



Paradise Unified School District
6696 Clark Road, Paradise, CA 95969
www.pusdk12.org

**§ 15497.5. Local Control and Accountability Plan and Annual Update
Version #11 2015/2018**

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 8th grade, Paradise Intermediate School serves 6th through 8th 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, 65% of PUSD students qualify for free and reduced price meals. PUSD currently serves 2298 Unduplicated Count students, 70 English Learners, and 44 Foster Youth.

Introduction:

LEA: Paradise Unified School District Contact (Name, Title, Email, Phone Number): Roger Bylund, Superintendent, rbylund@pusdk12.org (530) 872-6400

LCAP Year: 2014/2015

Local Control and Accountability Plan and Annual Update

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. The LCAP and Annual Update Template must be completed by all LEAs each year.

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. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. 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 shall comply with instructions and should 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. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. 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 and English language development 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:

Parental involvement: *efforts to seek parent input in decision making at the District and each school-site, promotion of parent participation in programs for targeted pupils and special need targeted 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 targeted subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school Districts; Education Code sections 52066(g), 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 consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of targeted pupils and targeted pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education Foster Youth services programs, court-appointed special advocates, and other Foster Youth stakeholders; 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? How was the information made available?
- 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 representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including targeted pupils, related to the state priorities?

Stakeholders in the Paradise Unified School District (PUSD) have always been actively engaged in the process of developing learning goals/programs/actions/services at the school sites and District level. To ensure broad based participation in LCAP and Local Control Funding Formula (LCFF), all stakeholders have opportunities for input through representation on the LCAP Superintendents Advisory Committee and the following process:

Involvement Process 2015/2016	Impact on LCAP
<p>School Board - 9/16/2014 – On-going</p> <p>LCAP Superintendents Advisory Committee - This group is comprised of representatives from District administration, certificated and classified union representatives, parents, students and community members.</p> <ul style="list-style-type: none"> • 2/19/2015: LCAP Committee was given an update of goals, action plans and expenditures that occurred during the 2014/2015 school year. • 3/19/2015: Data presentations to LCAP Committee from District leaders, principals, and departments were heard, discussed, clarified and evaluated. • 4/23/2015: Input from stakeholders via matrix report was reviewed, discussed and evaluated by the LCAP Committee. Committee members prioritized matrix. • 5/21/2015: LCAP Final/Annual Update Draft Report to Board for Review. • 6/1/2015: Public Hearing and First Reading of the LCAP/Annual Update. • 6/16/2015: Second Reading and Action for Approval of the LCAP/Annual Update. <p>District leadership presented information to the stakeholder organizations listed below regarding LCAP, the process and timeline, and opportunities for individuals to provide feedback through the organization or department leads, their home schools, write to the Superintendent or post comments/questions on the District web page.</p> <p>Site Staff Meetings</p> <ul style="list-style-type: none"> • Various dates all sites 2/15 through 3/15 <p>School Site Council Meetings</p> <ul style="list-style-type: none"> • Various dates all sites 2/15 through 3/15 <p>District Parent Advisory Council</p> <ul style="list-style-type: none"> • 4/16/2015 <p>Senior Advisory Board</p> <ul style="list-style-type: none"> • 4/16/2015 <p>Parent Teacher Organizations Paradise Elementary</p>	<p>All current programs/services/actions were to be continued into LCAP year 2015/2016. New programs/services/actions were identified to increase the quality and quantity of services to targeted subgroups. Committee members reviewed data, heard presentations from school sites, and reviewed input from all stakeholder groups. The following recommendations emerged from the various stakeholder groups as 2015/2016 LCAP priorities:</p> <ul style="list-style-type: none"> • Professional Development (Teachers and Classified Staff) • Behavior Support Intervention Coach • Intervention Curriculum for Tier III students • Employee Salaries • Intermediate School Competitive Athletics • Enhanced VAPA Program District-wide • WEB (Link Crew) Sections Intermediate Schools • Educational Technology Coordinator / Professional Development • Professional Development / Curriculum / Data Coordinator • .4 (two days per week) Additional Psychologist • Beginning Teacher Support (Credential Requirements) • STEM Labs Connected to Industry / All Sites • Assistant Coaches Stipend PHS • 6 hr. Per Day Additional Nursing Support (LVN) • Career Technical Education (Vocational Opportunities) 2 FTE • Security Program (Safety Supervisors) • Funds Distributed to Sites for Local LCAP Use • Janitor - Additional 4 Hour Each Site • After School Care Programs (Supplement) • Transportation (\$ not covered by transportation grant) • Athletic Director (Full Time District Position)

<ul style="list-style-type: none"> • 4/10/2015 <p>Ponderosa</p> <ul style="list-style-type: none"> • 4/30/2015 <p>Cedarwood</p> <ul style="list-style-type: none"> • 4/9/2015 <p>Pine Ridge</p> <ul style="list-style-type: none"> • 5/14/2015 <p>Paradise High School</p> <ul style="list-style-type: none"> • 3/19/2015 <p><u>Principal Meetings</u></p> <ul style="list-style-type: none"> • September – May 2X’s a month <p><u>PHS ASB Student Body and Link Crew Leaders</u></p> <ul style="list-style-type: none"> • 4/20/2015 <p><u>ELL & Foster Youth</u></p> <ul style="list-style-type: none"> • 4/28/2015 <p><u>Classified Organization (PCEA)</u></p> <ul style="list-style-type: none"> • 4/28/2015 <p><u>Paradise Citizen’s Alliance Council</u></p> <ul style="list-style-type: none"> • 3/26/2015 <p><u>Public Parent/Community Meetings</u></p> <ul style="list-style-type: none"> • 4/16/2015 • 4/20/2015 	<p>The LCAP Committee prioritized this list resulting in the following program recommendations to the Superintendent and the Board of Trustees:</p> <ol style="list-style-type: none"> 1. Funds to be allocated to school sites 2. Visual and Performing Arts Enhancements 3. Professional Development 4. Additional Janitorial Support 5. Campus(es) Security Program 6. Intervention Curriculum (Students 2 years below grade level) 7. STEM Labs Connected to Industry 8. Professional Development Adoption Coordinator <p>As a result of stakeholder input and recommendations the following items/services are included by the Superintendent into the 2015/2016 LCAP</p> <ul style="list-style-type: none"> • STEM/CTE action and services • Increased VAPA services and programs • School Security Program as an action and service • Metric of A-G completion rate and AP passage rate under goal #3 • Professional Development Coordinator • Increase in Professional Development funding • Intervention curriculum • STEM Labs connected to industry • Additional funds allocated to school sites • Increased costs for 14/15 LCAP expenditures • Reading Specialist – Ridgeview • Explore focused program improvements district-wide
<p>Annual Update: 2014/2015 See Above Dates The LCAP Advisory Committee leadership presented annual update information (limited data) to the stakeholder organizations listed above regarding the 2014/2015 LCAP, the District/site goals, action plans, and expenditures. Stakeholder organizations were given time to analyze data presented and ask</p>	<p>Annual Update: During the 2014/2015 school year numerous meetings were held with various stakeholder groups. Each school site analyzed the goals, actions and services, budgeted expenditures and estimated actual expenditures. Nearly all goals, actions and services, and budgeted expenditures were addressed during the 2014/2015 school year.</p>

clarifying questions if needed.

Data was shared and analyzed regarding the eight priority areas.

Data collected and shared with stakeholders indicated:

Goal #1 ELA Student Achievement

	2013/2014	2014/2015
DIBELS (K-1)	/	TBD Goal 5% >
STAR Reading		TBD Goal 5% >
CBM		TBD Goal 5% >

At this time, while we do have individual student and site data, it has not been coordinated at the district level.

	2013/2014	2014/2015
Gates McGinnity (Spring 8th)	75% tested 9 th grade reading level (or above)	TBD Goal 5% >

	2013/2014	2014/2015
EAP	69% Ready for College English	TBD Goal 5% >
ERWC Passage Rates	88% (C+ or better)	TBD Goal 5% >

Goal #2 Math Student Achievement

	2013/2014		2014/2015	
Report Card 4-5's (K-5)	1 st Sem	2 nd Sem	1 st Sem	2 nd Sem
D-F Math Grades 6th Grade	13%	24%	17%	TBD Goal 3%<
D-F Math Grades 7th Grade	29%	32%	30%	TBD Goal 3%<
D-F Math Grades 6^{7h} Grade	25%	27%	30%	TBD Goal 3%<

Current programs/services/actions were endorsed to be continued into LCAP year 2015/2016.

EAP Math Passage Rate (9-11)	69% Ready for College Math	TBD Goal 5% >																											
<p>Report card data for grades K-5 is not archived in Aeries. Teachers will provide data beginning with the 2014-2015 school year.</p> <p style="text-align: center;"><u>Goal #3 School Culture</u></p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>2013/2014</th> <th>2014/2015</th> </tr> </thead> <tbody> <tr> <td>District Attendance</td> <td>93.4%</td> <td>Goal 1% > TBD</td> </tr> <tr> <td>Suspension Rate</td> <td>9.4 (12-13)</td> <td>Goal 3% < TBD</td> </tr> <tr> <td>Expulsion Rate</td> <td>.06 (12-13)</td> <td>Goal 3% < TBD</td> </tr> <tr> <td>Graduation Rate</td> <td>96.9% (11-12)</td> <td>Goal 1% > TBD</td> </tr> </tbody> </table> <p style="text-align: center;"><u>Goal #4 Common Core and ELD Standards Implementation</u></p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>2013/2014</th> <th>2014/2015</th> </tr> </thead> <tbody> <tr> <td>CCSS Transition Rubric</td> <td>No Survey Data</td> <td>Stage 1 – 9 Stage 2 – 12 Stage 3 – 19 Stage 4 – 8 Stage 5 – 0 Goal 75% 56%</td> </tr> <tr> <td>Implementation of CCSS Math Lessons</td> <td>No Survey Data</td> <td>Yes 25 No 6 N/A 11 Goal 75% 76%</td> </tr> <tr> <td>CCSS Staff Professional Development</td> <td>No Survey Data</td> <td>Yes 39 No 5 Goal 90% 88.6%</td> </tr> </tbody> </table>				2013/2014	2014/2015	District Attendance	93.4%	Goal 1% > TBD	Suspension Rate	9.4 (12-13)	Goal 3% < TBD	Expulsion Rate	.06 (12-13)	Goal 3% < TBD	Graduation Rate	96.9% (11-12)	Goal 1% > TBD		2013/2014	2014/2015	CCSS Transition Rubric	No Survey Data	Stage 1 – 9 Stage 2 – 12 Stage 3 – 19 Stage 4 – 8 Stage 5 – 0 Goal 75% 56%	Implementation of CCSS Math Lessons	No Survey Data	Yes 25 No 6 N/A 11 Goal 75% 76%	CCSS Staff Professional Development	No Survey Data	Yes 39 No 5 Goal 90% 88.6%
	2013/2014	2014/2015																											
District Attendance	93.4%	Goal 1% > TBD																											
Suspension Rate	9.4 (12-13)	Goal 3% < TBD																											
Expulsion Rate	.06 (12-13)	Goal 3% < TBD																											
Graduation Rate	96.9% (11-12)	Goal 1% > TBD																											
	2013/2014	2014/2015																											
CCSS Transition Rubric	No Survey Data	Stage 1 – 9 Stage 2 – 12 Stage 3 – 19 Stage 4 – 8 Stage 5 – 0 Goal 75% 56%																											
Implementation of CCSS Math Lessons	No Survey Data	Yes 25 No 6 N/A 11 Goal 75% 76%																											
CCSS Staff Professional Development	No Survey Data	Yes 39 No 5 Goal 90% 88.6%																											

<p>Baseline Date will be collected on CAASPP summative assessments in grades 3-8 and 11. This data will be shared in the fall of 2015 with all stakeholder groups.</p>	
--	--

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three/year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school District and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table 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.

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, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

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, as applicable (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.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for school sites and specific targeted subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. The LEA may identify which school sites and targeted 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.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the school sites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Targeted subgroups: Identify the pupil targeted subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for school sites and specific targeted subgroups, including pupils with disabilities, both at the LEA level and at the school site level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the school sites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is Districtwide, school wide, countywide, or charter wide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable targeted pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable,

additional actions and services for targeted pupil subgroup(s) as defined in Education Code section 42238.01, pupils re-designated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. 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 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 parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any 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 targeted pupils as defined in Education Code sections 42238.01 and targeted subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes 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?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for targeted subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to targeted 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?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) 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?

<p>GOAL:</p>	<p>Goal #1 ELA/Literacy Students will graduate Paradise Unified School District with the reading and literacy skills required for globally competitive college and career readiness. For the goal of increased student achievement for ELA and literacy for all students, Low Income, Foster Youth, English Learners, and all significant subgroups, PUSD will support high quality staff by providing professional development, resources, and appropriate learning environments. PUSD will increase support to sites with a high concentration of targeted students (specifics listed below).</p>		<p>Related State and/or Local Priorities: 1X 2X 3__ 4X 5__ 6__ 7X 8X COE only: 9__ 10__ Local: Specify _____</p>	
<p>Identified Need:</p>	<p>To increase PUSD students' reading comprehension and expository writing skill levels to proficiency level or above.</p>			
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>All PUSD Schools</p>		
	<p>Applicable Pupil Targeted subgroups:</p>	<p>All students including: Low Income Students, Foster Youth, English Learner Students, Reclassified English Learners, Students w/ Disabilities</p>		
<p>LCAP Year 1: 2015/16</p>				
<p>Expected Annual Measurable Outcomes:</p>	<p>Grades K-5 Increase by 3% the number of students who are achieving at or above grade level in ELA as measured by SBAC, Star Reading, DIBELS, and CBM assessments. Delineate and track data for each significant sub-group, LI, foster youth, and EL students) Grades 6-8 Increase by 3% the number of students who are achieving at or above grade level in ELA as measured by SBAC, Star Reading, and the Gates McGinnity assessment. (For all, each significant sub-group, foster youth, and EL students) Grades 9-12 Increase by 3% the number of students who are achieving at or above grade level in ELA as measured by SBAC, EAP ELA and Expository Writing. (For all, each significant sub-group, foster youth, and EL students) Increased A-G Completion rate for designated sub-groups Amount of AP tests reduced and/or waiver of fees Increased EAP, ELA and Math pass rates by sub groups Master schedules will be adjusted each year to ensure AP and honors classes currently reflect the demographics of our population. All Grades English Learner language proficiency level will increase by one level each year as measured by the CELDT. PUSD rate of EL reclassified students will increase by 10%. 90% of school sites will be in good or exemplary condition. 100% of District's teachers and staff will appropriately assigned and credentialed. 95% of our classrooms will have sufficient instructional materials. 95% of teachers will participate in CCSS professional development trainings. 100% of our students will have access to CCSS lessons.</p>			
	<p>Actions/Services</p>	<p>Scope of</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted</p>

	Service		Expenditures
Reduce class sizes to allow for more individual teacher student instructional time and to help close the ELA/literacy achievement gap between EL students/Foster Youth and the general population: <ul style="list-style-type: none"> Grade Span Adjustment K-3; Class size Reduction 9th Grade ELA. 	District-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____	\$470K S&C funds \$45K S&C funds
All schools received additional S&C funding to pursue site specific support for targeted students.	District-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____	\$300K (14-15) + \$400K (15-16) S&C funds
Provide structures for staff to participate in grade level and department PLC collaboration (weekly PLC meetings).	District-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____	\$0
Purchase ELA materials/resources.	District-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____	\$180K General fund
Participate in ELA and Literacy professional development.	District-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____	\$132K (14-15) + \$125K (15-16) S&C funds (Includes math)
Provide one period a day of ELD intervention at Paradise High School.	PHS	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____	\$17K S&C funds

Provide a Reading Specialist at Ridgeview High School.	RVHS	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____	\$100K S&C funds
Purchase technology hardware and software to increase student accessibility and equity.	District-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____	\$300K Site S&C funds
Use flexible scheduling to articulate between grade levels and departments.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____	\$0
Analyze student data to improve instructional strategies and increase student learning	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____	\$0
Training in Illuminate to ensure that student achievement data is being collected and utilized in a timely manner to drive instructional practices.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____	\$0
7.25% increase in staffing costs for on-going LCAP associated salaries.	District-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____	\$100K S&C
All Day Kindergarten	Elementary Sites	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners	\$36K S&C

		<input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient __ Other Targeted subgroups: (Specify)_____	
New Teacher Support	District-wide	__ ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient __ Other Targeted subgroups: (Specify)_____	\$40K S&C
LCAP Year 2: 2016/17			
Expected Annual Measurable Outcomes:	<p>Grades K-5 Increase by 2% the number of students who are achieving at or above grade level in ELA as measured by SBAC, Star Reading, DIBELS, and CBM assessments.</p> <p>Grades 6-8 Increase by 2% the number of students who are achieving at or above grade level in ELA as measured by SBAC, Star Reading, and the Gates McGinnity assessment.</p> <p>Grades 9-12 Increase by 3% the number of students who are achieving at or above grade level in ELA as measured by SBAC, EAP ELA and Expository Writing.</p> <p>All Grades English Learner language proficiency level will increase by one level each year as measured by the CELDT. PUSD rate of EL reclassified students will increase by 5%. 95% of school sites will be in good or exemplary condition. 100% of District’s teachers and staff will appropriately assigned and credentialed. 98% of our classrooms will have sufficient instructional materials. 98% of teachers will participate in CCSS professional development trainings.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Reduce class sizes to allow for more individual teacher student instructional time and to help close the ELA/literacy achievement gap between EL students/Foster Youth and the general population: <ul style="list-style-type: none"> Grade Span Adjustment K-3; Class size Reduction 9th Grade ELA. 	District-wide	__ ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient __ Other Targeted subgroups: (Specify)_____	\$470K S&C funds \$45K S&C funds

All schools received additional S&C funding to pursue site specific support for targeted students.	District-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____	\$300K (14-15) + \$400K (15-16) S&C funds
Provide structures for staff to participate in grade level and department PLC collaboration (weekly PLC meetings).	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____	\$0
Purchase ELA materials/resources.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____	\$180K General fund
Participate in ELA and Literacy professional development.	District-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____	\$132K (14-15) + \$125K (15-16) S&C funds (Includes math)
Provide one period a day of ELD intervention at Paradise High School.	District-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____	\$17K S&C funds
Provide a Reading Specialist at Ridgeview High School.	RVHS	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____	\$100K S&C funds

Purchase technology hardware and software to increase student accessibility and equity.	District-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____	\$300K Site S&C funds
Use Flexible scheduling to articulate between grade levels and departments.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____	\$0
Analyze student data to improve instructional strategies and increase student learning.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____	\$0
Continue training in Illuminate to ensure that student achievement data is being collected and utilized in a timely manner to drive instructional practices.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____	\$0
7.25% increase in staffing costs for on-going LCAP associated salaries.	District-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____	\$100K S&C

LCAP Year 3: 2017/18

Expected Annual Measurable Outcomes:	<p>Grades K-5 Increase by 1.5% the number of students who are achieving at or above grade level in ELA as measured by SBAC, Star Reading, DIBELS, and CBM assessments.</p> <p>Grades 6-8 Increase by 1.5% the number of students who are achieving at or above grade level in ELA as measured by SBAC, Star Reading, and the Gates McGinnity assessment.</p> <p>Grades 9-12</p>
--------------------------------------	--

<p>Increase by 3% the number of students who are achieving at or above grade level in ELA as measured by SBAC, EAP ELA and Expository Writing.</p> <p>All Grades</p> <p>English Learner language proficiency level will increase by one level each year as measured by the CELDT.</p> <p>PUSD rate of EL reclassified students will increase by 3%.</p> <p>98% of school sites will be in good or exemplary condition.</p> <p>100% of District’s teachers and staff will appropriately assigned and credentialed.</p> <p>100% of our classrooms will have sufficient instructional materials.</p> <p>99% of teachers will participate in CCSS professional development trainings.</p>			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Reduce class sizes to allow for more individual teacher student instructional time and to help close the ELA/literacy achievement gap between EL students/Foster Youth and the general population:</p> <ul style="list-style-type: none"> • Grade Span Adjustment K-3; • Class size Reduction 9th Grade ELA. 	<p>District-wide</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient</p> <p><input type="checkbox"/> Other Targeted subgroups: (Specify)_____</p>	<p>\$470K S&C funds</p> <p>\$45K S&C funds</p>
<p>All schools received additional S&C funding to pursue site specific support for targeted students.</p>	<p>District-wide</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient</p> <p><input type="checkbox"/> Other Targeted subgroups: (Specify)_____</p>	<p>\$300K (14-15) + \$400K (15-16) S&C funds</p>
<p>Provide structures for staff to participate in grade level and department PLC collaboration (weekly PLC meetings).</p>	<p>District-wide</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient</p> <p><input type="checkbox"/> Other Targeted subgroups: (Specify)_____</p>	<p>\$0</p>
<p>Purchase ELA materials/resources.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient</p> <p><input type="checkbox"/> Other Targeted subgroups: (Specify)_____</p>	<p>\$180K General fund</p>

Participate in ELA and Literacy professional development.	District-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____	\$132K (14-15) + \$125K (15-16) S&C funds (Includes math)
Provide one period a day of ELD intervention at Paradise High School.	PHS	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____	\$17K S&C funds
Provide a Reading Specialist at Ridgeview High School.	RVHS	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____	\$100K S&C funds
Purchase technology hardware and software to increase student accessibility and equity.	District-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____	\$300K Site S&C funds
Use Flexible scheduling to articulate between grade levels and departments.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____	\$0
Analyze student data to improve instructional strategies and increase student learning.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____	\$0

<p>Continue training in Illuminate to ensure that student achievement data is being collected and utilized in a timely manner to drive instructional practices.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____</p>	<p>\$0</p>
<p>7.25% increase in staffing costs for on-going LCAP associated salaries.</p>	<p>District-wide</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____</p>	<p>\$100K S&C</p>

Complete a copy of this table for each of the LEA’s goals. Duplicate and expand the fields as necessary.

<p>GOAL:</p>	<p>Goal #2 Mathematics Students will graduate Paradise Unified School District with the mathematics skills required for globally competitive college and career readiness. For the goals of increased student achievement in mathematics for all students, including Low Income, Foster Youth, and English Learner students, PUSD will support high quality staff by providing professional development, resources, and appropriate learning environments. PUSD will increase support to sites with a high concentration of targeted students.</p>	<p>Related State and/or Local Priorities: 1X 2X 3__ 4X 5__ 6__ 7X 8X COE only: 9__ 10__ Local: Specify _____</p>			
<p>Identified Need:</p>	<p>To increase PUSD students' mathematical skill levels to ensure college and career readiness.</p>				
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>All PUSD Schools</p>			
	<p>Applicable Pupil Targeted subgroups:</p>	<p>All students including: Low Income Students, Foster Youth, English Learner Students, Reclassified English Learners, Students w/Disabilities</p>			
<p>LCAP Year 1: 2015/16</p>					
<p>Expected Annual Measurable Outcomes:</p>	<p>Grades K-5 Increase by 3% the number of students who are achieving at or above grade level in mathematics as measured by SBAC and end of course assessments (student standards based report card data (4's & 5's)). Grades 6-8 college remedial mathematics classes. Increase by 3% the number of students who are achieving at or above grade level in mathematics as measured by SBAC and a 3% decrease in students earning grades of D or F. Grades 9-12 Increase by 3% the number of students who are achieving at or above grade level in mathematics as measured by SBAC and EAP mathematics passage rate. Decrease by 5% the number of graduating students requiring enrollment in college remedial mathematics classes. Master schedules will be adjusted each year to ensure AP and honors classes currently reflect the demographics of our population.</p> <p>All Grades 90% of school sites will be in good or exemplary condition. 100% of District's teachers and staff will appropriately assigned and credentialed. 95% of our classrooms will have sufficient instructional materials. 95% of teachers will participate in CCSS professional development trainings.</p>				
<p>Actions/Services</p>		<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>		<p>Budgeted Expenditures</p>

<p>Reduce class sizes to allow for more individual teacher student instructional time and to help close the math achievement gap between EL students/Foster Youth and the general population:</p> <ul style="list-style-type: none"> • Grade Span Adjustment K-3; • Class size Reduction 9th Grade Math. 	<p>District-wide</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____</p>	<p>\$470K S&C funds \$45K S&C funds</p>
<p>All schools received additional S&C funding to pursue site specific support for targeted students.</p>	<p>District-wide</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____</p>	<p>\$300K (14-15) + \$400K (15-16) S&C funds</p>
<p>Provide structures for staff to participate in grade level and department PLC collaboration (weekly PLC meetings).</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____</p>	<p>\$0</p>
<p>Purchase math materials/resources.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____</p>	<p>\$180K General fund</p>
<p>Participate in mathematics professional development.</p>	<p>District-wide</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____</p>	<p>\$132K (14-15) + \$125K (15-16) S&C funds (Includes ELA)</p>
<p>Purchase technology hardware and software to increase student accessibility and equity.</p>	<p>District-wide</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____</p>	<p>\$300K Site S&C funds</p>
<p>Use flexible scheduling to articulate between grade levels</p>	<p>District-</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>\$0</p>

and departments.	wide	OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____	
Analyze student data to improve instructional strategies and increase student learning.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____	\$0
Provide training in Illuminate to ensure that student achievement data is being collected and utilized in a timely manner to drive instructional practices.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____	\$0
7.25% increase in staffing costs for on-going LCAP associated salaries.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____	\$100K S&C

LCAP Year 2: 2016/17

<p>Expected Annual Measurable Outcomes:</p>	<p>Grades K-5 Increase by 2% the number of students who are achieving at or above grade level in mathematics as measured by SBAC and end of course assessments (student standards based report card data (4's & 5's)).</p> <p>Grades 6-8 Increase by 2% the number of students who are achieving at or above grade level in mathematics as measured by SBAC and a 2% decrease in students earning grades of D or F.</p> <p>Grades 9-12 Increase by 2% the number of students who are achieving at or above grade level in mathematics as measured by SBAC and EAP mathematics passage rate. Decrease by 4% the number of graduating students requiring enrollment in college remedial mathematics classes.</p> <p>All Grades 95% of school sites will be in good or exemplary condition.</p>
---	--

	100% of District’s teachers and staff will appropriately assigned and credentialed. 98% of our classrooms will have sufficient instructional materials. 98% of teachers will participate in CCSS professional development trainings.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Reduce class sizes to allow for more individual teacher student instructional time and to help close the math achievement gap between EL students/Foster Youth and the general population: <ul style="list-style-type: none"> • Grade Span Adjustment K-3; • Class size Reduction 9th Grade Math. 	District-wide	__ ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient __ Other Targeted subgroups: (Specify) _____	\$470K S&C funds \$45K S&C funds
All schools received additional S&C funding to pursue site specific support for targeted students.	District-wide	__ ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient __ Other Targeted subgroups: (Specify) _____ Other Targeted subgroups: (Specify) _____	\$300K (14-15) + \$400K (15-16) S&C funds
Provide structures for staff to participate in grade level and department PLC collaboration (weekly PLC meetings).	District-wide	<input checked="" type="checkbox"/> ALL OR: __ Low Income Pupils __ English Learners __ Foster Youth __ Re-designated fluent English proficient __ Other Targeted subgroups: (Specify) _____	\$0
Purchase math materials/resources.	District-wide	<input checked="" type="checkbox"/> ALL OR: __ Low Income Pupils __ English Learners __ Foster Youth __ Re-designated fluent English proficient __ Other Targeted subgroups: (Specify) _____	\$180K General fund
Participate in mathematics professional development.	District-wide	__ ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient __ Other Targeted subgroups: (Specify) _____	\$132K (14-15) + \$125K (15-16) S&C funds (Includes ELA)

Purchase technology hardware and software to increase student accessibility and equity.	District-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____	\$300K Site S&C funds
Use flexible scheduling to articulate between grade levels and departments.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____	\$0
Analyze student data to improve instructional strategies and increase student learning.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____	\$0
Continue training in Illuminate to ensure that student achievement data is being collected and utilized in a timely manner to drive instructional practices.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____	\$0
7.25% increase in staffing costs for on-going LCAP associated salaries.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____	\$100K S&C
All Day Kindergarten	Elementary Sites	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____	\$36K S&C

New Teacher Support	District-Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____	\$40K S&C
LCAP Year 3: 2017/18			
Expected Annual Measurable Outcomes:	<p>Grades K-5 Increase by 1.5% the number of students who are achieving at or above grade level in mathematics as measured by SBAC and end of course assessments (student standards based report card data (4's & 5's)).</p> <p>Grades 6-8 Increase by 1.5% the number of students who are achieving at or above grade level in mathematics as measured by SBAC and a 1.5% decrease in students earning grades of D or F.</p> <p>Grades 9-12 Increase by 1.5% the number of students who are achieving at or above grade level in mathematics as measured by SBAC and EAP mathematics passage rate. Decrease by 3% the number of graduating students requiring enrollment in college remedial mathematics classes.</p> <p>All Grades 97% of school sites will be in good or exemplary condition. 100% of District's teachers and staff will appropriately assigned and credentialed. 100% of our classrooms will have sufficient instructional materials. 99% of teachers will participate in CCSS professional development trainings.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Reduce class sizes to allow for more individual teacher student instructional time and to help close the ELA/literacy achievement gap between EL students/Foster Youth and the general population: <ul style="list-style-type: none"> • Grade Span Adjustment K-3; • Class size Reduction 9th Grade Math. 	District-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____	\$470K S&C funds \$45K S&C funds
All schools received additional S&C funding to pursue site specific support for targeted students.	District-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____	\$300K (14-15) + \$400K (15-16) S&C funds

Provide structures for staff to participate in grade level and department PLC collaboration (weekly PLC meetings).	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____	\$0
Purchase math materials/resources.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____	\$180K General fund
Participate in mathematics professional development.	District-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____	\$132K (14-15) + \$125K (15-16) S&C funds (Includes ELA)
Purchase technology hardware and software to increase student accessibility and equity.	District-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____	\$300K Site S&C funds
Use flexible scheduling to articulate between grade levels and departments.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____	\$0
Analyze student data to improve instructional strategies and increase student learning.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____	\$0

Continue training in Illuminate to ensure that student achievement data is being collected and utilized in a timely manner to drive instructional practices.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____	\$0
7.25% increase in staffing costs for on-going LCAP associated salaries.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____	\$100K S&C

Complete a copy of this table for each of the LEA’s goals. Duplicate and expand the fields as necessary.

GOAL:	Goal #3 School Culture Paradise Unified School District will create a positive environment to promote safety, respect, responsibility, and active participation. For the goal of creating a positive school environment PUSD will support high quality staff by providing professional development, resources, and appropriate learning environments. PUSD will increase support to sites with a high concentration of targeted students.		Related State and/or Local Priorities: 1__ 2__ 3X 4__ 5X 6X 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
Identified Need:	To decrease PUSD suspension rates, increase student attendance and high school graduation rates.			
Goal Applies to:	Schools:	All PUSD Schools		
	Applicable Pupil Targeted subgroups:	All students including: Low Income Students, Foster Youth, English Learner Students, Reclassified English Learners, Students w/Disabilities, Parents		
LCAP Year 1: 2015/16				
Expected Annual Measurable Outcomes:	.5% increase in districtwide attendance. .5% decrease in chronic absenteeism (Truancy rates). 2% decrease in student suspensions. 1% decrease in student expulsions. .75% increase in graduation rate. .5% decrease in High School dropout rates. .5% decrease in Middle School dropout rates. Increase parent use of Aeries Parent Portal Increase parent volunteer hours at school sites Increase parent attendance at before and after school meetings/events including but not limited to PTSO, SSC, LCAP, Back to School Night, Open House Increase parent education meetings and parent/student events			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Fully implement Positive Behavior Interventions and Supports Program (PBIS).		District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____	\$25K General fund

All schools received additional S&C funding to pursue site specific support for targeted students.	District-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____	\$300K (14-15) + \$400K (15-16) S&C funds
Increase access to technology.	District-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____	\$300K Site S&C funds
Explore district-wide focused program improvements.	District-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____	\$615K S&C funds
Increase parents and community engagement. Provide School Messenger messages in Spanish to identified families. Send out invitation in Spanish to identified families to join school/District organizations (DAC, LCAP Advisory Board, SSC, PTO, ELAC).	District-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____	\$5K Site S&C funds
Analyze student data to improve instructional strategies and increase student learning.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____	\$0
Hire a District Curriculum, Instruction and Assessment Coordinator to provide district wide curricular consistency.	District-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____	\$120K S&C funds

<p>Develop an Individualized Learning Plan that will include an annual individual culmination or graduation plan, as grade appropriate for English Learner students and Foster Youth. Provide flexible scheduling (eLearning and Independent Study) to support Foster Youth alternative education.</p>	<p>PHS</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____</p>	<p>\$7.5K PHS Site S&C funds</p>
<p>Implement a School Security Program to ensure safe school sites.</p>	<p>District-wide</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____</p>	<p>\$160K S&C funds</p>
<p>Increase student A/G completion rate. Increase student AP passage rate. Increase High School graduation rate.</p>	<p>PHS</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____</p>	<p>\$25K PHS Site S&C funds</p>
<p>Increase VAPA services and programs to improve student success and achievement.</p>	<p>District-wide</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____</p>	<p>\$150K S&C funds</p>
<p>Increase STEM/CTE/Pathways student enrollment/completion to ensure that PUSD students graduate with the skills required for globally competitive college and career readiness.</p>	<p>PHS</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____</p>	<p>\$30K PHS Site S&C funds</p>
<p>7.25% increase in staffing costs for on-going LCAP associated salaries.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____</p>	<p>\$100K S&C</p>

1 FTE Behavior Specialist	District-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____	\$70K S&C
Assistant Athletic Coaches	Secondary sites	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____	\$38K S&C
Special Project	District-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____	\$346K S&C

LCAP Year 2: 2016/17

Expected Annual Measurable Outcomes:	.25% increase in districtwide attendance. .25% decrease in chronic absenteeism (Truancy rates). 1.5% decrease in student suspensions. .5% decrease in student expulsions. .5% increase in graduation rate. .4% decrease in High School dropout rates. .4% decrease in Middle School dropout rates.
--------------------------------------	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Fully implement Positive Behavior Interventions and Supports Program (PBIS).	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____	\$25K General fund

<p>All schools received additional S&C funding to pursue site specific support for targeted students.</p>	<p>District-wide</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____</p>	<p>\$300K (14-15) + \$400K (15-16) S&C funds</p>
<p>Increase access to technology.</p>	<p>District-wide</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____</p>	<p>\$300K Site S&C funds</p>
<p>Explore district-wide focused program improvements.</p>	<p>District-wide</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____</p>	<p>\$615K S&C funds</p>
<p>Increase parents and community engagement. Provide School Messenger messages in Spanish to identified families. Send out invitation in Spanish to identified families to join school/District organizations (DAC, LCAP Advisory Board, SSC, PTO, ELAC).</p>	<p>District-wide</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____</p>	<p>\$5K Site S&C funds</p>
<p>Analyze student data to improve instructional strategies and increase student learning.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____</p>	<p>\$0</p>
<p>District Curriculum, Instruction and Assessment Coordinator to provide district wide curricular consistency.</p>	<p>District-wide</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____</p>	<p>\$120K S&C funds</p>

Develop an Individualized Learning Plan that will include an annual individual culmination or graduation plan, as grade appropriate for English Learner students and Foster Youth. Provide flexible scheduling (Elearning and Independent Study) to support Foster Youth alternative education.	PHS	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____	\$7.5K PHS Site S&C funds
Implement a School Security Program to ensure safe school sites.	District-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____	\$160K S&C funds
Increase student A/G completion rate. Increase student AP Passage rate. Increase High School graduation rate.	PHS	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____	\$25K PHS Site S&C funds
Increase VAPA services and programs to improve student success and achievement.	District-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____	\$150K S&C funds
Increase STEM/CTE/Pathways student enrollment/completion to ensure that PUSD students graduate with the skills required for globally competitive college and career readiness.	PHS	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____	\$30K PHS Site S&C funds
7.25% increase in staffing costs for on-going LCAP associated salaries.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____	\$100K S&C
LCAP Year 3: 2017/18			
Expected Annual Measurable	.25% increase in districtwide attendance. .25% decrease in chronic absenteeism (Truancy rates).		

<p>Outcomes:</p>	<p>1.5% decrease in student suspensions. .25% decrease in student expulsions. .25% increase in graduation rate. .4% decrease in High School dropout rates. .4% decrease in Middle School dropout rates.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Fully implement Positive Behavior and Interventions Supports Program (PBIS).</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: ___ Low Income Pupils ___ English Learners ___ Foster Youth ___ Re-designated fluent English proficient ___ Other Targeted subgroups: (Specify)_____</p>	<p>\$25K General fund</p>
<p>All schools received additional S&C funding to pursue site specific support for targeted students.</p>	<p>District-wide</p>	<p>___ ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient ___ Other Targeted subgroups: (Specify)_____</p>	<p>\$300K (14-15) + \$400K (15-16) S&C funds</p>
<p>Increase access to technology.</p>	<p>District-wide</p>	<p>___ ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient ___ Other Targeted subgroups: (Specify)_____</p>	<p>\$300K Site S&C funds</p>
<p>Explore district-wide focused program improvements.</p>	<p>District-wide</p>	<p>___ ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient ___ Other Targeted subgroups: (Specify)_____</p>	<p>\$553K S&C funds</p>
<p>Increase parents and community engagement. Provide School Messenger messages in Spanish to identified families. Send out invitation in Spanish to identified families to join school/District organizations (DAC, LCAP Advisory Board, SSC, PTO, ELAC).</p>	<p>District-wide</p>	<p>___ ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient ___ Other Targeted subgroups: (Specify)_____</p>	<p>\$5K Site S&C funds</p>

Analyze student data to improve instructional strategies and increase student learning.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____	\$0
Hire a District Curriculum, Instruction and Assessment Coordinator to provide district wide curricular consistency.	District-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____	\$120K S&C funds
Develop an Individualized Learning Plan that will include an annual individual culmination or graduation plan, as grade appropriate for English Learner students and Foster Youth. Provide flexible scheduling (ELearning and Independent Study) to support Foster Youth alternative education.	PHS	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____	\$7.5K PHS site S&C funds
Implement a School Security Program to ensure safe school sites.	District-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____	\$160K S&C funds
Increase student A/G completion rate. Increase student AP Passage rate. Increase High School graduation rate.	PHS	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____	\$25K PHS Site S&C funds
Increase VAPA services and programs to improve student success and achievement.	District-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____	\$150K S&C funds

<p>Increase STEM/CTE/Pathways student enrollment/completion to ensure that PUSD students graduate with the skills required for globally competitive college and career readiness.</p>	<p>PHS</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____</p>	<p>\$30K PHS Site S&C funds</p>
<p>7.25% increase in staffing costs for on-going LCAP associated salaries.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____</p>	<p>\$100K S&C</p>

Complete a copy of this table for each of the LEA’s goals. Duplicate and expand the fields as necessary.

GOAL:	Goal #4 Common Core and ELD State Standards Implementation Paradise Unified School District will graduate students having received rigorous instruction in ELA, mathematics, and literacy across all core content areas.		Related State and/or Local Priorities: 1X 2X 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__	
	For the goal of fully implementing Common Core and ELD State Standards for Foster Youth, English Learners, and low income students, PUSD will support high quality staff by providing professional development, resources, and appropriate learning environments.		Local: Specify _____	
Identified Need:	To implement rigorous Common Core State Standards across all grade levels and curricular content areas.			
Goal Applies to:	Schools:	All PUSD Schools		
	Applicable Pupil Targeted subgroups:	All students including: Low Income Students, Foster Youth, English Learner Students, Reclassified English Learners, Students w/Disabilities		
LCAP Year 1: 2015/16				
Expected Annual Measurable Outcomes:	80% of staff will transition from stages 3 to 4 as indicated on 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. 90% of school sites will be in good or exemplary condition. 100% of District’s teachers and staff will appropriately assigned and credentialed. 95% of our classrooms will have sufficient instructional materials.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
Purchase Common Core ELA, math, and subject matter materials and resources.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____		180K General fund
All schools received additional S&C funding to pursue site specific support for targeted students.	District-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____		\$300K (14-15) + \$400K (15-16) S&C funds
Participate in Common Core professional development	District-	<input type="checkbox"/> ALL		\$132K (14-15) +

trainings.	wide	OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient __ Other Targeted subgroups: (Specify)_____	\$125K (15-16) S&C funds (Includes all content areas)
Create CCSS aligned report cards.	Elementary Schools	<input checked="" type="checkbox"/> ALL OR: __ Low Income Pupils __ English Learners __ Foster Youth __ Re-designated fluent English proficient __ Other Targeted subgroups: (Specify)_____	\$0
Create District wide CCSS formative and summative assessments.	District-wide	<input checked="" type="checkbox"/> ALL OR: __ Low Income Pupils __ English Learners __ Foster Youth __ Re-designated fluent English proficient __ Other Targeted subgroups: (Specify)_____	\$0
Develop site resource binders that include research based, best practice CCSS instructional strategies and interventions.	District-wide	<input checked="" type="checkbox"/> ALL OR: __ Low Income Pupils __ English Learners __ Foster Youth __ Re-designated fluent English proficient __ Other Targeted subgroups: (Specify)_____	\$0
Increase student access to technology.	District-wide	__ ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient __ Other Targeted subgroups: (Specify)_____	\$300K Site S&C funds
Grade level department collaboration and time.	District-wide	<input checked="" type="checkbox"/> ALL OR: __ Low Income Pupils __ English Learners __ Foster Youth __ Re-designated fluent English proficient __ Other Targeted subgroups: (Specify)_____	\$0

7.25% increase in staffing costs for on-going LCAP associated salaries.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____	\$100K S&C
LCAP Year 2: 2016/17			
Expected Annual Measurable Outcomes:	School sites will transition from stages 4 to 5 as indicated on 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; 98% of teachers will participate in CCSS professional development trainings. 95% of school sites will be in good or exemplary condition. 100% of District’s teachers and staff will appropriately assigned and credentialed. 98% of our classrooms will have sufficient instructional materials.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase Common Core ELA, math, and subject matter materials and resources.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____	180K General fund
All schools received additional S&C funding to pursue site specific support for targeted students.	District-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____	\$300K (14-15) + \$400K (15-16) S&C funds
Participate in Common Core professional development trainings.	District-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____	\$132K (14-15) + \$125K (15-16) S&C funds (Includes all content areas)
Create CCSS aligned report cards.	Elementary Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners	\$0

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____	
Create District wide CCSS formative and summative assessments.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____	\$0
Develop site resource binders that include research based, best practice CCSS instructional strategies and interventions.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____	\$0
Increase student access to technology.	District-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____	\$300K Site S&C funds
Grade level department collaboration and time.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____	\$0
7.25% increase in staffing costs for on-going LCAP associated salaries.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____	\$100K S&C
LCAP Year 3: 2017/18			
Expected Annual Measurable Outcomes:	Delete Goal if target areas met in 2016/2017.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase Common Core ELA, math, and subject matter materials and resources.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____	180K General fund
All schools received additional S&C funding to pursue site specific support for targeted students.	District-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____	\$300K (14-15) + \$400K (15-16) S&C funds
Participate in Common Core professional development trainings.	District-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____	\$132K (14-15) + \$125K (15-16) S&C funds (Includes all content areas)
Create CCSS aligned report cards.	Elementary Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____	\$0
Create District wide CCSS formative and summative assessments.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____	\$0

Develop site resource binders that include research based, best practice CCSS instructional strategies and interventions.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____	\$0
Increase student access to technology.	District-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____	\$300K Site S&C funds
Grade level department collaboration and time.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____	\$0
7.25% increase in staffing costs for on-going LCAP associated salaries.	District-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____	\$100K S&C

Complete a copy of this table for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all targeted 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?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	<p>Goal #1 ELA/Literacy Students will graduate Paradise Unified School District with the reading and literacy skills required for globally competitive college and career readiness.</p> <ul style="list-style-type: none"> For the goal of increased student achievement for ELA and literacy for all students, Low Income, Foster Youth, English Learners, and all significant subgroup, PUSD will support high quality staff by providing professional development, resources, and appropriate learning environments. PUSD will increase support to sites with a high concentration of targeted students. (specifics listed below) 		<p>Related State and/or Local Priorities: 1__x 2__x 3__ 4__x 5__ 6__ 7__x 8__x COE only: 9__ 10__ Local : Specify _____</p>																																		
Goal Applies to:	Schools: All Schools Applicable Pupil Targeted subgroups:	All students including: Low Income Students, Foster Youth, English Learner Students, Reclassified English Learners, Students w/ Disabilities																																			
Expected Annual Measurable Outcomes:	<p>Grades K-5 Increase by 5% the number of students who are achieving at or above grade level in ELA as measured by Star Reading, DIBELS, and CBM assessments.</p> <p>Grades 6-8 Increase by 5% the number of students who are achieving at or above grade level in ELA as measured by Star Reading, and the Gates McGinnity assessment.</p> <p>Grades 9-12 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.</p>	Actual Annual Measurable Outcomes:	<table border="1"> <thead> <tr> <th colspan="2"></th> <th>2013/2014</th> <th>2014/2015</th> </tr> </thead> <tbody> <tr> <td>DIBELS (K-1)</td> <td rowspan="3" style="text-align: center; vertical-align: middle;">/</td> <td></td> <td>TBD Goal 5% ></td> </tr> <tr> <td>STAR Reading</td> <td></td> <td>TBD Goal 5% ></td> </tr> <tr> <td>CBM</td> <td></td> <td>TBD Goal 5% ></td> </tr> </tbody> </table> <p>At this time, while we do have individual student and site data, it has not been coordinated at the district level.</p> <table border="1"> <thead> <tr> <th colspan="2"></th> <th>2013/2014</th> <th>2014/2015</th> </tr> </thead> <tbody> <tr> <td>Gates McGinnity</td> <td>75% tested 9th grade reading level (or above)</td> <td></td> <td>TBD Goal 5% ></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2"></th> <th>2013/2014</th> <th>2014/2015</th> </tr> </thead> <tbody> <tr> <td>EAP</td> <td>69% Ready for College Math</td> <td></td> <td>TBD Goal 5% ></td> </tr> <tr> <td>ERWC Pass Rates</td> <td>88% (C+ or better)</td> <td></td> <td>TBD Goal 5% ></td> </tr> </tbody> </table>			2013/2014	2014/2015	DIBELS (K-1)	/		TBD Goal 5% >	STAR Reading		TBD Goal 5% >	CBM		TBD Goal 5% >			2013/2014	2014/2015	Gates McGinnity	75% tested 9 th grade reading level (or above)		TBD Goal 5% >			2013/2014	2014/2015	EAP	69% Ready for College Math		TBD Goal 5% >	ERWC Pass Rates	88% (C+ or better)		TBD Goal 5% >
		2013/2014	2014/2015																																		
DIBELS (K-1)	/		TBD Goal 5% >																																		
STAR Reading			TBD Goal 5% >																																		
CBM			TBD Goal 5% >																																		
		2013/2014	2014/2015																																		
Gates McGinnity	75% tested 9 th grade reading level (or above)		TBD Goal 5% >																																		
		2013/2014	2014/2015																																		
EAP	69% Ready for College Math		TBD Goal 5% >																																		
ERWC Pass Rates	88% (C+ or better)		TBD Goal 5% >																																		
LCAP Year: 2014/15																																					
Planned Actions/Services		Actual Actions/Services																																			

		Budgeted Expenditures		Estimated Actual Annual Expenditures	
All schools received additional S&C funding to pursue site specific support for targeted students.		\$300K S&C funds	All school sites received S&C funding to provide site specific services for targeted students. (See individual site plans)	\$300K S&C funds	
Scope of service:	District-wide		Scope of service:	District-wide	
__ ALL			__ ALL		
OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient __ Other Targeted subgroups: (Specify) _____			OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient __ Other Targeted subgroups: (Specify) _____		
Purchase core ELA, ELL, and subject matter materials.		180K General fund \$1.8 S&C funds	Purchased subject matter materials. ELA core and intervention materials continue to be evaluated.	\$180K General fund \$1.8K S&C funds	
Purchase Intervention programs/resources, including ELD Intervention.			Rosetta Stone software was purchased for all ELL students at Paradise High School.		
Scope of service:	District-wide		Scope of service:		District-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth __ Re-designated fluent English proficient __ Other Targeted subgroups: (Specify) _____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Re-designated fluent English proficient __ Other Targeted subgroups: (Specify) _____			
Articulate between grade levels and departments; four minimum days will be scheduled to provide opportunities for grade level articulation and data analysis.		\$0 \$1.2K PHS Site S&C funds	Articulation occurred between grade levels (K/8) on four different minimum days. High School math teachers articulated with 7/8 grade math teachers on K/8 min days.	\$0 \$1,017 PHS Site S&C funds	

Scope of service: District-wide		Scope of service: District-wide	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____		OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____	
Participate in ELA and Literacy Professional Development including coaching for full implementation of ELD standards, a study of the book “Framework for Understanding Poverty” and training in reducing the educational gap of Foster Youth.	\$132K S&C funds	School sites participated in ELA Literacy Professional Development with BCOE and CSU, Chico for implementation of ELD standards. Schools either completed a book study on “Framework for Understanding Poverty” this year or in previous years. PHS counselors attended training in reducing the educational gap of Foster Youth.	\$132K S&C funds
Scope of service: District-wide		Scope of service: District-wide	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____		OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____	
Purchase technology hardware and software to increase student accessibility and equity. Update and increase available technology	\$300K Site S&C funds	Additional technology has been purchased for all sites in the District. Technology has been, and will continue to be, updated on an annual basis.	\$300K Site S&C funds
Scope of service: District-wide		Scope of service: District-wide	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____		OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____	

<p>Analyze student data to improve instructional strategies and increase student learning/achievement. Specifically analyzing subgroup (English Learners, Foster Youth, Low income) data.</p> <ul style="list-style-type: none"> • Provide technology support through the IT staff • Tracking student achievement and data with Illuminate 	<p>\$0 Site S&C funds</p>	<p>Although difficult with the implementation of new standardized testing, staff continues to utilize formative and summative assessment data, CAHSEE, and EAP data to improve instructional strategies and increase student learning. IT staff continue to provide staff with requested data to use for improving student achievement, specifically English Learners, Foster Youth, and Low income students.</p> <p>Illuminate has had a few technical issues this year which has created a lower than anticipated use.</p>	<p>\$0 Site S&C funds</p>
<p>Scope of service: District-wide</p>		<p>Scope of service: District-wide</p>	
<p>__ ALL</p>		<p>__ ALL</p>	
<p>OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient __ Other Targeted subgroups: (Specify) _____</p>		<p>OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient __ Other Targeted subgroups: (Specify) _____</p>	
<p>Reducing class sizes to allow for more individual teacher student instructional time and to help close the ELA/literacy achievement gap between EL students/Foster Youth and the general population:</p> <ul style="list-style-type: none"> • Grade Span Adjustment K-3 • Class Size Reduction 9th Grade Foundational Math and ELA 	<p>\$470K S&C funds \$45K S&C funds</p>	<p>All K-3 and 9th grade English and Foundational Math classes sizes have been reduced.</p>	<p>\$470K S&C funds \$45K S&C funds</p>
<p>Scope of service: District-wide (Except RVHS no 9th)</p>		<p>Scope of service: District-wide (Except RVHS no 9th)</p>	
<p>__ ALL</p>		<p>__ ALL</p>	
<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth __ Re-designated fluent English proficient __ Other Targeted subgroups: (Specify) _____</p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth __ Re-designated fluent English proficient __ Other Targeted subgroups: (Specify) _____</p>	

Increasing Vice Principals at PINT and Pine Ridge to 1 FTE per school. Increase .5 Principal at Cedarwood to 1 FTE.		\$84K S&C funds \$52K S&C funds	Part time Vice Principals at PINT and Pine Ridge have been increased to 1 FTE per school. Cedarwood Principal was increased to a FT position.	\$84K S&C funds \$52K S&C funds
Scope of service:	Specific Sites: PINT, Pine Ridge, Cedarwood Schools		Scope of service:	Specific sites: PINT, Pine Ridge, Cedarwood Schools
__ ALL			__ ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth __ Re-designated fluent English proficient __ Other Targeted subgroups: (Specify) _____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth __ Re-designated fluent English proficient __ Other Targeted subgroups: (Specify) _____	
Hiring counselors to ensure low income, English Learner, and Foster Youth students receive the social/emotional and academic support they may need. Ridgeview Continuation School expanded counseling services.		\$175K S&C funds \$12K S&C funds	School counselors have been hired to support low income, English learner, and Foster Youth students in their social/emotional and academic needs to help close the achievement gaps.	\$175K S&C funds \$12K S&C funds
Scope of service:	District-wide		Scope of service:	District-wide
__ ALL			__ ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth __ Re-designated fluent English proficient __ Other Targeted subgroups: (Specify) _____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth __ Re-designated fluent English proficient __ Other Targeted subgroups: (Specify) _____	
School sites will be allocated \$84 per student to address identified site needs.		\$300K S&C funds	A variety of services have been provided to low income, English Learner, and Foster Youth as identified in the local site plans.	\$300K S&C funds
Scope of service:	District-wide		Scope of service:	District-wide
__ ALL			__ ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth __ Re-designated fluent English proficient __ Other Targeted subgroups: (Specify) _____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth __ Re-designated fluent English proficient __ Other Targeted subgroups: (Specify) _____	

PHS identified LCAP expenses specific to the needs of PHS achievement goals, activities and services. (See PHS LCAP Site Plan) Provide after school academic tutoring services for Foster Youth.		\$225K S&C funds	See Paradise High School Site LCAP	\$225K S&C funds
Scope of service:	Site specific: Paradise High School		Scope of service:	Site specific: Paradise High School
__ ALL			__ ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth __ Re-designated fluent English proficient __ Other Targeted subgroups: (Specify) _____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth __ Re-designated fluent English proficient __ Other Targeted subgroups: (Specify) _____	
Develop an Individualized Learning Plan that will include an annual individual culmination or graduation plan, as grade appropriate for English Learner students and Foster Youth. Provide flexible scheduling (eLearning and Independent Study) to support Foster Youth alternative education.		\$7.5K PHS site funds	All PHS students meet with their counselor and parent/guardian/educational representative to develop an Individualized Learning Plan. Plans are reviewed annually for all students. Foster Youth students are given the opportunity to attend either eLearning or Independent Study part or full time which allows students to make up needed credits.	\$7.5K PHS site S&C funds
Scope of service:	Site Specific: Paradise High School		Scope of service:	Site Specific: Paradise High School
__ ALL			__ ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth __ Re-designated fluent English proficient __ Other Targeted subgroups: (Specify) _____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth __ Re-designated fluent English proficient __ Other Targeted subgroups: (Specify) _____	
Provide access to on-line instructional program for EL such as Rosetta Stone or similar program.		\$5K PHS S&C funds	All English Learner students at Paradise High School have access to Rosetta Stone in their primary language.	\$5K PHS S&C funds
Scope of service:	Site specific: Paradise High School		Scope of service:	Site specific: Paradise High School
__ ALL			__ ALL	
OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth __ Re-designated fluent English proficient __ Other Targeted subgroups: (Specify) _____			OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth __ Re-designated fluent English proficient __ Other Targeted subgroups: (Specify) _____	

Allowing Foster Youth to remain in high school a 5 th year if necessary to complete A-G requirements.	\$0	All Foster Youth may remain at PHS for an additional year to complete their A-G requirements.	\$0
Scope of service: Site specific: Paradise High School		Scope of service: Site specific: Paradise High School	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____	
Partnerships with community organizations to support student achievement through recognitions: Elks Lodge and Masonic Lodge.	\$0	All District schools partner with both the Paradise Elks Lodge and the Paradise Masonic Temple to select students deserving of lodge and community recognition.	\$0
Scope of service: District-wide		Scope of service: District-wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>The review of the 2014/2015 LCAP by district administration, the Superintendent’s LCAP Advisory Committee, and stakeholder groups including school sites provide important information. The expenditures for programs and personnel to support targeted students have not been in place long enough for an accurate evaluation of effectiveness. State required and local metrics are not sufficient or specific enough to evaluate many of the specific expenditures. Nonetheless there were many observations that led to recommendations for the expenditures of the additional 2015/2016 funds. They include: expanded professional development, expanded arts programs, increased school security, and a new district curriculum, instruction, and assessment position. This position will ensure that future data is collected and analyzed on an annual basis that will allow for an accurate evaluation of effectiveness of LCAP expenditures.</p> <ol style="list-style-type: none"> 1. Low income, Foster Youth, and English Learner students will meet with their counselor at least once each semester to ensure academic and social/emotional needs are being met. 2. Training in Illuminate will be offered to ensure that student achievement data is being collected and utilized in a timely manner to drive instructional practices. 3. Change data analysis on all matrixes to include SBAC data. 		

Original GOAL from prior year LCAP:	<p>Goal #2 Mathematics Students will graduate Paradise Unified School District with the mathematics skills required for globally competitive college and career readiness. For the goals of increased student achievement in mathematics for Low Income, Foster Youth, and English Learning students, PUSD will support high quality staff by providing professional development, resources, and appropriate learning environments. PUSD will increase support to sites with a high concentration of targeted students.</p>		<p>Related State and/or Local Priorities: 1__x 2__x 3__ 4__x 5__ 6__ 7__x 8__x COE only: 9__ 10__ Local : Specify _____</p>																														
Goal Applies to:	<p>Schools: All Schools Applicable Pupil Targeted subgroups:</p>	<p>All students including: Low Income Students, Foster Youth, EL Students, Reclassified English Learners, Students w/ Disabilities</p>																															
Expected Annual Measurable Outcomes:	<p>Grades K-5 Increase by 5% the number of 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 & 5's). Grades 6-8 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 earning grades of D or F. Grades 9-12 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.</p>	Actual Annual Measurable Outcomes:	<p align="center">Goal #2 Math Student Achievement</p> <table border="1"> <thead> <tr> <th rowspan="2">Report Card 4-5's (K-5)</th> <th colspan="2">2013/2014</th> <th colspan="2">2014/2015</th> </tr> <tr> <th>1st Sem</th> <th>2nd Sem</th> <th>1st Sem</th> <th>2nd Sem</th> </tr> </thead> <tbody> <tr> <td>D-F Math Grades 6th Grade</td> <td></td> <td>13%</td> <td></td> <td>TBD</td> </tr> <tr> <td>D-F Math Grades 7th Grade</td> <td></td> <td>29%</td> <td></td> <td>32%</td> </tr> <tr> <td>D-F Math Grades 6th Grade</td> <td></td> <td>25%</td> <td></td> <td>27%</td> </tr> <tr> <td>EAP Math Passage Rate (9-11)</td> <td></td> <td>69% Ready for College Math</td> <td></td> <td>TBD Goal 5% ></td> </tr> </tbody> </table>		Report Card 4-5's (K-5)	2013/2014		2014/2015		1 st Sem	2 nd Sem	1 st Sem	2 nd Sem	D-F Math Grades 6 th Grade		13%		TBD	D-F Math Grades 7 th Grade		29%		32%	D-F Math Grades 6 th Grade		25%		27%	EAP Math Passage Rate (9-11)		69% Ready for College Math		TBD Goal 5% >
Report Card 4-5's (K-5)	2013/2014		2014/2015																														
	1 st Sem	2 nd Sem	1 st Sem	2 nd Sem																													
D-F Math Grades 6 th Grade		13%		TBD																													
D-F Math Grades 7 th Grade		29%		32%																													
D-F Math Grades 6 th Grade		25%		27%																													
EAP Math Passage Rate (9-11)		69% Ready for College Math		TBD Goal 5% >																													
LCAP Year: 2014/2015																																	
Planned Actions/Services		Actual Actions/Services																															
		Budgeted Expenditures	Estimated Actual Annual Expenditures																														
All schools received additional S&C funding to pursue site specific support for targeted students.		\$300K S&C funds	All school sites received S&C funding to provide site specific services for targeted students. \$300K S&C funds																														

Scope of service: District-wide			Scope of service: District-wide	
__ ALL			__ ALL	
OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient __ Other Targeted subgroups: (Specify)_____			OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient __ Other Targeted subgroups: (Specify)_____	
Provide grade level and department PLC/collaboration time. Include collaboration time to meet with child welfare agency to support Foster Youth. Grade levels and departments will meet weekly in PLCs for one period.		\$0	All school in the District held either a late start Wednesday (High School) or early release Wednesday (All other Schools) to allow 50 minutes for PLC collaboration meeting. Foster Youth agencies have met at least once with PLC groups.	
Scope of service:	District-wide		Scope of service:	District-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Re-designated fluent English proficient __ Other Targeted subgroups: (Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Re-designated fluent English proficient __ Other Targeted subgroups: (Specify)_____	
Purchase core math, ELD, and subject matter materials. Also purchase Intervention programs/resources, including ELD Intervention.		\$1.8K S&C funds \$180K General fund	Rosetta Stone software was purchased for all ELD students. Math Core materials were purchased for Paradise High School. CPM Math Intervention resources and programs were purchased for Paradise High School	
Scope of service:	District-wide		Scope of service:	District-wide
__ ALL			__ ALL	
OR <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth __ Re-designated fluent English proficient __ Other Targeted subgroups: (Specify)_____			OR <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth __ Re-designated fluent English proficient __ Other Targeted subgroups: (Specify)_____	

Participate in Math Professional Development.		\$132K S&C funds	All sites participated in Math Professional Development with BCOE and CSU, Chico for implementation of integrated math standards.	\$132K S&C funds
Study of the book “Framework for Understanding Poverty” and training in reducing the educational gap of Foster Youth.		\$0	All schools either completed a book study on “Framework for Understanding Poverty” this year or in previous years. Staff attended training in reducing the educational gap of Foster Youth.	\$0
Scope of service:	District-wide		Scope of service:	District-wide
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient Other Targeted subgroups: (Specify) _____			OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient Other Targeted subgroups: (Specify) _____	
Articulate between grade levels and departments; four minimum days will be scheduled to provide opportunities for grade level articulation and data analysis.		\$1K PHS Site S&C funds	Articulation occurred between grade levels (K/8) on four different minimum days. High school math teachers articulated with feeder school math teachers on these days to discuss CCSS implementation and data analysis.	\$875 PHS S&C funds
Scope of service:	District-wide		Scope of service:	District-wide
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient Other Targeted subgroups: (Specify) _____			OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient Other Targeted subgroups: (Specify) _____	
Purchase technology hardware and software to increase student accessibility and equity. Update and increase technology.		\$500K CCSS General funds Title 1	Additional technology has been purchased for all sites in the District. Technology has been, and will continue to be, updated on an annual basis.	\$500K CCSS General funds Title 1
Scope of service:	District-wide		Scope of service:	District-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____		
Analyze student data to improve instructional strategies and increase student learning/achievement. Specifically analyzing subgroup (English Learners, Foster Youth, Low income) data. <ul style="list-style-type: none"> • Provide technology support through the IT staff • Tracking student achievement and data with Illuminate 		\$0	Although difficult with the implementation of new standardized testing, staff continues to utilize formative and summative assessment data, CAHSEE, and EAP data to improve instructional strategies and increase student learning. Illuminate has had a few technical issues this year which has created a lower than anticipated use. IT staff continue to provide staff with requested data to use for improving student achievement, specifically English Learners, Foster Youth, and Low income students.		\$0.
Scope of service:	District-wide		Scope of service:	District-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____		
Reducing class sizes to allow for more individual teacher student instructional time and to help close the mathematics achievement gap between EL students/Foster Youth and the general population: <ul style="list-style-type: none"> • Grade Span Adjustment K-3 • Class Size Reduction 9th Grade Math and ELA 		\$470K S&C funds \$45K S&C funds	All K-3 and 9 th grade English and Foundational Math classes sizes have been reduced.		\$470K S&C funds \$45K S&C funds
Scope of service:	District –wide (Not RV no 9 th)		Scope of service:	District –wide (Not RV no 9 th)	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		

OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient ___ Other Targeted subgroups: (Specify) _____			OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient ___ Other Targeted subgroups: (Specify) _____		
Increasing Vice Principals at PINT and Pine Ridge to 1 FTE per school. Increase .5 Principal at Cedarwood to 1 FTE.		\$84K S&C funds \$52K S&C funds	Part time Vice Principals at PINT and Pine Ridge have been increased to 1 FTE per school. Cedarwood Principal was increased to a FT position.		\$84K S&C funds \$52K S&C funds
Scope of service:	PINT, Pine Ridge, Cedarwood Schools/ Used in a school/wide manner		Scope of service:	PINT, Pine Ridge, Cedarwood Schools/ Used in a school/wide manner	
___ ALL			___ ALL		
OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient ___ Other Targeted subgroups: (Specify) _____			OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient ___ Other Targeted subgroups: (Specify) _____		
Hire counselors to ensure low income, English Learner, and Foster Youth students receive the social/emotional and academic support they may need. Ridgeview Continuation School expanded counseling services.		\$175K S&C funds \$12K S&C funds	School counselors have been hired to support low income, English learner, and Foster Youth students in their social/emotional and academic needs to help close the achievement gap.		\$175K S&C funds \$12K S&C funds
Scope of service:	District-wide		Scope of service:	District-wide	
___ ALL			___ ALL		
OR <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth ___ Re-designated fluent English proficient ___ Other Targeted subgroups: (Specify) _____			OR <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth ___ Re-designated fluent English proficient ___ Other Targeted subgroups: (Specify) _____		
Using flexible scheduling to provide interventions before and after regular school day.		\$25K Site S&C funds	Interventions are being provided at all school sites by credentialed teachers. Snacks and bus passes are also provided for low income, Foster Youth and English Learner students.		\$25K Site S&C funds

Scope of service:	District - wide		Scope of service:	District - wide	
__ ALL			__ ALL		
OR <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth __ Re-designated fluent English proficient __ Other Targeted subgroups: (Specify) _____			OR <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth __ Re-designated fluent English proficient __ Other Targeted subgroups: (Specify) _____		
PHS identified LCAP expenses specific to the needs of PHS achievement goals, activities and services. (See PHS LCAP Site Plan) Provide after school academic tutoring services for Foster Youth.		\$225K S&C funds	See Paradise High School Site LCAP.		\$225K S&C funds
Scope of service:	Site specific: Paradise High School		Scope of service:	Site specific: Paradise High School	
__ ALL			__ ALL		
OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient __ Other Targeted subgroups: (Specify) _____			OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient __ Other Targeted subgroups: (Specify) _____		
Develop an Individualized Learning Plan that will include an annual individual culmination or graduation plan, as grade appropriate for English Learner students and Foster Youth. Provide flexible scheduling (eLearning and Independent Study) to support Foster Youth alternative education.		\$7.5K PHS site S&C funds	All PHS students meet with their counselor and parent/guardian/educational representative to develop an Individualized Learning Plan. Plans are reviewed annually for all students. Foster Youth students are given the opportunity to attend either eLearning or Independent Study part or full time which allows students to make up needed credits.		\$7.5K PHS site S&C funds
Scope of service:	Site Specific: PHS		Scope of service:	Site Specific: PHS	
__ ALL			__ ALL		
OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient __ Other Targeted subgroups: (Specify) _____			OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient __ Other Targeted subgroups: (Specify) _____		

Allowing Foster Youth to remain in high school a 5 th year if necessary to complete A/G requirements.		\$0	All Foster Youth may remain at PHS for an additional year to complete their A-G requirements.		\$0
Scope of service:	Site Specific: Paradise High School		Scope of service:	Site Specific: Paradise High School	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____		

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The review of the 2014/2015 LCAP by district administration, the Superintendent’s LCAP Advisory Committee, and stakeholder groups including school sites provide important information. The expenditures for programs and personnel to support targeted students have not been in place long enough for an accurate evaluation of effectiveness. State required and local metrics are not sufficient or specific enough to evaluate many of the specific expenditures. Nonetheless there were many observations that led to recommendations for the expenditures of the additional 2015/2016 funds. They include: expanded professional development, expanded arts programs, increased school security, and a new district curriculum, instruction, and assessment position. This position will ensure that future data is collected and analyzed on an annual basis that will allow for an accurate evaluation of effectiveness of LCAP expenditures.</p> <ol style="list-style-type: none"> 1. Low income, Foster Youth, and English Learner students will meet with their counselor at least once each semester to ensure academic and social/emotional needs are being met. 2. Staff training in Illuminate will be offered to ensure that student achievement data is being collected and utilized in a timely manner to drive instructional practices. 3. Change data analysis on all matrixes to include SBAC data.
---	--

Original GOAL from prior year LCAP:	<p>Goal #3 School Culture Paradise Unified will create a positive environment to promote safety, respect, responsibility, and active participation.</p> <ul style="list-style-type: none"> • For the goal of creating a positive school environment PUSD will support high quality staff by providing professional development, resources, and appropriate learning environments. PUSD will increase support to sites with a high concentration of targeted students. 	<p>Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5_x 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>
Goal Applies to:	Schools: All Schools	
	Applicable Pupil Targeted subgroups:	All students including: Low Income Students, Foster Youth, EL Students, Reclassified English Learners, Students w/ Disabilities, Parents

Expected Annual Measurable Outcomes:	Districtwide attendance will improve 1%. The number of student suspensions will decrease by 3%. High school graduation rate will increase by 3%. 100% of schools will be in good or exemplary condition. 100% of District teachers are appropriately assigned and credentialed. 100% of classrooms have sufficient instructional materials.		Actual Annual Measurable Outcomes:	Goal #3 School Culture		
				2013/2014		2014/2015
				Attendance	93.4%	Goal 1% > TBD
				Suspension Rate	9.4 (12-13)	Goal 3% < TBD
				Expulsion Rate	.06 (12-13)	Goal 3% < TBD
		Graduation Rate	96.9% (11-12)	Goal 1% > TBD		
LCAP Year: 2014/2015						
Planned Actions/Services			Actual Actions/Services			
		Budgeted Expenditures			Estimated Actual Annual Expenditures	
All schools received additional S&C funding to pursue site specific support for targeted students.		\$300K S&C funds	All school sites received S&C funding to provide site specific services for targeted students.		\$300K S&C funds	
Scope of service: District-wide			Scope of service: District-wide			
__ ALL			__ ALL			
OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient __ Other Targeted subgroups: (Specify) _____			OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient __ Other Targeted subgroups: (Specify) _____			
Fully implement and support Positive Behavior Interventions and Supports (PBIS) Program		\$25K General fund	PBIS has been implemented in all schools.		\$25K General fund	
Scope of service:	District-wide		Scope of service:	District-wide		
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL			

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____		
Hiring counselors to ensure low income, English Learner, and Foster Youth students receive the social/emotional and academic support he/she may need. Ridgeview Continuation School expanded counseling services.		\$175K S&C funds \$12K S&C funds	School counselors have been hired to support low income, English learner, and Foster Youth students in their social/emotional and academic needs to help close the achievement gap.		\$175K S&C funds \$12K S&C funds
Scope of service:	District-wide		Scope of service:	District-wide	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____		
Develop an Individualized Learning Plan that will include an annual individual culmination or graduation plan, as grade appropriate for English Learner students and Foster Youth. Provide flexible scheduling (eLearning and Independent Study) to support Foster Youth alternative education.		\$7.5K PHS site S&C funds	All PHS students meet with their counselor and parent/guardian/educational representative to develop an Individualized Learning Plan. Plans are reviewed annually for all students. Foster Youth students are given the opportunity to attend either eLearning or Independent Study part or full time which allows students to recover credits.		\$7.5K PHS site S&C funds
Scope of service:	PHS		Scope of service:	PHS	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____		

Increase access to technology for all, Foster Youth, English Learner, and low income students. Purchase hardware and software.		\$300K Site S&C funds	PHS Library hours have been extended to ensure low income, Foster Youth, and English Learner students have additional access to technology. Additional hardware and software have been purchased.	\$300K Site S&C funds
Scope of service:	District-wide		Scope of service:	District-wide
__ALL			__ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth __Re-designated fluent English proficient __Other Targeted subgroups: (Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth __Re-designated fluent English proficient __Other Targeted subgroups: (Specify)_____	
Increase parent and community involvement/engagement and attendance through PTOs, Site Councils, District Advisory Committees, and LCAP process. Specifically increase English Learner parent and community engagement by communicating with English Learner parents in their target language and providing interpretation and translation at meetings and parent conferences.		\$0	Language translators are provided at parent conferences, IEP's and general meetings when needed.	\$0
Scope of service:	District-wide		Scope of service:	District-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Targeted subgroups: (Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Targeted subgroups: (Specify)_____	
Use the SARB process, truancy notifications, and parent conferences to improve student attendance.		\$0	The District has a SARB team. The SARB process is utilized at all sites. District schools utilize Aeries to generate attendance letters for both unexcused absences and excused illnesses over 10%. Parent conferences and contracts are scheduled/developed as needed and mandatory after the third truancy letter. PHS utilizes an auto dialing system each evening to report any class absence. The District has hired a Child Welfare and Attendance staff member to help increase attendance rates.	\$45K Child and Welfare and Attendance staff

Scope of service:	District-wide		Scope of service:	District-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____		
Use School Messenger to connect with families.		\$20K General fund	School Messenger is used often by both District and sites to connect with families to provide information, reminders and emergency phone calls and emails.		\$20K General fund
Scope of service:	District-wide		Scope of service:	District-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____		
Utilize the ASES Grant Funds to engage students in school through the afterschool program.		\$450K ASES Grant	ASES Grant Funds are utilized in partnership between the District and Boys and Girls Club to fund afterschool programs at the following schools; Paradise Elementary, Ponderosa Elementary, PINT, Pine Ridge.		\$450K ASES Grant
Scope of service:	Paradise Elementary, Ponderosa Elementary, PINT, Pine Ridge		Scope of service:	Paradise Elementary, Ponderosa Elementary, PINT, Pine Ridge	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify)_____		
Increase student attendance rates by funding a Community/School/Student Attendance Liaison		\$45K S&C funds	A Community/School/Student Attendance Liaison has been hired and is helping support schools/students/families to increase District attendance.		\$45K S&C funds

Scope of service:	District-wide		Scope of service:		
__ ALL			__ ALL		
OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient __ Other Targeted subgroups: (Specify) _____			OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient __ Other Targeted subgroups: (Specify) _____		
Expanding student access to school libraries to help close the achievement gap of low income students, Foster Youth, and English learners. Extend Library Specialist an additional hour per day.		\$30K S&C funds	All sites have had their library specialists' time increased by an additional hour. PHS has used site S&C funding to increase their time an additional ½ hour a day to provide library and technology services to low income, Foster Youth, and English learner students.		\$30K S&C funds
Scope of service:	District-wide		Scope of service:	District-wide	
__ ALL			__ ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth __ Re-designated fluent English proficient __ Other Targeted subgroups: (Specify) _____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth __ Re-designated fluent English proficient __ Other Targeted subgroups: (Specify) _____		
Provide career focused activities including field trips to better serve Foster Youth, English Learners, and low income students.		\$5K S&C site funds	Career focused field trips are provided at PHS, RVHS and PINT that include field trips to both local colleges and several STEM manufacturing plants and various locally owned businesses/agencies.		\$5K S&C site funds
Scope of service:	Site Specific – Paradise High School, Ridgeview High School, and PINT		Scope of service:	Site Specific – Paradise High School, Ridgeview High School, and PINT	
__ ALL			__ ALL		
OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient __ Other Targeted subgroups: (Specify) _____			OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient __ Other Targeted subgroups: (Specify) _____		
Allowing Foster Youth to remain in high school a 5 th year if necessary to complete A-G requirements.		\$0	Foster Youth are allowed to remain at PHS an additional year to complete their A-G requirements.		\$0

Scope of service:	Site Specific – PHS		Scope of service:	Site Specific – PHS	
__ALL			__ALL		
OR: __ Low Income pupils __ English Learners <input checked="" type="checkbox"/> Foster Youth __Re-designated fluent English proficient __Other Targeted subgroups: (Specify)_____			OR: __ Low Income pupils __ English Learners <input checked="" type="checkbox"/> Foster Youth __Re-designated fluent English proficient __Other Targeted subgroups: (Specify)_____		
Analyzing student data to improve instructional strategies and increase student learning to increase the graduation rate of Foster Youth by 10%.		\$0	Paradise and Ridgeview High Schools work individually with each Foster Youth to provide an individual learning plan that includes credit recovery, differentiated credits, and credit reduction as allowed by law to increase Foster Youth graduation rates. Middle schools also analyze data to ensure that Foster Youth are on track for graduation.		\$0
Scope of service:	District-wide		Scope of service:	District-wide	
__ALL			__ALL		
OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Re-designated fluent English proficient __Other Targeted subgroups: (Specify)_____			OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Re-designated fluent English proficient __Other Targeted subgroups: (Specify)_____		
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<p>The review of the 2014/2015 LCAP by district administration, the Superintendent’s LCAP Advisory Committee, and stakeholder groups including school sites provide important information. The expenditures for programs and personnel to support targeted students have not been in place long enough for an accurate evaluation of effectiveness. State required and local metrics are not sufficient or specific enough to evaluate many of the specific expenditures. Nonetheless there were many observations that led to recommendations for the expenditures of the additional 2015/2016 funds. They include: expanded professional development, expanded arts programs, increased school security, and a new district curriculum, instruction, and assessment position. This position will ensure that future data is collected and analyzed on an annual basis that will allow for an accurate evaluation of effectiveness of LCAP expenditures.</p> <ol style="list-style-type: none"> 1. Provide School Messenger messages in Spanish to identified families. Send invitations in Spanish to identified families to join school/District organizations (DAC, LCAP Advisory Board, SSC, PTO, ELAC). 2. Add an action/service in the area of VAPA to provide all students with opportunities for success/achievement. 3. Add action to include A-G completion rates and AP passage rates to help identify student success and 			

- possible need for action plans.
4. Add action/service to increase STEM/CTE/Pathways student enrollment/completion to ensure that PUSD students graduate with the skills required for globally competitive college and career readiness.

Original GOAL from prior year LCAP:	<p>Goal #4 Common Core and ELD State Standards Implementation Paradise Unified School District will graduate students that have received rigorous instruction in ELA, mathematics, and literacy across all core content areas.</p> <ul style="list-style-type: none"> For the goal of fully implementing Common Core and ELD State Standards for Foster Youth, English Learners, and low income students, PUSD will support high quality staff by providing professional development, resources, and appropriate learning environments. PUSD will increase support to sites with a high concentration of targeted students. 		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____															
Goal Applies to:	Schools: All Schools Applicable Pupil Targeted subgroups:	All students including: Low Income Students, Foster Youth, English Learner Students, Reclassified English Learners, Students w/ Disabilities																
Expected Annual Measurable Outcomes:	75% of teachers will be at stage 2 or above as indicated on 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.	Actual Annual Measurable Outcomes:	<table border="1"> <thead> <tr> <th colspan="3" data-bbox="1283 769 2011 797">Goal #4 Common Core and ELD Standards Implementation</th> </tr> <tr> <th data-bbox="1283 797 1520 834"></th> <th data-bbox="1520 797 1757 834">2013/2014</th> <th data-bbox="1757 797 2011 834">2014/2015</th> </tr> </thead> <tbody> <tr> <td data-bbox="1283 834 1520 1084">CCSS Transition Rubric</td> <td data-bbox="1520 834 1757 1084">No Survey Data</td> <td data-bbox="1757 834 2011 1084"> Stage 1 – 9 Stage 2 – 12 Stage 3 – 19 Stage 4 – 8 Stage 5 – 0 Goal 75% 56% </td> </tr> <tr> <td data-bbox="1283 1084 1520 1263">Implementation of CCSS Math Lessons</td> <td data-bbox="1520 1084 1757 1263">No Survey Data</td> <td data-bbox="1757 1084 2011 1263"> Yes 25 No 6 N/A 11 Goal 75% 76% </td> </tr> <tr> <td data-bbox="1283 1263 1520 1411">CCSS Staff Professional Development</td> <td data-bbox="1520 1263 1757 1411">No Survey Data</td> <td data-bbox="1757 1263 2011 1411"> Yes 39 No 5 Goal – 90% 88.6% </td> </tr> </tbody> </table>	Goal #4 Common Core and ELD Standards Implementation				2013/2014	2014/2015	CCSS Transition Rubric	No Survey Data	Stage 1 – 9 Stage 2 – 12 Stage 3 – 19 Stage 4 – 8 Stage 5 – 0 Goal 75% 56%	Implementation of CCSS Math Lessons	No Survey Data	Yes 25 No 6 N/A 11 Goal 75% 76%	CCSS Staff Professional Development	No Survey Data	Yes 39 No 5 Goal – 90% 88.6%
Goal #4 Common Core and ELD Standards Implementation																		
	2013/2014	2014/2015																
CCSS Transition Rubric	No Survey Data	Stage 1 – 9 Stage 2 – 12 Stage 3 – 19 Stage 4 – 8 Stage 5 – 0 Goal 75% 56%																
Implementation of CCSS Math Lessons	No Survey Data	Yes 25 No 6 N/A 11 Goal 75% 76%																
CCSS Staff Professional Development	No Survey Data	Yes 39 No 5 Goal – 90% 88.6%																

LCAP Year: 2014/15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
All schools received additional S&C funding to pursue site specific support for targeted students.	\$300K S&C funds	All school sites received S&C funding to provide site specific services for targeted students.	\$300K S&C funds
Scope of service: District-wide		Scope of service: District-wide	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient ___ Other Targeted subgroups: (Specify)_____		OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient ___ Other Targeted subgroups: (Specify)_____	
Purchase Intervention programs/resources, including ELD Intervention.	\$1.8K S&C	Rosetta Stone software was purchased for all ELD students.	\$1.8K S&C funds
Purchase Common Core ELA, math, and subject matter materials.	\$180K General fund	ELA Core materials were purchased for school sites. ELA Intervention resources and programs were purchased for school sites.	\$180K General fund
Scope of service: District-wide		Scope of service: District-wide	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient ___ Other Targeted subgroups: (Specify)_____		OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient ___ Other Targeted subgroups: (Specify)_____	

Developing an Individualized Learning Plan that will include an annual individual culmination or graduation plan, as grade appropriate for English Learner students and Foster Youth.		\$7.5K PHS site S&C funds	All PHS students meet with their counselor and parent/guardian/educational representative to develop an Individualized Learning Plan. Plans are reviewed annually for all students. Foster Youth students are given the opportunity to attend either ELearning or Independent Study part or full time which allows students to recover credits.	\$7.5K PHS site S&C funds
Scope of service:	Site specific - Paradise High School		Scope of service:	Site specific - Paradise High School
__ALL			__ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth __Re-designated fluent English proficient __Other Targeted subgroups: (Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth __Re-designated fluent English proficient __Other Targeted subgroups: (Specify)_____	
Hiring counselors to ensure low income, English Learner, and Foster Youth students receive the social/emotional and academic support he/she may need.		\$175K S&C funds	School counselors have been hired to support low income, English learner, and Foster Youth students in their social/emotional and academic needs to help close the achievement gap.	\$175K S&C funds
Ridgeview Continuation School expanded counseling services.		\$12K S&C funds		\$12K S&C funds
Scope of service:	District-wide		Scope of service:	District-wide
__ALL			__ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth __Re-designated fluent English proficient __Other Targeted subgroups: (Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth __Re-designated fluent English proficient __Other Targeted subgroups: (Specify)_____	
Allowing Foster Youth to remain in high school a 5 th year if necessary to complete A-G requirements.		\$0	Foster Youth are allowed to remain at PHS an additional year to complete their A-G requirements.	\$0
Scope of service:	Site specific - Paradise High School		Scope of service:	Site specific - Paradise High School
__ALL			__ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____		
Participate in CCSS professional development.		\$190K CCSS Title 1 Program Improvement funds.	All sites participated in CCSS Professional Development with a variety of agencies and educational institutions.		\$190K CCSS Title 1 Program Improvement funds.
Scope of service:	District-wide		Scope of service:	District-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____		
Grade levels and department collaboration time, including collaboration with BCOE English Learner support staff, will meet weekly in PLCs for one period. <ul style="list-style-type: none"> • Create CCSS aligned report cards (revise report cards) • Create and implement CCSS aligned local assessments • Provide grade level and collaboration time to meet with child welfare agency staff to support Foster Youth. 		\$0	Grade levels and departments met once a week in their PLC for collaboration. They are in the process of creating new CCSS aligned report cards for grades K-5. All departments and grade levels are creating and implementing CCSS aligned assessments. Time is provided to meet with child welfare agency staff to support Foster Youth.		\$0
Scope of service:	District-wide		Scope of service:	District-wide	
<input type="checkbox"/> All			<input type="checkbox"/> All		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____		

Increase student access to technology to ensure access and equity for English Learner, low income, and Foster Youth students. Purchase technology hardware and software.		\$500K CCSS Title 1 General fund	Library hours have been extended to ensure low income, Foster Youth, and English Learner students have additional access to technology. Additional hardware and software have been purchased.	\$30K S&C funds
Scope of service:	District-wide		Scope of service:	District-wide
__ ALL			__ ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth __Re-designated fluent English proficient __Other Targeted subgroups: (Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth __Re-designated fluent English proficient __Other Targeted subgroups: (Specify)_____	
Provide after school academic tutoring services for Foster Youth.		\$3K S&C site funds	Academic interventions are being provided at all school sites by credentialed teachers, Boys & Girls Club staff, and/or CSF students. Snacks and bus passes are also provided for low income, Foster Youth and English Learner students.	\$3K S&C site funds
Scope of service:	District-wide		Scope of service:	District-wide
__ ALL			__ ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth __Re-designated fluent English proficient __Other Targeted subgroups: (Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth __Re-designated fluent English proficient __Other Targeted subgroups: (Specify)_____	
Expanding student access to school libraries to help close the achievement gap of low income students, Foster Youth, and English Learners. Extend Library Specialist an additional hour per day.		\$30K S&C funds	All sites have had their library specialists' time increased by an additional hour. PHS has used site S&C funding to increase their time an additional ½ hour a day to provide library and technology services to low income, Foster Youth, and English Learner students.	\$30K S&C funds
Scope of service:	District-wide		Scope of service:	District-wide
__ ALL			__ ALL	

<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____</p>	<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Targeted subgroups: (Specify) _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The review of the 2014/2015 LCAP by district administration, the Superintendent’s LCAP Advisory Committee, and stakeholder groups including school sites provide important information. The expenditures for programs and personnel to support targeted students have not been in place long enough for an accurate evaluation of effectiveness. State required and local metrics are not sufficient or specific enough to evaluate many of the specific expenditures. Nonetheless there were many observations that led to recommendations for the expenditures of the additional 2015/2016 funds. They include: expanded professional development, expanded arts programs, increased school security, and a new district curriculum, instruction, and assessment position. This position will ensure that future data is collected and analyzed on an annual basis that will allow for an accurate evaluation of effectiveness of LCAP expenditures.</p> <ol style="list-style-type: none"> 1. As a result of our survey responses and the high level of teacher CCSS professional development training and implementation we will be changing our expected annual measurable outcomes to focus on CCSS District wide assessment development, interventions, and student accountability reports (See Goal #4 2015-2016). 	

Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of 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, school wide, countywide, or charter wide manner as specified in 5 CCR 15496.

For school Districts with below 55 percent of enrollment of targeted pupils in the District or below 40 percent of enrollment of targeted pupils at a school site in the LCAP year, when using supplemental and concentration funds in a Districtwide or school wide 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 targeted pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$3,379,000 (\$1,591,000 + \$1,788,000)
<p>The targeted supplemental and concentration funding for Paradise Unified School District is <u>\$3,379,000</u>. We plan to meet our expenditure requirement through a combination of increased and improved services. Increased and improved services include:</p> <p style="text-align: center;">Description of proposed S&C funds for the 2015-2016 school year:</p> <ul style="list-style-type: none"> • \$346K Explore District-Wide Focused Program Improvements (New) • \$470K K-3 class size reduction to help promote more student / teacher contact, individual attention, as well as academic achievement. • \$400K Allocated funds for sites for to provide specific support for targeted students. (New) • \$300K Allocated funds for sites for to provide specific support for targeted students. • \$225K PHS receives additional funding to pursue site specific support for targeted students. • \$175K Continuation of three additional counseling positions to help address the needs of targeted students with behavior and engagement challenges. • \$160K Increased School Security (Safety Supervisors) to help ensure safe campuses for all students. (New) • \$150K Increased Visual and Performing Arts Services and Programs to ensure that all students have access to Visual and/or Performing Arts courses throughout the year. (New) • \$135.5K Increasing a Principal and two Vice Principal positions from half time to full time supported targeted students, school climate, behavior, and increased student engagement. • \$132K Two days of Professional Development for all staff enhanced the adoption of rigorous standards as well as resulted in greater student achievement for targeted students. 	

- \$125K Increased Professional Development opportunities for all staff members.
- **\$120K Professional Development / Curriculum Coordinator to facilitate district wide curriculum adoptions and ensure professional development opportunities are available to all staff members. (New)**
- **\$100 Increased costs for 2014-2015 LCAP Expenditures. This includes a 5.25% raise and a 2% step and column increase for LCAP associated salaries. (New)**
- **\$100K Reading Specialist at Ridgeview High School to ensure targeted students literacy needs are being met. (New)**
- **\$50K Intervention Curriculum for Tier II students. (New)**
- **\$50K Stem Labs Connected to Industry. (New)**
- \$45K 9th grade class size reduction in Foundational Math and English classes.
- \$45K Child Welfare and Attendance support position. Since attendance is a major factor in success in school and targeted students exhibit greater attendance challenges, a new position addressing child welfare and attendance was created.
- \$30K Extending library hours gave students and teachers greater access to valuable resources to improve academic performance.
- \$17K ELD intervention teacher to help support targeted students.
- \$12K Additional Counseling Services Ridgeview High School.
- \$5K Online instructional access to instruction to support English Learners, with second language acquisition and mastery.
- **\$70K Behavior Specialist**
- **\$38K Assistant Athletic Coaches**
- **\$36K All Day Kindergarten**
- **\$40K New Teacher Support**

The percentage of unduplicated pupils is 66%, for this reason, district-wide increased and improved services will be the most effective method of delivering services to students.

B. In the box below, identify the percentage by which services for targeted 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).

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). 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 targeted pupils as compared to the services provided to all pupils.

7.26	%
------	---

2014-2015

With the expenditure of \$1,591,000 in Supplemental and Concentration Grant funding representing PPM of 7.26%, unduplicated pupils (targeted students) will benefit from smaller class size ratios in grades K-3 and 9. They will benefit from increased counseling support for their academic, student engagement, and social needs. Targeted students 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 2013/2014. Individual sites will expand these and other programs that are site specific and addressed in their site LCAP plans.

- \$470K K-3 class size reduction to help promote more student / teacher contact, individual attention, as well as academic achievement.
- \$300K Allocated funds for sites for to provide specific support for targeted students.
- \$225K PHS receives additional funding to pursue site specific support for targeted students.
- \$175K Continuation of three additional counseling positions to help address the needs of targeted students with behavior and engagement challenges.
- \$132K Two days of Professional Development for all staff enhanced the adoption of rigorous standards as well as resulted in greater student achievement for targeted students.
- \$135.5K Increasing a Principal and two Vice Principal positions from half time to full time supported targeted students, school climate, behavior, and increased student engagement.
- \$45K 9th grade class size reduction in Foundational Math and English classes.
- \$45K Child Welfare and Attendance support position. Since attendance is a major factor in success in school and targeted students exhibit greater attendance challenges, a new position addressing child welfare and attendance was created.
- \$30K Extending library hours gave students and teachers greater access to valuable resources to improve academic performance.
- \$17K ELD Intervention teacher to help support targeted students.
- \$12K Additional Counseling Services Ridgeview
- \$5K Online instructional access to instruction to support English Learners, with second language acquisition and mastery.

2015-2016

With the additional expenditure of \$1,788,000 in Supplemental and Concentration Grant funding representing a total MPP (2014 -2016) of 13.81%, unduplicated pupils (targeted students) will benefit from increased visual and performing arts services and programs, increased school security, additional professional development for staff, focused staff development – materials adoptions – data analysis by district wide coordinator, intervention curriculum, and science – technology – engineering – science labs. 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 for 2015-2016:

- **\$346K Explore district-wide focused program improvements. (New)**
- \$470K K-3 class size reduction to help promote more student / teacher contact, individual attention, as well as academic achievement.
- **\$400K Allocated funds for sites for to provide specific support for targeted students. (New)**
- \$300K Allocated funds for sites for to provide specific support for targeted students.
- \$225K PHS receives additional funding to pursue site specific support for targeted students.
- \$175K Continuation of three additional counseling positions to help address the needs of targeted students with behavior and engagement challenges.
- **\$160K Increased School Security (Safety Supervisors) to help ensure safe campuses for all students. (New)**
- **\$150K Increased Visual and Performing Arts Services and Programs to ensure that all students have access to Visual and/or Performing Arts courses throughout the year. (New)**
- \$135.5K Increasing a Principal and two Vice Principal positions from half time to full time supported targeted students, school climate, behavior, and increased student engagement.
- \$132K Two days of Professional Development for all staff enhanced the adoption of rigorous standards as well as resulted in greater student achievement for targeted students
- \$125K Increased Professional Development opportunities for all staff members.
- **\$120K Professional Development / Curriculum Coordinator to facilitate district wide curriculum adoptions and ensure professional development opportunities are available to all staff members. (New)**
- **\$100 Increased costs for 2014-2015 LCAP Expenditures. This includes a 5.25% raise and a 2% step and column increase for LCAP associated salaries. (New)**
- **\$100K Reading Specialist at Ridgeview High School to ensure targeted students literacy needs are being met. (New)**
- **\$50K Intervention Curriculum for Tier II students. (New)**
- **\$50K Stem Labs Connected to Industry. (New)**

- \$45K 9th grade class size reduction in Foundational Math and English classes.
- \$45K Child Welfare and Attendance support position. Since attendance is a major factor in success in school and targeted students exhibit greater attendance challenges, a new position addressing child welfare and attendance was created.
- **\$35K Additional .5 Counselor (PBIS) to ensure targeted students' needs are being met. (New)**
- \$30K Extending library hours gave students and teachers greater access to valuable resources to improve academic performance.
- \$17K ELD intervention teacher to help support targeted students.
- \$12K Additional Counseling Services Ridgeview High School.
- \$5K Online instructional access to instruction to support English Learners, with second language acquisition and mastery.
- **\$70K Behavior Specialist**
- **\$38K Assistant Athletic Coaches**
- **\$36K All Day Kindergarten**
- **\$40K New Teacher Support**

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.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short/term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the District, exclusive of Saturdays and Sundays.
- (2) The targeted count of pupils with a primary, secondary, or short/term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first/time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first/time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The targeted count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The targeted count of pupils with a primary, secondary, or short/term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The targeted count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The targeted count of pupils with a primary, secondary, or short/term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

8/22/14 [California Department of Education]