



2020-21 Every Student Succeeds Act Comprehensive Support and Improvement Prompts Form

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Paradise Unified School District	Tom Taylor Superintendent	ttaylor@pusdk12.org (530) 872-6400

Schools Identification

Please list the school(s) in the LEA that are eligible for Comprehensive Support and Improvement (CSI).

Paradise Unified School District has 5 schools that are eligible for Comprehensive Support and Improvement (CSI).

1. Cedarwood Elementary School
2. Pine Ridge Elementary School
3. Paradise Ridge Elementary School (Ponderosa Elementary School and Paradise Elementary School were combined to create Paradise Ridge Elementary School as a result of the Camp Fire impacts.)
4. Paradise Junior and Senior High School (Previously known as Paradise Intermediate School. Paradise Intermediate School combined with Paradise High School as a result of the Camp Fire impacts.)
5. Ridgeview Continuation High School

Support for Identified Schools

Please describe how the LEA has or will support its eligible schools in developing CSI plans.

Paradise Unified School District started the CSI process by meeting with all five site principals of the eligible schools to explain why their school qualified for CSI and explain the CSI process. Achievement, attendance and climate data for each school was organized by site so all principals would have relevant data to use for the stakeholder meetings to identify improvement areas. Support from the district office and support from the county were offered to schools to help with improvement. A PUSD CSI timeline was created to help principals organize the CSI process and priorities for the school improvement work. Since March 2020, the CSI implementation process has had some challenging

times due to Covid-19, distance learning, transitions to in-person instruction, evacuations due to fire danger and numerous power outage days due to fire prevention.

PUSD is using a continuous improvement model at all five school sites. All schools are identifying improvement needs, selecting evidence based interventions, implementing the interventions and then examining and reflecting on the interventions. All principals were tasked with engaging all stakeholders and using data and needs assessments to guide improvement decision making.

PUSD Principals engaged stakeholders to be involved in creating the CSI plan. Eligible schools held online CSI Zoom meetings for certificated staff and classified staff. Parents participated in CSI parent meetings, site council meetings and some schools disseminated surveys to gather parent feedback. Student feedback was also collected through surveys. During the CSI stakeholder Zoom meetings the following data was analyzed:

- 2019 California Dashboard (Chronic Absenteeism, Suspension Rate, Graduation Rate, and College and Career data)
- K-8th grade iReady Math, iReady Reading Diagnostics
- 9th-12th MAP data
- 6th -12th grade Healthy Kids Survey
- SWIFT Fidelity Integrity Assessment (FIA)

After stakeholders reviewed and analyzed data, principals led conversations with stakeholders on what is going well at the site and what needs to be changed or improved. Improvement areas were identified after feedback was analyzed during CSI site meetings. Once improvement areas were decided, evidence based interventions were discussed and identified. Resources and websites were offered to all sites to identify evidence based interventions, strategies and activities to use. One resource PUSD used to identify evidenced based interventions was the What Works Clearinghouse, <https://ies.ed.gov/ncee/wwc/>. In addition, Butte County Office of Education offered trainings in evidence-based interventions for all schools.

Eligible schools collaboratively created goals and action steps for items that were discussed that needed to be changed or improved. Action steps included evidenced based interventions and targeted data goals to monitor and evaluate the implementation of the plan. Staff decided on what types of assessment data to collect to monitor the CSI plan.

During the stakeholder meetings and data analyzing, inequities were identified. Principals also discussed and shared inequities at their site. Aeries, California Dashboard data, and the Healthy Kids Survey were analyzed at the district level for inequities. PUSD has the following inequities:

- PUSD students lack connectivity and as a result have a hard time accessing class work and instruction.
- The town of Paradise is often without power due to PG&E power shut offs for fire prevention.
- Full day instruction is not offered to students yet due to Covid-19 state and county regulations.
- According to the 2019 CA Dashboard data, two student groups have low graduation rate and are not as well prepared for college and career. These two student groups are students with disabilities and white students.
- According to the 2019 CA Dashboard data, two students groups had high suspension rates. These two student groups are American Indian and Foster Youth.

Currently actions and strategies have been put into place to support and mitigate these inequities. In addition, PUSD will be discussing evidence based interventions and goals for students who fall in these categories.

Monitoring and Evaluating Effectiveness

Please describe how the LEA will monitor and evaluate the implementation and effectiveness of the plan to support student and school improvement.

PUSD will collect and analyze data and other pertinent information to inform ongoing decision making district wide and at the site level. Each school site will collect data on evidence based interventions it implements. It will then monitor and report out on its measurable goals that have been created. The following data will be collected throughout the year to evaluate the implementation of the CSI plan:

- K-8th grade iReady Math, iReady Reading Diagnostics
- 9th-12th MAP data
- Attendance data
- Staff, parent and student surveys
- Site specific data for each school

In addition, PUSD administered the LEA Self-Assessment and Continuous Improvement Process (LEASA) to examine the district's systemic practices that are the components of an effective LEA system. Also, each PUSD school site took the SWIFT FIA to monitor progress over time and identify and prioritize improvement needs. The SWIFT FIA and LEASA will be administered again this school year by Butte County Office of Education to monitor progress and identify needs.

Each school site will continue working with stakeholders and updating them on the progress of the plan. All plans will also be monitored by the district office to help support the eligible schools. Multiple times throughout the year stakeholders will be informed on the implementation and the effectiveness of the plan. CSI meetings will take place district wide to share this information.

PUSD will continue to provide support and resources to all schools. Building stakeholder capacity for continuous improvement is a focus for PUSD and will be part of the 2021-2024 LCAP.

Lastly, PUSD is evaluating systematic and comprehensive computer programs that will hold all district data that can be disaggregated by student groups.