analyze student data to improve instructional strategies and increase student learning.			implementation Funds  Use PBIS data to discuss and improve instructional strategies and increase student learning \$0 General Fund  Increase parent and community involvement and attendance through PTOs, Site Councils, District Advisory Committees, and LCAP process \$0 General Fund  Use the SARB process, truancy notifications, and parent conferences to improve student attendance \$4K	Use PBIS data to discuss and improve instructional strategies and increase student learning \$0 General Fund  Increase parent and community involvement and attendance through PTOs, Site Councils, District Advisory Committees, and LCAP process \$0 General Fund  Use the SARB process, truancy notifications, and parent conferences to improve student attendance \$4K	Use PBIS data to discuss and improve instructional strategies and increase student learning \$0 General Fund  Increase parent and community involvement and attendance through PTOs, Site Councils, District Advisory Committees, and LCAP process \$0 General Fund  Use the SARB process, truancy notifications, and parent conferences to improve student attendance \$4K

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP YEAR Year 3: 2016-2017
					General Fund Use School Messenger to connect with families \$5K General Fund	General Fund Use School Messenger to connect with families \$5K General Fund	General Fund Use School Messenger to connect with families \$5K General Fund
					Utilize the ASES Grant Funds to engage students in school through the afterschool program \$360K ASES Grant	Utilize the ASES Grant Funds to engage students in school through the afterschool program \$360K ASES Grant	Utilize the ASES Grant Funds to engage students in school through the afterschool program \$360K ASES Grant
					Support student attendance through Home to School Transportation \$600K General Fund	Support student attendance through Home to School Transportation \$600K General Fund	Support student attendance through Home to School Transportation \$600K General Fund
					Provide nurses to support student health and attendance \$140K General Fund	Provide nurses to support student health and attendance \$140K General Fund	Provide nurses to support student health and attendance \$140K General Fund

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP YEAR Year 3: 2016-2017
<p><b>Goal #4 Common Core and ELD State Standards Implementation</b> Paradise Unified School District will graduate students who have received rigorous instruction in ELA, mathematics, and literacy across all core content areas.</p>	<p>1 – Sufficient instructional materials 2 - Implementation of State Standards 4 – Pupil Achievement 7 – Course Access 8 – Other Pupil Outcomes</p>	<p>For the goal of fully implementing Common Core and ELD State Standards PUSD will attract, retain, and develop high quality staff by providing professional development, resources, and appropriate learning environments. In addition PUSD will:</p> <ul style="list-style-type: none"> <li>● Purchase Common Core ELA, math, and subject matter materials and resources;</li> <li>● Participate in CCSS professional development;</li> <li>● Create CCSS-aligned report cards,</li> <li>● Create and implement CCSS-aligned local assessments,</li> <li>● Increase student access to technology;</li> <li>● Grade level and department collaboration time.</li> </ul>	All Schools		<p>Purchase Common Core Instructional Materials \$100K Restricted Lottery Funds \$100K General Fund</p> <p>Teacher Professional Development will be provided. \$100,000 Common Core Implementation Funds</p> <p>Grade levels and departments will meet weekly in Professional Learning Communities for one period \$0 General Fund</p> <p>Purchase technology, hardware and software</p>	<p>Purchase Common Core Instructional Materials \$100K Restricted Lottery Funds \$100K General Fund</p> <p>Teacher Professional Development will be provided. \$50,000 Title I</p> <p>Grade levels and departments will meet weekly in Professional Learning Communities for one period \$0 General Fund</p> <p>Purchase technology, hardware and software</p>	<p>Purchase Common Core Instructional Materials \$100K Restricted Lottery Funds \$100K General Fund</p> <p>Teacher Professional Development will be provided. \$50,000 Title I</p> <p>Grade levels and departments will meet weekly in Professional Learning Communities for one period \$0 General Fund</p> <p>Purchase technology, hardware and software</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP YEAR Year 3: 2016-2017
					\$70 Common Core implementation Funds  Revise Report Cards \$0 General Fund  Develop Local Assessments \$0 General Fund	\$50 Title I  Revise Report Cards \$0 General Fund  Develop Local Assessments \$0 General Fund	\$50 Title I  Revise Report Cards \$0 General Fund  Develop Local Assessments \$0 General Fund

B. Identify additional annual actions and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
<p><b>Goal #1 ELA/Literacy</b> Students will graduate Paradise Unified School District with the reading and literacy skills required for globally competitive college and career readiness.</p>	<p>1 – Sufficient instructional materials 2 - Implementation of State Standards 4 – Pupil Achievement 7 – Course Access 8 – Other Pupil Outcomes</p>	<p>For the goal of increased student achievement in ELA and literacy for <b>Low Income students</b> PUSD will attract, retain, and develop high quality staff by providing professional development, resources, and appropriate learning environments. In addition PUSD <b>increased services for this subgroup will include:</b></p> <ul style="list-style-type: none"> <li>● Increasing support to sites with a high concentration of unduplicated students;</li> <li>● Reducing class sizes to allow for more individual teacher student instructional time;</li> <li>● Providing grade level and department PLC collaboration;</li> <li>● Hiring additional counselors to ensure low income students</li> </ul>	<p>All Schools With an average of 70% unduplicated count students in each school, these funds will be used school-wide and district-wide. Some funds are used specifically for individual English learners and foster youth.</p>		<p>Grade Span Adjustment K-3 \$470K S&amp;C</p> <p>Class Size Reduction 9<sup>th</sup> Grade Math and ELA \$45K S&amp;C</p> <p>Increase .5 Vice Principals at PINT and Pine Ridge to 1 FTE per school \$84K S&amp;C</p>	<p>*Continues funding level at year 2014-2015</p> <p>* Grade Span Adjustment K-3 \$470K S&amp;C</p> <p>*Class Size Reduction 9<sup>th</sup> Grade Math and ELA \$45K S&amp;C</p> <p>*Increase .5 Vice Principals at PINT and Pine Ridge to 1 FTE per school \$84K S&amp;C</p>	<p>*Continues funding level at year 2014-2015</p> <p>* Grade Span Adjustment K-3 \$470K S&amp;C</p> <p>*Class Size Reduction 9<sup>th</sup> Grade Math and ELA \$45K S&amp;C</p> <p>*Increase .5 Vice Principals at PINT and Pine Ridge to 1 FTE per school \$84K S&amp;C</p>



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					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		<p><i>receive the social-emotional and academic guidance he/she may need;</i></p> <ul style="list-style-type: none"> <li>● Purchasing ELA materials/resources/intervention programs;</li> <li>● Participating in professional development, <i>including Framework for Understand Poverty;</i></li> <li>● Purchasing technology hardware and software to ensure access and equity for all students;</li> <li>● Using flexible scheduling to provide interventions before and after regular school day;</li> <li>● Articulating between grade levels and departments;</li> <li>● Analyzing student data to improve instructional strategies to increase student learning.</li> </ul>			<p>Increase .5 Principal at Cedarwood to 1 FTE \$52K S&amp;C</p> <p>Three additional School Counselors \$175K Professional Development TK-12 \$132K S&amp;C</p> <p>School Site Identified need LCAP Expenses \$300K (@\$84 per student) Cedarwood, Pine Ridge, Ridgeview, Ponderosa, Paradise Intermediate, Paradise Elementary, Paradise High School, Honey</p>	<p>*Increase .5 Principal at Cedarwood to 1 FTE \$52K S&amp;C</p> <p>*Three additional School Counselors \$175K *Professional Development TK-12 \$132K S&amp;C</p> <p>* School Site Identified need LCAP Expenses \$300K (@\$84 per student) Cedarwood, Pine Ridge, Ridgeview, Ponderosa, Paradise Intermediate, Paradise Elementary, Paradise High School, Honey</p>	<p>*Increase .5 Principal at Cedarwood to 1 FTE \$52K S&amp;C</p> <p>*Three additional School Counselors \$175K *Professional Development TK-12 \$132K S&amp;C</p> <p>* School Site Identified need LCAP Expenses \$300K (@\$84 per student) Cedarwood, Pine Ridge, Ridgeview, Ponderosa, Paradise Intermediate, Paradise Elementary, Paradise High School, Honey</p>

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					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
					Run Academy. S&C	Run Academy. S&C	Run Academy. S&C
					PHS identified LCAP Expenses specific to the needs of PHS achievement goals, activities and services (See PHS LCAP Site Plan) \$225K S&C	*PHS identified LCAP Expenses specific to the needs of PHS achievement goals, activities and services (See PHS LCAP Site Plan) \$225K S&C	*PHS identified LCAP Expenses specific to the needs of PHS achievement goals, activities and services (See PHS LCAP Site Plan) \$225K S&C
					Additional counseling services – Ridgeview \$12K S&C	Additional counseling services – Ridgeview \$12K S&C	Additional counseling services – Ridgeview \$12K S&C
					CCSS Materials and Resources \$150K CCSS \$200K Textbook Funding	CCSS Materials and Resources \$400K Textbook Funding	CCSS Materials and Resources \$400K Textbook Funding
					Update and Increase Technology \$50K CCSS	Update and Increase Technology \$80K Microsoft Settlement	

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
<p><b>Goal #2</b> <b>Mathematics</b> Students will graduate Paradise Unified School District with the mathematics skills required for globally competitive college and career readiness.</p>	<p>1 – Sufficient instructional materials 2 - Implementation of State Standards 4 – Pupil Achievement 7 – Course Access 8 – Other Pupil Outcomes</p>	<p>For the goal of increased student achievement in mathematics for <b>Low Income</b> students PUSD will attract, retain, and develop high quality staff by providing professional development, resources, and appropriate learning environments. In addition PUSD increased services for this subgroup will include:</p> <ul style="list-style-type: none"> <li>● <i>Increasing support to sites with a high concentration of unduplicated students;</i></li> <li>● <i>Reducing class sizes to allow for more individual teacher student instructional time;</i></li> <li>● <i>Providing grade level and department PLC collaboration time;</i></li> <li>● <i>Hiring additional counselors to ensure low income students receive the social-emotional and academic guidance he/she may need;</i></li> <li>● <i>Purchasing Math materials/resources/intervention programs;</i></li> <li>● <i>Participating in professional development including Framework for Understanding Poverty;</i></li> </ul>	<p>All Schools With an average of 70% unduplicated count students in each school, these funds will be used school-wide and district-wide. Some funds are used specifically for individual English learners and foster youth.</p>		<p>Grade Span Adjustment K-3 \$470K S&amp;C Class Size Reduction 9<sup>th</sup> Grade Math and ELA \$45K S&amp;C</p> <p>Increase .5 Vice Principals at PINT and Pine Ridge to 1 FTE per school \$84K S&amp;C</p> <p>Increase .5 Principal at Cedarwood to 1 FTE \$52K S&amp;C Three additional School Counselors \$175K</p>	<p>*Continues funding level at year 2014-2015</p> <p>* Grade Span Adjustment K-3 \$470K S&amp;C *Class Size Reduction 9<sup>th</sup> Grade Math and ELA \$45K S&amp;C</p> <p>*Increase .5 Vice Principals at PINT and Pine Ridge to 1 FTE per school \$84K S&amp;C</p> <p>*Increase .5 Principal at Cedarwood to 1 FTE \$52K S&amp;C *Three additional School Counselors \$175K</p>	<p>*Continues funding level at year 2014-2015</p> <p>* Grade Span Adjustment K-3 \$470K S&amp;C *Class Size Reduction 9<sup>th</sup> Grade Math and ELA \$45K S&amp;C</p> <p>*Increase .5 Vice Principals at PINT and Pine Ridge to 1 FTE per school \$84K S&amp;C</p> <p>*Increase .5 Principal at Cedarwood to 1 FTE \$52K S&amp;C *Three additional School Counselors \$175K</p>

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					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		<ul style="list-style-type: none"> <li>● Purchasing technology hardware and software to ensure access and equity for all students;</li> <li>● Using flexible scheduling to provide interventions before and after regular school day;</li> <li>● Articulating between grade levels and departments;</li> <li>● Analyzing student data to improve instructional strategies and increase student learning.</li> </ul>			Professional Development TK-12 \$132K S&C  School Site Identified need LCAP Expenses \$300K (@\$84 per student) Cedarwood, Pine Ridge, Ridgeview, Ponderosa, Paradise Intermediate, Paradise Elementary, Paradise High School, Honey Run Academy. S&C  PHS identified LCAP Expenses specific to the needs of PHS achievement goals, activities and services (See PHS LCAP	*Professional Development TK-12 \$132K S&C  * School Site Identified need LCAP Expenses \$300K (@\$84 per student) Cedarwood, Pine Ridge, Ridgeview, Ponderosa, Paradise Intermediate, Paradise Elementary, Paradise High School, Honey Run Academy. S&C  *PHS identified LCAP Expenses specific to the needs of PHS achievement goals, activities and services (See PHS LCAP	*Professional Development TK-12 \$132K S&C  * School Site Identified need LCAP Expenses \$300K (@\$84 per student) Cedarwood, Pine Ridge, Ridgeview, Ponderosa, Paradise Intermediate, Paradise Elementary, Paradise High School, Honey Run Academy. S&C  *PHS identified LCAP Expenses specific to the needs of PHS achievement goals, activities and services (See PHS LCAP

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					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
					Site Plan) \$225K S&C  Additional counseling services – Ridgeview \$12K S&C CCSS Materials and Resources \$150K CCSS \$200K Textbook Funding  Update and Increase Technology \$50K CCSS	Site Plan) \$225K S&C  Additional counseling services – Ridgeview \$12K S&C CCSS Materials and Resources \$400K Textbook Funding  Update and Increase Technology \$80K Microsoft Settlement	Site Plan) \$225K S&C  Additional counseling services – Ridgeview \$12K S&C CCSS Materials and Resources \$400K Textbook Funding
<b>Goal #3</b> <b>School Culture</b> Create a positive environment to promote safety, respect, responsibility, and active participation.	3 – Parental Involvement 5 – Pupil Engagement 6 – School Climate	For the goal of creating a positive environment for <b>Low Income</b> students PUSD will attract, retain, and develop high quality staff by providing professional development, resources, and appropriate learning environments. In addition PUSD <b>increased services for this subgroup will</b>	All Schools With an average of 70% unduplicated count students in each school, these funds will be used		Grade Span Adjustment K-3 \$470K S&C  Class Size Reduction 9 <sup>th</sup>	*Continues funding level at year 2014-2015  * Grade Span Adjustment K-3 \$470K S&C  *Class Size Reduction 9 <sup>th</sup>	*Continues funding level at year 2014-2015  * Grade Span Adjustment K-3 \$470K S&C  *Class Size Reduction 9 <sup>th</sup>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		<p><b>include:</b></p> <ul style="list-style-type: none"> <li>● Increasing support to sites with a high concentration of unduplicated students;</li> <li>● Fully implementing Positive Behaviors and Interventions Support (PBIS) Program;</li> <li>● Reducing class sizes in K-3 and 9<sup>th</sup> grade ELA and math to allow for more individual teacher student instructional time;</li> <li>● Hiring additional counselors to ensure low income students receive the social-emotional and academic guidance he/she may need;</li> <li>● Increasing access to technology to ensure equity for all students;</li> <li>● Increasing student attendance rates;</li> <li>● Expanding student access to school libraries to help give low income students the academic resources he/she may need;</li> <li>● Provide career focused activities including field trips;</li> <li>● Increasing parents and</li> </ul>	school-wide and district-wide. Some funds are used specifically for individual English learners and foster youth.		<p>Grade Math and ELA \$45K S&amp;C</p> <p>Increase .5 Vice Principals at PINT and Pine Ridge to 1 FTE per school \$84K S&amp;C</p> <p>Increase .5 Principal at Cedarwood to 1 FTE \$52K S&amp;C Three additional School Counselors \$175K Community/School /Student Attendance Liaison \$45K</p> <p>Extend Library Specialists an additional hour</p>	<p>Grade Math and ELA \$45K S&amp;C</p> <p>*Increase .5 Vice Principals at PINT and Pine Ridge to 1 FTE per school \$84K S&amp;C</p> <p>*Increase .5 Principal at Cedarwood to 1 FTE \$52K S&amp;C *Three additional School Counselors \$175K *Community/School /Student Attendance Liaison \$45K</p> <p>*Extend Library Specialists an additional hour</p>	<p>Grade Math and ELA \$45K S&amp;C</p> <p>*Increase .5 Vice Principals at PINT and Pine Ridge to 1 FTE per school \$84K S&amp;C</p> <p>*Increase .5 Principal at Cedarwood to 1 FTE \$52K S&amp;C *Three additional School Counselors \$175K *Community/School /Student Attendance Liaison \$45K</p> <p>*Extend Library Specialists an additional hour</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		community engagement; ● Analyzing student data to improve instructional strategies to increase student learning and achievement.			per day \$30K  School Site Identified need LCAP Expenses \$300K (@\$84 per student) Cedarwood, Pine Ridge, Ridgeview, Ponderosa, Paradise Intermediate, Paradise Elementary, Paradise High School, Honey Run Academy. S&C  PHS identified LCAP Expenses specific to the needs of PHS achievement goals, activities and services (See PHS LCAP Site Plan)	per day \$30K  * School Site Identified need LCAP Expenses \$300K (@\$84 per student) Cedarwood, Pine Ridge, Ridgeview, Ponderosa, Paradise Intermediate, Paradise Elementary, Paradise High School, Honey Run Academy. S&C  *PHS identified LCAP Expenses specific to the needs of PHS achievement goals, activities and services (See PHS LCAP Site Plan)	per day \$30K  * School Site Identified need LCAP Expenses \$300K (@\$84 per student) Cedarwood, Pine Ridge, Ridgeview, Ponderosa, Paradise Intermediate, Paradise Elementary, Paradise High School, Honey Run Academy. S&C  *PHS identified LCAP Expenses specific to the needs of PHS achievement goals, activities and services (See PHS LCAP Site Plan)

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
					\$225K S&C  Additional counseling services – Ridgeview \$12K S&C  CCSS Materials and Resources \$150K CCSS \$200K Textbook Funding  Update and Increase Technology \$50K CCSS	\$225K S&C  Additional counseling services – Ridgeview \$12K S&C  CCSS Materials and Resources \$400K Textbook Funding  Update and Increase Technology \$80K Microsoft Settlement	\$225K S&C  Additional counseling services – Ridgeview \$12K S&C  CCSS Materials and Resources \$400K Textbook Funding
<b><u>Goal #4 Common Core and ELD State Standards Implementation</u></b> Paradise Unified School District will graduate students having received rigorous instruction in ELA, mathematics,	1 – Sufficient instructional materials 2 - Implementation of State Standards 4 – Pupil	For the goal of fully implementing Common Core and ELD State Standards for <b>Low Income</b> students PUSD will attract, retain, and develop high quality staff by providing professional development, resources, and appropriate learning environments. In addition PUSD increased services	All Schools With an average of 70% unduplicated count students in each school, these funds will be used		Grade Span Adjustment K-3 \$470K S&C  Class Size Reduction 9 <sup>th</sup>	*Continues funding level at year 2014-2015  * Grade Span Adjustment K-3 \$470K S&C  *Class Size Reduction 9 <sup>th</sup>	*Continues funding level at year 2014-2015  * Grade Span Adjustment K-3 \$470K S&C  *Class Size Reduction 9 <sup>th</sup>



Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
and literacy across all core content areas.	Achievement 7 – Course Access 8 – Other Pupil Outcomes	for this subgroup will include: <ul style="list-style-type: none"> <li>● <i>Increasing support to sites with a high concentration of unduplicated students;</i></li> <li>● <i>Hiring additional counselors to ensure low income students receive the social-emotional and academic guidance he/she may need;</i></li> <li>● <i>Purchasing Common Core ELA, math, and subject matter materials, resources, and intervention programs;</i></li> <li>● <i>Participating in CCSS professional development;</i></li> <li>● <i>Creating CCSS-aligned report cards;</i></li> <li>● <i>Creating and implement CCSS-aligned local assessments;</i></li> <li>● <i>Increasing student access to technology to ensure equity for all students;</i></li> <li>● <i>Providing grade level and department collaboration time.</i></li> </ul>	school-wide and district-wide. Some funds are used specifically for individual English learners and foster youth.		Grade Math and ELA \$45K S&C  Increase .5 Vice Principals at PINT and Pine Ridge to 1 FTE per school \$84K S&C  Increase .5 Principal at Cedarwood to 1 FTE \$52K S&C Three additional School Counselors \$175K Community / School /Student Attendance Liaison \$45K  Extend Library Specialists an additional hour per day	Grade Math and ELA \$45K S&C  *Increase .5 Vice Principals at PINT and Pine Ridge to 1 FTE per school \$84K S&C  *Increase .5 Principal at Cedarwood to 1 FTE \$52K S&C *Three additional School Counselors \$175K *Community / School /Student Attendance Liaison \$45K  *Extend Library Specialists an additional hour per day	Grade Math and ELA \$45K S&C  *Increase .5 Vice Principals at PINT and Pine Ridge to 1 FTE per school \$84K S&C  *Increase .5 Principal at Cedarwood to 1 FTE \$52K S&C *Three additional School Counselors \$175K *Community / School /Student Attendance Liaison \$45K  *Extend Library Specialists an additional hour per day

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
					\$30K  School Site Identified need LCAP Expenses \$300K (@\$84 per student) Cedarwood, Pine Ridge, Ridgeview, Ponderosa, Paradise Intermediate, Paradise Elementary, Paradise High School, Honey Run Academy. S&C  PHS identified LCAP Expenses specific to the needs of PHS achievement goals, activities and services (See PHS LCAP Site Plan) \$225K S&C	\$30K  * School Site Identified need LCAP Expenses \$300K (@\$84 per student) Cedarwood, Pine Ridge, Ridgeview, Ponderosa, Paradise Intermediate, Paradise Elementary, Paradise High School, Honey Run Academy. S&C  *PHS identified LCAP Expenses specific to the needs of PHS achievement goals, activities and services (See PHS LCAP Site Plan) \$225K S&C	\$30K  * School Site Identified need LCAP Expenses \$300K (@\$84 per student) Cedarwood, Pine Ridge, Ridgeview, Ponderosa, Paradise Intermediate, Paradise Elementary, Paradise High School, Honey Run Academy. S&C  *PHS identified LCAP Expenses specific to the needs of PHS achievement goals, activities and services (See PHS LCAP Site Plan) \$225K S&C

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
					Additional counseling services – Ridgeview \$12K S&C  CCSS Materials and Resources \$150K CCSS \$200K Textbook Funding  Update and Increase Technology \$50K CCSS	Additional counseling services – Ridgeview \$12K S&C  CCSS Materials and Resources \$400K Textbook Funding  Update and Increase Technology \$80K Microsoft Settlement	Additional counseling services – Ridgeview \$12K S&C  CCSS Materials and Resources \$400K Textbook Funding

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
<p><b>Goal #1</b> <b>ELA/Literacy</b> Students will graduate Paradise Unified School District with the reading and literacy skills required for globally competitive college and career readiness.</p>	<p>1 – Sufficient instructional materials 2 - Implementation of State Standards 4 – Pupil Achievement 7 – Course Access 8 – Other Pupil Outcomes</p>	<p>For the goal of increased student achievement in ELA and literacy for <b>Foster Youth</b> students, PUSD will attract, retain, and develop high quality staff by providing professional development, resources, and appropriate learning environments. In addition PUSD increased services for this subgroup will include:</p> <ul style="list-style-type: none"> <li>● <i>Developing a comprehensive Individual Education Plan that will include an annual individual culmination or graduation plan, as grade appropriate;</i></li> <li>● <i>Reducing class sizes to help close the ELA/literacy achievement gap between foster youth and the general population by 10%;</i></li> <li>● <i>Providing grade level and department PLC collaboration;</i></li> <li>● <i>Hiring additional counselors so that foster youth receive the social-emotional and</i></li> </ul>	<p>All Schools With an average of 70% unduplicated count students in each school, these funds will be used school-wide and district-wide. Some funds are used specifically for individual English learners and foster youth.</p>		<p>Grade Span Adjustment K-3 \$470K S&amp;C</p> <p>Class Size Reduction 9<sup>th</sup> Grade Math and ELA \$45K S&amp;C</p> <p>Increase .5 Vice Principals at PINT and Pine Ridge to 1 FTE per school \$84K S&amp;C</p> <p>Increase .5 Principal at Cedarwood to 1 FTE \$52K S&amp;C</p>	<p>*Continues funding level at year 2014-2015</p> <p>* Grade Span Adjustment K-3 \$470K S&amp;C</p> <p>*Class Size Reduction 9<sup>th</sup> Grade Math and ELA \$45K S&amp;C</p> <p>*Increase .5 Vice Principals at PINT and Pine Ridge to 1 FTE per school \$84K S&amp;C</p> <p>*Increase .5 Principal at Cedarwood to 1 FTE \$52K S&amp;C</p>	<p>*Continues funding level at year 2014-2015</p> <p>* Grade Span Adjustment K-3 \$470K S&amp;C</p> <p>*Class Size Reduction 9<sup>th</sup> Grade Math and ELA \$45K S&amp;C</p> <p>*Increase .5 Vice Principals at PINT and Pine Ridge to 1 FTE per school \$84K S&amp;C</p> <p>*Increase .5 Principal at Cedarwood to 1 FTE \$52K S&amp;C</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		<p><i>academic guidance he/she may need;</i></p> <ul style="list-style-type: none"> <li>● <i>Providing after school academic tutoring services for foster youth;</i></li> <li>● <i>Allowing foster youth for remain in high school a 5<sup>th</sup> year if necessary to complete A-G requirements;</i></li> <li>● <i>Purchasing ELA materials/resources/intervention programs;</i></li> <li>● <i>Participating in professional development, including Framework for Understand Poverty and training in reducing the educational gap of foster youth;</i></li> <li>● <i>Purchasing technology hardware and software to ensure access and equity for all foster youth students;</i></li> <li>● <i>Using flexible scheduling (E-Learning and Independent Study) to help decrease by 5% foster youth alternative education transfers;</i></li> <li>● <i>Articulating between grade levels and departments;</i></li> <li>● <i>Analyzing student data to improve instructional</i></li> </ul>			<p>Three additional School Counselors \$175K</p> <p>Professional Development TK-12 \$132K S&amp;C</p> <p>School Site Identified need LCAP Expenses \$300K (@\$84 per student) Cedarwood, Pine Ridge, Ridgeview, Ponderosa, Paradise Intermediate, Paradise Elementary, Paradise High School, Honey Run Academy. S&amp;C</p> <p>PHS identified LCAP Expenses</p>	<p>*Three additional School Counselors \$175K</p> <p>*Professional Development TK-12 \$132K S&amp;C</p> <p>* School Site Identified need LCAP Expenses \$300K (@\$84 per student) Cedarwood, Pine Ridge, Ridgeview, Ponderosa, Paradise Intermediate, Paradise Elementary, Paradise High School, Honey Run Academy. S&amp;C</p> <p>*PHS identified LCAP Expenses</p>	<p>*Three additional School Counselors \$175K</p> <p>*Professional Development TK-12 \$132K S&amp;C</p> <p>* School Site Identified need LCAP Expenses \$300K (@\$84 per student) Cedarwood, Pine Ridge, Ridgeview, Ponderosa, Paradise Intermediate, Paradise Elementary, Paradise High School, Honey Run Academy. S&amp;C</p> <p>*PHS identified LCAP Expenses</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		strategies to increase student learning and to <i>help close the achievement gap between foster youth and the general population by 10%.</i>			specific to the needs of PHS achievement goals, activities and services (See PHS LCAP Site Plan) \$225K S&C  Additional counseling services – Ridgeview \$12K S&C  CCSS Materials and Resources \$150K CCSS \$200K Textbook Funding  Update and Increase Technology \$50K CCSS	specific to the needs of PHS achievement goals, activities and services (See PHS LCAP Site Plan) \$225K S&C  Additional counseling services – Ridgeview \$12K S&C  CCSS Materials and Resources \$400K Textbook Funding  Update and Increase Technology \$80K Microsoft Settlement	specific to the needs of PHS achievement goals, activities and services (See PHS LCAP Site Plan) \$225K S&C  Additional counseling services – Ridgeview \$12K S&C  CCSS Materials and Resources \$400K Textbook Funding
<b>Goal #2 Mathematics</b> Students will graduate Paradise Unified School	1 – Sufficient instructional materials 2 -	For the goal of increased student achievement in mathematics for <b>Foster Youth</b> students, PUSD will attract, retain, and develop high quality staff by providing	All Schools With an average of 70% unduplicat		Grade Span	*Continues funding level at year 2014-2015  * Grade Span	*Continues funding level at year 2014-2015  * Grade Span

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
District with the mathematics skills required for globally competitive college and career readiness.	Implementation of State Standards 4 – Pupil Achievement 7 – Course Access 8 – Other Pupil Outcomes	<p>professional development, resources, and appropriate learning environments. In addition PUSD increased services for this subgroup will include:</p> <ul style="list-style-type: none"> <li>● <i>Increasing support to sites with a high concentration of unduplicated students;</i></li> <li>● <i>Developing an Individualized Learning Plan that will include an annual individual culmination or graduation plan, as grade appropriate;</i></li> <li>● <i>Reducing class sizes to help close the mathematics achievement gap between foster youth and the general population by 10%;</i></li> <li>● <i>Providing grade level and department PLC collaboration;</i></li> <li>● <i>Hiring additional counselors to ensure foster youth receive the social-emotional and academic guidance he/she may need;</i></li> <li>● <i>Providing after school academic tutoring services for foster youth;</i></li> <li>● <i>Allowing foster youth for remain in high school a 5<sup>th</sup></i></li> </ul>	ed count students in each school, these funds will be used school-wide and district-wide. Some funds are used specifically for individual English learners and foster youth.		<p>Adjustment K-3 \$470K S&amp;C</p> <p>Class Size Reduction 9<sup>th</sup> Grade Math and ELA \$45K S&amp;C</p> <p>Increase .5 Vice Principals at PINT and Pine Ridge to 1 FTE per school \$84K S&amp;C</p> <p>Increase .5 Principal at Cedarwood to 1 FTE \$52K S&amp;C</p> <p>Three additional School Counselors \$175K</p> <p>Professional Development TK-12 \$132K S&amp;C</p>	<p>Adjustment K-3 \$470K S&amp;C</p> <p>*Class Size Reduction 9<sup>th</sup> Grade Math and ELA \$45K S&amp;C</p> <p>*Increase .5 Vice Principals at PINT and Pine Ridge to 1 FTE per school \$84K S&amp;C</p> <p>*Increase .5 Principal at Cedarwood to 1 FTE \$52K S&amp;C</p> <p>*Three additional School Counselors \$175K</p> <p>*Professional Development TK-12 \$132K S&amp;C</p>	<p>Adjustment K-3 \$470K S&amp;C</p> <p>*Class Size Reduction 9<sup>th</sup> Grade Math and ELA \$45K S&amp;C</p> <p>*Increase .5 Vice Principals at PINT and Pine Ridge to 1 FTE per school \$84K S&amp;C</p> <p>*Increase .5 Principal at Cedarwood to 1 FTE \$52K S&amp;C</p> <p>*Three additional School Counselors \$175K</p> <p>*Professional Development TK-12 \$132K S&amp;C</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		<p><i>year if necessary to complete A-G requirements;</i></p> <ul style="list-style-type: none"> <li>● Purchasing Math materials/resources/intervention programs;</li> <li>● Participating in professional development, including Framework for Understand Poverty and training in understanding the educational gap of foster youth;</li> <li>● Purchasing technology hardware and software to ensure access and equity for foster youth;</li> <li>● Using flexible scheduling Use flexible scheduling (<i>E-Learning and Independent Study</i>) to help decrease by 5% foster youth alternative education; transfers</li> <li>● Articulating between grade levels and departments;</li> <li>● Analyzing student data to improve instructional strategies and increase student learning.</li> </ul>			<p>School Site Identified need LCAP Expenses \$300K (@\$84 per student) Cedarwood, Pine Ridge, Ridgeview, Ponderosa, Paradise Intermediate, Paradise Elementary, Paradise High School, Honey Run Academy. S&amp;C</p> <p>PHS identified LCAP Expenses specific to the needs of PHS achievement goals, activities and services (See PHS LCAP Site Plan) \$225K S&amp;C</p> <p>Additional counseling</p>	<p>* School Site Identified need LCAP Expenses \$300K (@\$84 per student) Cedarwood, Pine Ridge, Ridgeview, Ponderosa, Paradise Intermediate, Paradise Elementary, Paradise High School, Honey Run Academy. S&amp;C</p> <p>*PHS identified LCAP Expenses specific to the needs of PHS achievement goals, activities and services (See PHS LCAP Site Plan) \$225K S&amp;C</p> <p>Additional counseling</p>	<p>* School Site Identified need LCAP Expenses \$300K (@\$84 per student) Cedarwood, Pine Ridge, Ridgeview, Ponderosa, Paradise Intermediate, Paradise Elementary, Paradise High School, Honey Run Academy. S&amp;C</p> <p>*PHS identified LCAP Expenses specific to the needs of PHS achievement goals, activities and services (See PHS LCAP Site Plan) \$225K S&amp;C</p> <p>Additional counseling</p>



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					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
					services – Ridgeview \$12K S&C  CCSS Materials and Resources \$150K CCSS \$200K Textbook Funding Update and Increase Technology \$50K CCSS	services – Ridgeview \$12K S&C  CCSS Materials and Resources \$400K Textbook Funding Update and Increase Technology \$80K Microsoft Settlement	services – Ridgeview \$12K S&C  CCSS Materials and Resources \$400K Textbook Funding
<b>Goal #3 School Culture</b> Create a positive environment to promote safety, respect, responsibility, and active participation.	3 – Parental Involvement 5 – Pupil Engagement 6 – School Climate	For the goal of creating a positive environment for <b>Foster Youth</b> students, PUSD will attract, retain, and develop high quality staff by providing professional development, resources, and appropriate learning environments. In addition PUSD <b>increased services for this subgroup will include:</b> <ul style="list-style-type: none"> <li>Increasing support to sites with a high concentration of unduplicated students;</li> <li>Developing an Individualized Learning Plan that will include an annual individual culmination or graduation</li> </ul>	All Schools With an average of 70% unduplicated count students in each school, these funds will be used school-wide and district-wide. Some funds are		Grade Span Adjustment K-3 \$470K S&C  Class Size Reduction 9 <sup>th</sup> Grade Math and ELA \$45K S&C  Increase .5 Vice Principals at PINT and Pine Ridge to 1	*Continues funding level at year 2014-2015  * Grade Span Adjustment K-3 \$470K S&C  *Class Size Reduction 9 <sup>th</sup> Grade Math and ELA \$45K S&C  *Increase .5 Vice Principals at PINT and Pine Ridge to 1	*Continues funding level at year 2014-2015  * Grade Span Adjustment K-3 \$470K S&C  *Class Size Reduction 9 <sup>th</sup> Grade Math and ELA \$45K S&C  *Increase .5 Vice Principals at PINT and Pine Ridge to 1

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		<p><i>plan, as grade appropriate;</i></p> <ul style="list-style-type: none"> <li>● Implementing Positive Behaviors and Interventions Support (PBIS) Program;</li> <li>● Reducing class sizes in K-3 and 9<sup>th</sup> grade ELA and math <i>to help close the mathematics achievement gap between foster youth and the general population by 10%;</i></li> <li>● Hiring additional counselors <i>to provide foster youth with the support necessary to reduce the achievement gap;</i></li> <li>● Providing after school academic tutoring services for foster youth;</li> <li>● Allowing foster youth for remain in high school a 5<sup>th</sup> year if necessary to complete A-G requirements;</li> <li>● Increasing access to technology to ensure access and equity for foster youth;</li> <li>● Increasing student attendance rates to help close the achievement gap of foster youth;</li> <li>● Expanding student access to school libraries to help close the achievement gap of foster youth;</li> </ul>	used specifically for individual English learners and foster youth.		<p>FTE per school \$84K S&amp;C</p> <p>Increase .5 Principal at Cedarwood to 1 FTE \$52K S&amp;C Three additional School Counselors \$175K</p> <p>Community/School/Student Attendance Liaison \$45K</p> <p>Extend Library Specialists an additional hour per day \$30K</p> <p>School Site Identified need LCAP Expenses \$300K (@\$84 per student)</p>	<p>FTE per school \$84K S&amp;C</p> <p>*Increase .5 Principal at Cedarwood to 1 FTE \$52K S&amp;C *Three additional School Counselors \$175K</p> <p>*Community/School/Student Attendance Liaison \$45K</p> <p>*Extend Library Specialists an additional hour per day \$30K</p> <p>* School Site Identified need LCAP Expenses \$300K (@\$84 per student) Cedarwood, Pine</p>	<p>FTE per school \$84K S&amp;C</p> <p>*Increase .5 Principal at Cedarwood to 1 FTE \$52K S&amp;C *Three additional School Counselors \$175K</p> <p>*Community/School/Student Attendance Liaison \$45K</p> <p>*Extend Library Specialists an additional hour per day \$30K</p> <p>* School Site Identified need LCAP Expenses \$300K (@\$84 per student) Cedarwood, Pine</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		<p>youth;</p> <ul style="list-style-type: none"> <li>● Provide career focused activities including field trips;</li> <li>● Increasing <i>foster</i> parents and community engagement;</li> <li>● Analyzing student data to improve instructional strategies and increase student learning <i>to increase the graduation rate of foster youth by 10%</i></li> </ul>			<p>Cedarwood, Pine Ridge, Ridgeview, Ponderosa, Paradise Intermediate, Paradise Elementary, Paradise High School, Honey Run Academy. S&amp;C</p> <p>PHS identified LCAP Expenses specific to the needs of PHS achievement goals, activities and services (See PHS LCAP Site Plan) \$225K S&amp;C</p> <p>Additional counseling services – Ridgeview \$12K S&amp;C</p> <p>CCSS Materials and Resources</p>	<p>Ridge, Ridgeview, Ponderosa, Paradise Intermediate, Paradise Elementary, Paradise High School, Honey Run Academy. S&amp;C</p> <p>*PHS identified LCAP Expenses specific to the needs of PHS achievement goals, activities and services (See PHS LCAP Site Plan) \$225K S&amp;C</p> <p>Additional counseling services – Ridgeview \$12K S&amp;C</p> <p>CCSS Materials and Resources \$400K</p>	<p>Ridge, Ridgeview, Ponderosa, Paradise Intermediate, Paradise Elementary, Paradise High School, Honey Run Academy. S&amp;C</p> <p>*PHS identified LCAP Expenses specific to the needs of PHS achievement goals, activities and services (See PHS LCAP Site Plan) \$225K S&amp;C</p> <p>Additional counseling services – Ridgeview \$12K S&amp;C</p> <p>CCSS Materials and Resources \$400K</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
					\$150K CCSS \$200K Textbook Funding  Update and Increase Technology \$50K CCSS	Textbook Funding  Update and Increase Technology \$80K Microsoft Settlement	Textbook Funding
<b>Goal #4 Common Core and ELD State Standards Implementation</b> Paradise Unified School District will graduate students having received rigorous instruction in ELA, mathematics, and literacy across all core content areas.	1 – Sufficient instructional materials 2 - Implementation of State Standards 4 – Pupil Achievement 7 – Course Access 8 – Other Pupil Outcomes	For the goal of fully implementing Common Core and ELD State Standards for <b>Foster Youth</b> students, PUSD will attract, retain, and develop high quality staff by providing professional development, resources, and appropriate learning environments. In addition PUSD increased services for this subgroup will include: <ul style="list-style-type: none"> <li>Increasing support to sites with a high concentration of unduplicated students;</li> <li>Developing an Individualized Learning Plan that will include an annual individual culmination or graduation plan, as grade appropriate;</li> <li>Hiring additional counselors to ensure foster youth receive the social-emotional and</li> </ul>	All Schools With an average of 70% unduplicated count students in each school, these funds will be used school-wide and district-wide. Some funds are used specifically for individual English		Grade Span Adjustment K-3 \$470K S&C  Class Size Reduction 9 <sup>th</sup> Grade Math and ELA \$45K S&C  Increase .5 Vice Principals at PINT and Pine Ridge to 1 FTE per school \$84K S&C	*Continues funding level at year 2014-2015  * Grade Span Adjustment K-3 \$470K S&C  *Class Size Reduction 9 <sup>th</sup> Grade Math and ELA \$45K S&C  *Increase .5 Vice Principals at PINT and Pine Ridge to 1 FTE per school \$84K S&C	*Continues funding level at year 2014-2015  * Grade Span Adjustment K-3 \$470K S&C  *Class Size Reduction 9 <sup>th</sup> Grade Math and ELA \$45K S&C  *Increase .5 Vice Principals at PINT and Pine Ridge to 1 FTE per school \$84K S&C

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		<p><i>academic guidance he/she may need;</i></p> <ul style="list-style-type: none"> <li>● <i>Counselors will receive training on the needs of foster youth;</i></li> <li>● <i>Providing after school academic tutoring services for foster youth;</i></li> <li>● <i>Allowing foster youth for remain in high school a 5<sup>th</sup> year if necessary to complete A-G requirements;</i></li> <li>● <i>Purchasing Common Core ELA, math, and subject matter materials, resources and intervention programs;</i></li> <li>● <i>Participating in CCSS professional development;</i></li> <li>● <i>Creating CCSS-aligned report cards;</i></li> <li>● <i>Creating and implement CCSS-aligned local assessments;</i></li> <li>● <i>Increasing access to technology to ensure access and equity for foster youth;</i></li> <li>● <i>Providing grade level and department collaboration time including collaborating with child welfare agency staff.</i></li> </ul>	learners and foster youth.		<p>Increase .5 Principal at Cedarwood to 1 FTE \$52K S&amp;C Three additional School Counselors \$175K Community/School/Student Attendance Liaison \$45K</p> <p>Extend Library Specialists an additional hour per day \$30K</p> <p>School Site Identified need LCAP Expenses \$300K (@\$84 per student) Cedarwood, Pine Ridge, Ridgeview, Ponderosa,</p>	<p>*Increase .5 Principal at Cedarwood to 1 FTE \$52K S&amp;C *Three additional School Counselors \$175K *Community/School/Student Attendance Liaison \$45K</p> <p>*Extend Library Specialists an additional hour per day \$30K</p> <p>* School Site Identified need LCAP Expenses \$300K (@\$84 per student) Cedarwood, Pine Ridge, Ridgeview, Ponderosa,</p>	<p>*Increase .5 Principal at Cedarwood to 1 FTE \$52K S&amp;C *Three additional School Counselors \$175K *Community/School/Student Attendance Liaison \$45K</p> <p>*Extend Library Specialists an additional hour per day \$30K</p> <p>* School Site Identified need LCAP Expenses \$300K (@\$84 per student) Cedarwood, Pine Ridge, Ridgeview, Ponderosa,</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
					<p>Paradise Intermediate, Paradise Elementary, Paradise High School, Honey Run Academy. S&amp;C</p> <p>PHS identified LCAP Expenses specific to the needs of PHS achievement goals, activities and services (See PHS LCAP Site Plan) \$225K S&amp;C</p> <p>Additional counseling services – Ridgeview \$12K S&amp;C</p> <p>CCSS Materials and Resources \$150K CCSS \$200K Textbook Funding</p>	<p>Paradise Intermediate, Paradise Elementary, Paradise High School, Honey Run Academy. S&amp;C</p> <p>*PHS identified LCAP Expenses specific to the needs of PHS achievement goals, activities and services (See PHS LCAP Site Plan) \$225K S&amp;C</p> <p>Additional counseling services – Ridgeview \$12K S&amp;C</p> <p>CCSS Materials and Resources \$400K Textbook Funding</p>	<p>Paradise Intermediate, Paradise Elementary, Paradise High School, Honey Run Academy. S&amp;C</p> <p>*PHS identified LCAP Expenses specific to the needs of PHS achievement goals, activities and services (See PHS LCAP Site Plan) \$225K S&amp;C</p> <p>Additional counseling services – Ridgeview \$12K S&amp;C</p> <p>CCSS Materials and Resources \$400K Textbook Funding</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
					Update and Increase Technology \$50K CCSS	Update and Increase Technology \$80K Microsoft Settlement	

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
<p><b>Goal #1</b> <b><u>ELA/Literacy</u></b> Students will graduate Paradise Unified School District with the reading and literacy skills required for globally competitive college and career readiness.</p>	<p>1 – Sufficient instructional materials 2 - Implementation of State Standards 4 – Pupil Achievement 7 – Course Access 8 – Other Pupil Outcomes</p>	<p>For the goal of increased student achievement in ELA and literacy for <b>English Learner</b> students, PUSD will attract, retain, and develop high quality staff by providing professional development, resources, and appropriate learning environments. In addition PUSD increased services for this subgroup will include:</p> <ul style="list-style-type: none"> <li>● <i>Increasing support to sites with a high concentration of unduplicated students;</i></li> <li>● <i>Developing an Individualized Learning Plan that will include</i></li> </ul>	<p>All Schools With an average of 70% unduplicated count students in each school, these funds will be used school-wide and district-wide. Some funds are used specifically</p>		<p>Grade Span Adjustment K-3 \$470K S&amp;C</p> <p>Class Size Reduction 9<sup>th</sup> Grade Math and ELA \$45K S&amp;C</p> <p>Increase .5</p>	<p>*Continues funding level at year 2014-2015</p> <p>* Grade Span Adjustment K-3 \$470K S&amp;C</p> <p>*Class Size Reduction 9<sup>th</sup> Grade Math and ELA \$45K S&amp;C</p> <p>*Increase .5 Vice</p>	<p>*Continues funding level at year 2014-2015</p> <p>* Grade Span Adjustment K-3 \$470K S&amp;C</p> <p>*Class Size Reduction 9<sup>th</sup> Grade Math and ELA \$45K S&amp;C</p> <p>*Increase .5 Vice</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		<p><i>an annual individual culmination or graduation plan, as grade appropriate;</i></p> <ul style="list-style-type: none"> <li>● Access to on-line instruction through Rosetta Stone or a similar program</li> <li>● Reducing class sizes to help close the ELA/literacy achievement gap between English Learner students and the general population by 10%;</li> <li>● Providing grade level and department PLC collaboration, including ELD standards;</li> <li>● Hiring additional counselors to ensure English Learner students receive the social-emotional and academic guidance he/she may need;</li> <li>● Purchasing ELA materials/resources/intervention/and ELD programs;</li> <li>● Participating in professional development, including coaching for full implementation of ELD standards;</li> <li>● Purchasing technology hardware and software to ensure access and equity for</li> </ul>	for individual English learners and foster youth.		<p>Vice Principals at PINT and Pine Ridge to 1 FTE per school \$84K S&amp;C</p> <p>Increase .5 Principal at Cedarwood to 1 FTE \$52K S&amp;C</p> <p>Three additional School Counselors \$175K Professional Development TK-12 \$132K S&amp;C</p> <p>School Site Identified need LCAP Expenses \$300K (@\$84 per student) Cedarwood, Pine Ridge, Ridgeview, Ponderosa, Paradise</p>	<p>Principals at PINT and Pine Ridge to 1 FTE per school \$84K S&amp;C</p> <p>*Increase .5 Principal at Cedarwood to 1 FTE \$52K S&amp;C</p> <p>*Three additional School Counselors \$175K *Professional Development TK-12 \$132K S&amp;C</p> <p>* School Site Identified need LCAP Expenses \$300K (@\$84 per student) Cedarwood, Pine Ridge, Ridgeview, Ponderosa, Paradise</p>	<p>Principals at PINT and Pine Ridge to 1 FTE per school \$84K S&amp;C</p> <p>*Increase .5 Principal at Cedarwood to 1 FTE \$52K S&amp;C</p> <p>*Three additional School Counselors \$175K *Professional Development TK-12 \$132K S&amp;C</p> <p>* School Site Identified need LCAP Expenses \$300K (@\$84 per student) Cedarwood, Pine Ridge, Ridgeview, Ponderosa, Paradise</p>



Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		<p><i>all students;</i></p> <ul style="list-style-type: none"> <li>● Using flexible scheduling to provide interventions before and after regular school day;</li> <li>● Articulating between grade levels and departments;</li> <li>● Analyzing student ELD data to improve instructional strategies to increase student learning.</li> </ul>			<p>Intermediate, Paradise Elementary, Paradise High School, Honey Run Academy. S&amp;C</p> <p>PHS identified LCAP Expenses specific to the needs of PHS achievement goals, activities and services (See PHS LCAP Site Plan) \$225K S&amp;C Additional counseling services – Ridgeview \$12K S&amp;C</p> <p>CCSS Materials and Resources \$150K CCSS \$200K Textbook Funding</p> <p>On-Line Instructional</p>	<p>Intermediate, Paradise Elementary, Paradise High School, Honey Run Academy. S&amp;C</p> <p>*PHS identified LCAP Expenses specific to the needs of PHS achievement goals, activities and services (See PHS LCAP Site Plan) \$225K S&amp;C Additional counseling services – Ridgeview \$12K S&amp;C</p> <p>CCSS Materials and Resources \$400K Textbook Funding</p> <p>*On-Line Instructional</p>	<p>Intermediate, Paradise Elementary, Paradise High School, Honey Run Academy. S&amp;C</p> <p>*PHS identified LCAP Expenses specific to the needs of PHS achievement goals, activities and services (See PHS LCAP Site Plan) \$225K S&amp;C Additional counseling services – Ridgeview \$12K S&amp;C</p> <p>CCSS Materials and Resources \$400K Textbook Funding</p> <p>*On-Line Instructional</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
					Program eg Rosetta Stone or similar program \$5K S&C  Update and Increase Technology \$50K CCSS	Program eg Rosetta Stone or similar program \$5K S&C  Update and Increase Technology \$80K Microsoft Settlement	Program eg Rosetta Stone or similar program \$5K S&C
<b>Goal #2</b> <b>Mathematics</b> Students will graduate Paradise Unified School District with the mathematics skills required for globally competitive college and career readiness.	1 – Sufficient instructional materials 2 - Implementation of State Standards 4 – Pupil Achievement 7 – Course Access 8 – Other Pupil Outcomes	For the goal of increased student achievement in mathematics for <b>English Learner</b> students, PUSD will attract, retain, and develop high quality staff by providing professional development, resources, and appropriate learning environments. In addition PUSD increased services for this subgroup will include: <ul style="list-style-type: none"> <li>● <i>Increasing support to sites with a high concentration of unduplicated students;</i></li> <li>● <i>Developing an Individualized Learning Plan that will include an annual individual culmination or graduation plan, as grade appropriate;</i></li> <li>● <i>Reducing class sizes to help close the mathematics</i></li> </ul>	All Schools With an average of 70% unduplicate d count students in each school, these funds will be used school-wide and district-wide. Some funds are used specifically for individual English learners and foster		Grade Span Adjustment K-3 \$470K S&C  Class Size Reduction 9 <sup>th</sup> Grade Math and ELA \$45K S&C  Increase .5 Vice Principals at PINT and Pine Ridge to 1 FTE per school	*Continues funding level at year 2014-2015  * Grade Span Adjustment K-3 \$470K S&C  *Class Size Reduction 9 <sup>th</sup> Grade Math and ELA \$45K S&C  *Increase .5 Vice Principals at PINT and Pine Ridge to 1 FTE per school	*Continues funding level at year 2014-2015  * Grade Span Adjustment K-3 \$470K S&C  *Class Size Reduction 9 <sup>th</sup> Grade Math and ELA \$45K S&C  *Increase .5 Vice Principals at PINT and Pine Ridge to 1 FTE per school

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		<p><i>achievement gap between English Learner students and the general population by 10%;</i></p> <ul style="list-style-type: none"> <li>● Providing grade level and department PLC collaboration, including ELD standards;</li> <li>● Hiring additional counselors to ensure English Learner students receive the social-emotional and academic guidance he/she may need;</li> <li>● Purchasing Math materials/resources/intervention, and ELD programs;</li> <li>● Participating in professional development, including coaching for full implementation of ELD standards;</li> <li>● Purchasing technology hardware and software to ensure access and equity for all students;</li> <li>● Using flexible scheduling to provide interventions before and after regular school day;</li> <li>● Articulating between grade levels and departments;</li> <li>● Analyzing student ELD data to improve instructional strategies and increase</li> </ul>	youth.		<p>\$84K S&amp;C</p> <p>Increase .5 Principal at Cedarwood to 1 FTE \$52K S&amp;C Three additional School Counselors \$175K Professional Development TK-12 \$132K S&amp;C</p> <p>School Site Identified need LCAP Expenses \$300K (@\$84 per student) Cedarwood, Pine Ridge, Ridgeview, Ponderosa, Paradise Intermediate, Paradise Elementary, Paradise High School, Honey</p>	<p>\$84K S&amp;C</p> <p>*Increase .5 Principal at Cedarwood to 1 FTE \$52K S&amp;C *Three additional School Counselors \$175K Professional Development TK-12 \$132K S&amp;C</p> <p>* School Site Identified need LCAP Expenses \$300K (@\$84 per student) Cedarwood, Pine Ridge, Ridgeview, Ponderosa, Paradise Intermediate, Paradise Elementary, Paradise High School, Honey</p>	<p>\$84K S&amp;C</p> <p>*Increase .5 Principal at Cedarwood to 1 FTE \$52K S&amp;C *Three additional School Counselors \$175K Professional Development TK-12 \$132K S&amp;C</p> <p>* School Site Identified need LCAP Expenses \$300K (@\$84 per student) Cedarwood, Pine Ridge, Ridgeview, Ponderosa, Paradise Intermediate, Paradise Elementary, Paradise High School, Honey</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		student learning.			Run Academy. S&C  PHS identified LCAP Expenses specific to the needs of PHS achievement goals, activities and services (See PHS LCAP Site Plan) \$225K S&C Additional counseling services – Ridgeview \$12K S&C  CCSS Materials and Resources \$150K CCSS \$200K Textbook Funding  On-Line Instructional Program eg Rosetta Stone or similar program \$5K S&C	Run Academy. S&C  *PHS identified LCAP Expenses specific to the needs of PHS achievement goals, activities and services (See PHS LCAP Site Plan) \$225K S&C Additional counseling services – Ridgeview \$12K S&C  CCSS Materials and Resources \$400K Textbook Funding  *On-Line Instructional Program eg Rosetta Stone or similar program \$5K S&C	Run Academy. S&C  *PHS identified LCAP Expenses specific to the needs of PHS achievement goals, activities and services (See PHS LCAP Site Plan) \$225K S&C Additional counseling services – Ridgeview \$12K S&C  CCSS Materials and Resources \$400K Textbook Funding  *On-Line Instructional Program eg Rosetta Stone or similar program \$5K S&C

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
					Update and Increase Technology \$50K CCSS	Update and Increase Technology \$80K Microsoft Settlement	
<b>Goal #3</b> <b>School Culture</b> Create a positive environment to promote safety, respect, responsibility, and active participation.	3 – Parental Involvement 5 – Pupil Engagement 6 – School Climate	For the goal of creating a positive environment for <b>English Learner</b> students, PUSD will attract, retain, and develop high quality staff by providing professional development, resources, and appropriate learning environments. In addition PUSD <b>increased services for this subgroup will include:</b> <ul style="list-style-type: none"> <li>Increasing support to sites with a high concentration of unduplicated students;</li> <li>Developing an Individualized Learning Plan that will include an annual individual culmination or graduation plan, as grade appropriate;</li> <li>Fully implementing Positive Behaviors and Interventions Support (PBIS) Program;</li> <li>Reducing class sizes in K-3 and 9<sup>th</sup> grade ELA and math to help close the mathematics achievement gap between English Learner students and</li> </ul>	All Schools With an average of 70% unduplicate d count students in each school, these funds will be used school-wide and district-wide. Some funds are used specifically for individual English learners and foster youth.		Grade Span Adjustment K-3 \$470K S&C Class Size Reduction 9 <sup>th</sup> Grade Math and ELA \$45K S&C  Increase .5 Vice Principals at PINT and Pine Ridge to 1 FTE per school \$84K S&C  Increase .5 Principal at Cedarwood to 1 FTE \$52K S&C	*Continues funding level at year 2014-2015  * Grade Span Adjustment K-3 \$470K S&C *Class Size Reduction 9 <sup>th</sup> Grade Math and ELA \$45K S&C  *Increase .5 Vice Principals at PINT and Pine Ridge to 1 FTE per school \$84K S&C  *Increase .5 Principal at Cedarwood to 1 FTE \$52K S&C *Three	*Continues funding level at year 2014-2015  * Grade Span Adjustment K-3 \$470K S&C *Class Size Reduction 9 <sup>th</sup> Grade Math and ELA \$45K S&C  *Increase .5 Vice Principals at PINT and Pine Ridge to 1 FTE per school \$84K S&C  *Increase .5 Principal at Cedarwood to 1 FTE \$52K S&C *Three

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		<p><i>the general population by 10%;</i></p> <ul style="list-style-type: none"> <li>● Hiring additional counselors to provide English Learner students with the support necessary to reduce the achievement gap;</li> <li>● Increasing access to technology to ensure access and equity for English Learner students;</li> <li>● Increasing student attendance rates to help close the achievement gap of English Learner students;</li> <li>● Expanding student access to school libraries to help close the achievement gap of English Learner students;</li> <li>● Provide career focused activities including field trips;</li> <li>● Increasing English Learner parents and community engagement by communicating with EL parents in their target language and providing interpretation and translation at meetings and parent conferences;</li> <li>● Analyzing student data to improve instructional</li> </ul>			<p>Three additional School Counselors \$175K</p> <p>Community/School/Student Attendance Liaison \$45K</p> <p>Extend Library Specialists an additional hour per day \$30K</p> <p>School Site Identified need LCAP Expenses \$300K (@\$84 per student) S&amp;C</p> <p>PHS identified LCAP Expenses specific to the needs of PHS achievement goals, activities and services (See</p>	<p>additional School Counselors \$175K</p> <p>*Community/School/Student Attendance Liaison \$45K</p> <p>*Extend Library Specialists an additional hour per day \$30K</p> <p>* School Site Identified need LCAP Expenses \$300K (@\$84 per student) S&amp;C</p> <p>*PHS identified LCAP Expenses specific to the needs of PHS achievement goals, activities and services (See PHS LCAP Site</p>	<p>additional School Counselors \$175K</p> <p>*Community/School/Student Attendance Liaison \$45K</p> <p>*Extend Library Specialists an additional hour per day \$30K</p> <p>* School Site Identified need LCAP Expenses \$300K (@\$84 per student) S&amp;C</p> <p>*PHS identified LCAP Expenses specific to the needs of PHS achievement goals, activities and services (See</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		strategies and increase student learning <i>to increase the graduation rate of English Learner students by 10%</i>			PHS LCAP Site Plan) \$225K S&C  Additional counseling services – Ridgeview \$12K S&C  CCSS Materials and Resources \$150K CCSS \$200K Textbook Funding On-Line Instructional Program eg Rosetta Stone or similar program \$5K S&C  Update and Increase Technology \$50K CCSS	Plan) \$225K S&C  Additional counseling services – Ridgeview \$12K S&C  CCSS Materials and Resources \$400K Textbook Funding *On-Line Instructional Program eg Rosetta Stone or similar program \$5K S&C  Update and Increase Technology \$80K Microsoft Settlement	PHS LCAP Site Plan) \$225K S&C  Additional counseling services – Ridgeview \$12K S&C  CCSS Materials and Resources \$400K Textbook Funding *On-Line Instructional Program eg Rosetta Stone or similar program \$5K S&C
<b><u>Goal #4 Common Core and ELD State Standards Implementation</u></b>	1 – Sufficient instructional materials	For the goal of fully implementing Common Core and ELD State Standards for <b>English Learner</b> students, PUSD will	All Schools With an average of 70%			*Continues funding level at year 2014-2015	*Continues funding level at year 2014-2015

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Paradise Unified School District will graduate students having received rigorous instruction in ELA, mathematics, and literacy across all core content areas.	2 - Implementation of State Standards 4 – Pupil Achievement 7 – Course Access 8 – Other Pupil Outcomes	attract, retain, and develop high quality staff by providing professional development, resources, and appropriate learning environments. In addition PUSD increased services for this subgroup will include: <ul style="list-style-type: none"> <li>● <i>Increasing support to sites with a high concentration of unduplicated students;</i></li> <li>● <i>Developing an Individualized Learning Plan that will include an annual individual culmination or graduation plan, as grade appropriate;</i></li> <li>● Purchasing Common Core ELA, math, and subject matter materials, resources, <i>ELD intervention programs;</i></li> <li>● Participating in CCSS professional development;</li> <li>● Creating CCSS-aligned report cards;</li> <li>● Creating and implement CCSS-aligned local assessments;</li> <li>● Increasing access to technology to <i>ensure access and equity for English Learner students;</i></li> <li>● Providing grade level and department collaboration time <i>including collaborating with</i></li> </ul>	unduplicated count students in each school, these funds will be used school-wide and district-wide. Some funds are used specifically for individual English learners and foster youth.		Grade Span Adjustment K-3 \$470K S&C  Class Size Reduction 9 <sup>th</sup> Grade Math and ELA \$45K S&C  Increase .5 Vice Principals at PINT and Pine Ridge to 1 FTE per school \$84K S&C  Increase .5 Principal at Cedarwood to 1 FTE \$52K S&C Three additional School Counselors \$175K  Community/School/Student Attendance Liaison	* Grade Span Adjustment K-3 \$470K S&C  *Class Size Reduction 9 <sup>th</sup> Grade Math and ELA \$45K S&C  *Increase .5 Vice Principals at PINT and Pine Ridge to 1 FTE per school \$84K S&C  *Increase .5 Principal at Cedarwood to 1 FTE \$52K S&C *Three additional School Counselors \$175K  *Community/School/Student Attendance Liaison	* Grade Span Adjustment K-3 \$470K S&C  *Class Size Reduction 9 <sup>th</sup> Grade Math and ELA \$45K S&C  *Increase .5 Vice Principals at PINT and Pine Ridge to 1 FTE per school \$84K S&C  *Increase .5 Principal at Cedarwood to 1 FTE \$52K S&C *Three additional School Counselors \$175K  *Community/School/Student Attendance Liaison



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					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		<i>BCOE English learner support staff.</i>			\$45K  Extend Library Specialists an additional hour per day \$30K  School Site Identified need LCAP Expenses \$300K (@\$84 per student) Cedarwood, Pine Ridge, Ridgeview, Ponderosa, Paradise Intermediate, Paradise Elementary, Paradise High School, Honey Run Academy. S&C  PHS identified LCAP Expenses specific to the needs of PHS achievement goals, activities	\$45K  *Extend Library Specialists an additional hour per day \$30K  * School Site Identified need LCAP Expenses \$300K (@\$84 per student) Cedarwood, Pine Ridge, Ridgeview, Ponderosa, Paradise Intermediate, Paradise Elementary, Paradise High School, Honey Run Academy. S&C  *PHS identified LCAP Expenses specific to the needs of PHS achievement goals, activities	\$45K  *Extend Library Specialists an additional hour per day \$30K  * School Site Identified need LCAP Expenses \$300K (@\$84 per student) Cedarwood, Pine Ridge, Ridgeview, Ponderosa, Paradise Intermediate, Paradise Elementary, Paradise High School, Honey Run Academy. S&C  *PHS identified LCAP Expenses specific to the needs of PHS achievement goals, activities

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					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
					and services (See PHS LCAP Site Plan) \$225K S&C  Additional counseling services – Ridgeview \$12K S&C  CCSS Materials and Resources \$150K CCSS \$200K Textbook Funding  On-Line Instructional Program eg Rosetta Stone or similar program \$5K S&C  Update and Increase Technology \$50K CCSS	and services (See PHS LCAP Site Plan) \$225K S&C  Additional counseling services – Ridgeview \$12K S&C  CCSS Materials and Resources \$400K Textbook Funding  *On-Line Instructional Program eg Rosetta Stone or similar program \$5K S&C  Update and Increase Technology \$80K Microsoft Settlement	and services (See PHS LCAP Site Plan) \$225K S&C  Additional counseling services – Ridgeview \$12K S&C  CCSS Materials and Resources \$400K Textbook Funding  *On-Line Instructional Program eg Rosetta Stone or similar program \$5K S&C

- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

In addressing the needs of our Unduplicated Count students, PUSD has in many ways addressed the needs of all students. Understanding that smaller classes promote more student / teacher contact, individual attention, as well as academic achievement, class sizes K-3 are reduced to a 24 student to 1 teacher ratio. In 9<sup>th</sup> grade, we have funded smaller class sections in Math and Language Arts. The needs of students with behavior and engagement challenges are addressed with the creation of three new counseling positions. Increasing a principal and two Vice Principal positions from half time to full time will also support school climate, behavior, and increased engagement. Teachers of English Learners with funding from LCAP funds as well as Base Grant funds and will provide online instructional access to instruction to support English Learners, with second language acquisition and mastery. All school sites will receive additional funding to pursue site specific support for Unduplicated Count students. Since attendance is a major factor in success in school and Unduplicated Count students exhibit greater attendance challenges, a new position addressing child welfare and attendance is created. Extending the library hours will give students and teachers greater access to valuable resources to improve academic performance. Professional development for teachers will enhance the adoption of rigorous standards as well as result in greater student achievement for Unduplicated Count students. The total funds identified as Supplemental and Concentration designated to support Unduplicated Count students by increasing the quality and quantity of service equals \$1,591,503.

D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

With the expenditure of \$1,591,503 in Supplemental and Concentration Grant funding representing MPP of 7%, unduplicated pupils will benefit from smaller class size ratios in grades K-3 and 9. They will benefit from increased counseling support for all of their academic, student engagement, and social needs. Unduplicated pupils will have the support of full time administrators as well as welfare and attendance support from the new CWA position. Additional library hours will allow greater access to material they are less likely to have at home. These supports and expenses are greater than and an improvement on those available programs in 13/14. Individual sites will expand these and other programs that are site specific and addressed in their site/LCAP plans. Below is a budget summary of the supplemental and concentration fund expenses.

- Intervention Teacher – 17K
- Professional Development – 132K
- Grade Span Adjustment K-3 – 470K
- Class Size Reduction 9 – 45K
- Counselors – 175K
- Add .5 Principal to current .5 Principal – 52K
- Add two .5 Vice Principals to current .5 Principals – 84K
- Extended Library Hours – 30K
- CWA Position – 45K
- PHS LCAP Expenses – 225K
- All Site LCAP Expenses – 300K
- English Learner Online Instruction – 5K
- Additional Counseling Services Ridgeview – 12K

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.