



## Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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## Plan Summary [2021-22]

### General Information

A description of the LEA, its schools, and its students.

Paradise Unified School District is a rural community located in the Sierra foothills and serves Paradise, Magalia, and Stirling City in Butte County. Paradise Unified School District is unique in that it covers over 70 square miles. Paradise serves approximately 1,530 students in grades TK-12.

Before November 8, 2018, Paradise served approximately 3,450. On November 8, 2018, Paradise experienced the worst wildfire in California history, known as the Camp Fire. The Camp Fire destroyed 93% of the homes and businesses in Paradise. During the 2018-2019 school year, Paradise Unified School District served students in schools set up in Chico, Durham, and Oroville. At the start of the 2019-2020 school year, Paradise Unified School District moved back up the hill to Paradise, CA, and moved back into the schools that the Camp Fire did not destroy. Some of Paradise's families have now relocated to other towns nearby. At this point, PUSD provides bussing to all students who need it and even busses students from nearby towns.

During the 2019-2020 school, Paradise Unified was back on the ridge and serving the community. In March 2020, the Coronavirus pandemic closed all schools in Butte County, and PUSD transitioned all students to distance learning. This was very difficult for all school districts but

especially hard for Paradise Unified School District because PUSD was getting back on track from the tragic Camp Fire. All students ended the 2019-2020 school year at home distance learning.

At the start of the 2020-2021 school year, PUSD was in a distance learning model. In October 2020, PUSD was able to offer all students a hybrid model. Students could return to school and also stay at home in a distance learning model. In April 2021, PUSD was able to return to a full-day model at our K-6 schools. The hybrid model is still in place for 7-12.

Paradise Unified School District is comprised of Cedarwood Elementary, with 196 students; Pine Ridge School, with 189 students; Paradise Ridge Elementary School, with 302 students; Paradise Junior and Senior High, with 545 students; Ridgeview Continuation High School, with 63 students and eLearning, our online independent study program school, with 235 students. PUSD has 261 employees: 130 certificated, 122 classified, and 9 administrators.

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Although faced with an unprecedented wildfire through the town on November 8, 2018, and a distance learning model starting on March 16, 2020, Paradise Unified School District kept its focus on students and safety for all. This relentless focus on students and safety created an environment where students were helped academically, socially, and emotionally. PUSD was able to keep small class sizes, which helped support relationship building, mitigating learning loss, and increase student engagement. Counselors were in place to support trauma and loss from the Camp Fire, and they are currently still in place to help students and staff.

During the 2020-2021 school, there has been a decrease in behavior at school sites and a decrease in suspension rates. In kindergarten through eighth grade, students are showing growth in math and reading through the iReady diagnostic. In 9th through 10th, students show growth through Measure of Northwest Evaluation Association-Measure of Academic Progress (NWEA-MAP). During the 2019-2020 school year, Paradise Unified School District's graduation rate was 84.4%, and Paradise High School's graduation rate was 96.5%. Lastly, 65% of AP exam scores were 3 or higher, slightly increasing from the previous year.

Paradise Unified School District plans to build upon its success during these last few years of challenging times. During the 2021-2022 school year, classes will remain small. TK through 3rd grade will have 18-20 students, 4th through 6th grade will have 20-24 students, grades 7th-12th will have math and English classes at 20-25 students. Having smaller classes will help build strong relationships with students, create opportunities for individualized and small group instruction and help increase student engagement. PUSD also will continue supporting students emotionally by implementing social and emotional universal supports for all students.

PUSD will continue using diagnostics three times a year to show growth and look for areas of improvement. A PUSD leadership committee will establish essential ELA and Math standards for each grade level to keep the focus on mitigating learning loss. They will identify common formative and summative assessments to ensure mastery. In addition, all schools will be implementing Positive Behavioral Interventions and Supports (PBIS).

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Paradise Unified School District has identified four areas of need: reducing chronic absenteeism, increasing social and emotional learning, increasing student achievement in ELA and Math, and improving college and career rates for all students.

Due to the 2018 Camp Fire and the Covid-19 Pandemic, PUSD wants to improve students from being chronically absent in school. According to the 2019 CA School Dashboard, all student groups were in the "Red" performance category after the fire year. PUSD wants to see students coming to school every day and engaged in the learning process.

PUSD continues to focus on trauma and loss due to the 2018 Camp Fire and the Covid-19 Pandemic. Counselors are still in place at all sites, and staff will be trained in the RULER Approach, a school-wide approach to social and emotional learning. PUSD will also implement PBIS at all sites.

Paradise Unified School District needs to improve Math and ELA scores according to past CAASPP scores and current iReady scores. According to CAASPP test scores from the last time PUSD tested in 2017-2018, some student groups were in the "Red" and "Orange" performance categories for ELA and Math. In ELA, English Learners and Students with Disabilities were in the "Red," and Socioeconomically Disadvantaged Students, Homeless, and Hispanic students were in the "Orange." In Math, Students with Disabilities and Foster Youth were in the "Red," and English Learners, Socioeconomically Disadvantaged Students and Students with Two or More Races were in the "Orange."

Spring 2021 Reading iReady results report that 26% of K-9th grade students and Ridgeview students are on grade level measured by iReady Diagnostic. 40% of K-9th grade students and Ridgeview students made 100% of the annual typical growth target in Reading as assessed by the iReady diagnostic. The Spring 2021 Math iReady results reports that 21% of K-8th grade students and Ridgeview students are on grade level as measured by Math iReady Diagnostic. 36% of K-9th grade students and Ridgeview students made 100% of the annual typical growth target in Math as assessed by the iReady diagnostic.

PUSD will focus on summer school programs to get students ready for the 2021-2022 school year and offer after-school classes throughout the year. Smaller class sizes will help mitigate learning loss and improve relationships overall. Student Services is also working closely with Special Education Case Managers to implement new processes supporting all Special Education students. PUSD will offer teachers multiple opportunities to receive Universal Design for Learning (UDL) and RULER training to support all students with learning.

Graduation Rate and the College and Career indicator are two areas PUSD needs to focus on too. According to the 2019 CA Dashboard graduation rate data, Students with Disabilities and White Students were in the "Orange" performance category. Improving College and Career for all students is a focus area, but especially for Students with Disabilities and Hispanic students, according to the 2020 College and Career Indicator on Data Quest.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

PUSD's LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The PUSD 2021-2024 LCAP features goals in 3 areas:

**Goal #1-** Paradise Unified School District is committed to ensuring that all students have equal access and engage in challenging, relevant, standards-based curriculum and differentiated learning experiences to gain 21st-century learning skills needed for college and careers. PUSD will focus on best practices, assessment methods, and evidence-based interventions to increase academic achievement and social and emotional strength for all student groups.

**Goal #2-** Provide positive, safe, clean, and well-equipped learning environments that will enhance students' social, emotional, and physical well-being. Students will feel physically safe, emotionally cared for, and academically and socially engaged in their schools. Staff will focus on building positive relationships and help students understand and manage emotions to develop skills they need for school and life.

**Goal #3-** Create exceptional connections by effectively engaging all stakeholders by promoting various opportunities for parents, students, staff, and community members to be involved in the learning process and rebuilding Paradise Unified School District.

PUSD is committed to creating positive learning environments for all students that focus on academics in safe and emotionally supported classrooms. Students will receive targeted interventions in grades K-12 to help support academics and social and emotional well-being. Smaller class sizes will help teachers make positive relationships with students and help teachers work more individually.

Summer programs and after-school programs will support students learning loss and help with engagement. Daily attendance is key in supporting all learners.

Data will also be a significant focus next year with the purchase of Educlimber, and teachers will find the data helpful and impactful for monitoring students' academic levels.

Lastly, PUSD will focus on social and emotional supports for all learners.

# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

## Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

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

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement 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 were organized by site so all principals would have relevant data to use for the stakeholder meetings to identify improvement areas. PUSD offered support from the district office and support from the county 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 identify improvement needs, select evidence-based interventions, implement the interventions, and then examine and reflect 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. Surveys also collected student feedback. During the CSI Zoom meetings, stakeholders analyzed the following data:

- 2019/2020 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. All schools identified improvement areas after feedback was analyzed during CSI site meetings. Once schools decided on improvement areas, evidence-based interventions were discussed and identified. We offered resources and websites to all sites to identify evidence-based interventions, strategies, and activities to use. One resource PUSD used to identify evidence-based interventions was the What Works Clearinghouse, <https://ies.ed.gov/ncee/wwc/>. In addition, Butte County Office of Education offered training in evidence-based interventions for all schools.

Eligible schools collaboratively created goals and action steps for items 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 analysis, stakeholders identified inequities. Principals also discussed and shared inequities at their sites. 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 classwork 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 all students yet due to Covid-19 state and county regulations.
- According to the 2019 CA Dashboard data, two student groups have low graduation rates and are not prepared for college and career. These two student groups are students with disabilities and white students.
- According to the 2019 CA Dashboard data, two student 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**

A description of how the LEA will monitor and evaluate 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. We will collect the following data 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 this school year again 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. The district office will also monitor all plans to help support the eligible schools. CSI meetings will take place in the district 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 purchased a systematic and comprehensive computer program that will hold all district data that can be disaggregated by student groups.

# Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

PUSD involved all stakeholders in the LCAP development process throughout the year. PUSD worked with parents, students, teachers, principals, and directors when developing the LCAP. All stakeholders had the opportunity to be involved in our three Superintendent LCAP Advisories: Superintendent Certificated and Classified Employee LCAP Advisory Group, Superintendent Parent/Community LCAP Advisory Group, and Superintendent Student LCAP Advisory Group. The Employee and Parent/Community LCAP Advisory groups met monthly, and the Student LCAP Advisory met three times throughout the year. The advisory group meetings gathered input for the LCAP, reviewed current data, reviewed LCAP goals and metrics, and reviewed funding for programs.

In addition to the monthly advisories, PUSD held two public forums in March 2021, and PUSD welcomed all stakeholders to attend through ZOOM. These public forums allowed all stakeholders to share their ideas and input on PUSD LCAP data.

PUSD also sent an LCAP survey to each stakeholder group. We disseminated a student LCAP survey, a Parent/Community LCAP survey, and an Employee LCAP survey.

Lastly, PUSD engaged in a consultation with Butte County SELPA in April 2021 to discuss how to incorporate compliance monitoring activities with the appropriate priority areas of the LCAP.

A summary of the feedback provided by specific stakeholder groups.

Based on LCAP surveys, public forums, and the LCAP Advisory meetings, trends and ideas were collected and analyzed from all stakeholders.

PUSD employees would like to see:

More support and staffing for next year

Smaller class sizes

Additional social-emotional support

Full-time counselors at all sites

More enriching, engaging, positive, and fun experiences for all students

Students engaged and attending school daily

Students improve academically due to two years of learning loss

(Based on the survey, lots of staff feel safe at school)

PUSD Parent/Community Stakeholder Group would like to see:

More support and staffing for next year

Safe ventilation for all schools

Students having access and are enrolled in a broad course of study  
Engaging programs, classes, and activities for students after-school  
Additional social and emotional support  
Higher College and Career indicator data  
The learning gap close; students have had two years of loss of learning  
Transparent and equitable grading practices

Student Stakeholder Group would like to see:

Students, friends, and teachers at school  
High school sports continuing  
More socializing and being with friends  
More help when they don't understand  
Encouragement to do well and be successful after high school graduation

#### A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Aspects of the LCAP were influenced by or developed in response to stakeholder feedback that PUSD collected over the year.

Due to stakeholders concerned with academics, PUSD included metrics to measure K-12 students' growth and academic data that will track transition years between sites. PUSD included increased training and funding for Universal by Design for Learning (UDL) and writing instruction. PUSD included maintaining smaller class sizes K-12 to build solid relationships and focus on students' individual needs.

PUSD included interventions for Paradise Junior High and Paradise Senior High students. In addition, PUSD added expanded learning opportunities: credit recovery for 9-12 and extended school year for students who need extra time and support.

Stakeholders are concerned about students' social and emotional well-being due to the Camp Fire and Covid-19. PUSD added the inclusion of metrics for social-emotional support for all students, and an increase in training and funding for staff in Ruler. PUSD included more funding for counselors to support students as well.

PUSD sees the importance of stakeholder feedback in all areas, especially as PUSD continues to rebuild schools, continue school improvement efforts, and reconnect with the community. As a result of seeing the importance of stakeholder feedback, PUSD designed a goal with metrics to continue the work to get stakeholders' feedback.

# Goals and Actions

## Goal

Goal #	Description
1	Paradise Unified School District is committed to ensuring that all students have equal access and engage in challenging, relevant, standards-based curriculum and differentiated learning experiences to gain 21st-century learning skills needed for college and careers. PUSD will focus on best practices, assessment methods, and evidence-based interventions to increase academic achievement and social and emotional strength for all student groups.

An explanation of why the LEA has developed this goal.

Analysis of student performance on local assessments shows that K-9 grade students are 26% on grade level in Reading according to iReady. 10th-grade students are 41% high and high average, and 11th-grade students are 53% high and high average in Reading according to NWEA MAP. In math, 21% of K-8th graders are on grade level as measured by iReady. 9th and 10th-grade students are 33% high and high average, and 11th grade students are 59% high and high average as measured by NWEA MAP.

Due to stakeholders concerned about the Reading and Math diagnostic results from iReady and NWEA MAP, PUSD will focus on engaging standards-based curriculum, differentiation in each classroom, best practices, evidence-based interventions, and implementation of a continuous improvement cycle. Actions have been included under Goal #1 that support learning for all. PUSD will continue with smaller class sizes in K-12 and add more intervention support at Paradise Junior High and Paradise High School. In addition, PUSD uses MTSS to support students academically, behaviorally, and emotionally.

Metrics have been included under Goal #1, which are precise data points that PUSD will be monitoring to focus on improvement. PUSD will be monitoring iReady, and NWEA MAP for K-12 graders, English Learner progress, graduation rate, college and career data, and students enrolled in a broad course of study. In addition, we have broken down a lot of baseline data into student groups so PUSD can monitor student groups.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4: Pupil Achievement/ 2017-2018 ELA Statewide Assessment/CAASPP	CAASPP Scores from 2017-2018) All Students 39.86% of students district wide met or				CAASPP ELA All Students 55% of students district wide will meet or exceed state

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>exceeded standard for ELA as measured by the spring 2018 CAASPP results.</p> <p>All students are 26.3 points below the standard measured by SBAC ELA results on the California School Dashboard. (Yellow)</p> <p>English Learners PUSD English Learner student achievement in ELA declined 20.4 points. English Learners are 77.1 points below the standard measured by SBAC ELA results on the California School Dashboard. (Red)</p> <p>Students with Disabilities The ELA achievement of students with disabilities declined 3 points. Students with disabilities are 115.1 points below the standard measured by SBAC ELA results on the California School Dashboard. (Red)</p>				<p>standard for ELA.</p> <p>All students will increase 37 points as measured by the CA School Dashboard.</p> <ul style="list-style-type: none"> <li>• 26.3 to 10.7 (Green)</li> </ul> <p>English Learners will increase by 45 points as measured by the CA School Dashboard.</p> <ul style="list-style-type: none"> <li>• 77.1 to -32.1 (Yellow)</li> </ul> <p>Students with Disabilities will increase by 46 points as measured by the CA School Dashboard. -115.1 to -69.1(Yellow)</p> <p>Socioeconomically Disadvantaged students will increase 40 points as measured by the CA School Dashboard. -44.7 to -4.7 (Green)</p> <p>Homeless students will increase 42 points as measured by the</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Socioeconomically Disadvantaged Socioeconomically disadvantaged student achievement district-wide in ELA maintained 1.6 points. Socioeconomically Disadvantaged students are 44.7 points below standard measured by SBAC ELA results on the California School Dashboard. (Orange)</p> <p>Homeless Homeless student achievement district-wide in ELA maintained -1.7 points. Homeless students are 46.1 points below standard measured by SBAC ELA results on the California School Dashboard. (Orange)</p> <p>Hispanic Hispanic student achievement district-wide in ELA maintained -2.4 points. Hispanic</p>				<p>CA School Dashboard. -46.1 to -4.1 (Green)</p> <p>Hispanic students will increase 42 points as measured by the CA School Dashboard. -46.1 to -4.1 (Green)</p> <p>CAA Increase Level 3-Understanding to 42.1%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>students are 41.4 points below standard measured by SBAC ELA results on the California School Dashboard. (Orange)</p> <p>California Alternate Assessment 48 Students Total Level 1- Limited Understanding 39.6% Level 2-Foundational Understanding 33.3% Level 3- Understanding 27.1%</p>				
<p>Priority 4: Pupil Achievement/ 2017-2018 Math Statewide Assessment/CAASPP</p>	<p>Math CAASPP Scores from 2017-2018</p> <p>All Students 31.25% of students district wide met or exceeded standard for Math as measured by the spring 2018 CAASPP results.</p> <p>Student achievement district-wide in math increased 5.1 points. All students are 54.5 points below standard measured by SBAC Math results on the</p>				<p>Math CAASPP Scores</p> <p>50% of all All Students district wide will meet or exceed standard for Math as measured by the spring 2018 CAASPP results.</p> <p>All students will increase 40 points as measured by the CA School Dashboard. - 54.5 to -14.5. (Green)</p> <p>Students with Disabilities will increase 67 points as measured by the CA</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>California School Dashboard. (Yellow)</p> <p>Students with Disabilities The math achievement for students with disabilities decreased by 4 points. Students with Disabilities are 161.6 points below standard measured by SBAC math results on the California School Dashboard. (Red)</p> <p>Foster Youth The math achievement for Foster Youth declined 5.7 points. Foster Youth are 99 points below standard measured by the SBAC math results on the California School Dashboard. (Red)</p> <p>English Learners PUSD English Learner student achievement declined 14.8 points. English Learners are 91.3 points below standard</p>				<p>School Dashboard. - 161.6 to -94.6 (Yellow)</p> <p>Foster Youth will increase 45 points as measured by the CA School Dashboard. - 99 to -54 (Yellow)</p> <p>English Learners will increase 45 points as measured by the CA School Dashboard. - 91.3 to -46.3 (Yellow)</p> <p>Socioeconomically Disadvantaged will increase 45 points as measured by the CA School Dashboard. - 72.8 to -27.8 (Yellow)</p> <p>Students with Two or More Races will increase 45 points as measure by the CA School Dashboard. - 69.4 to -24.4 (Green)</p> <p>CAA Increase Level 3- Understanding to 44.2%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>measured by the SBAC math results on the California School Dashboard. (Orange)</p> <p>Socioeconomically Disadvantaged District-wide socioeconomically disadvantaged student achievement in math maintained 0.6 points. Socioeconomically Disadvantaged are 72.8 points below standard measured by SBAC math results on the California School Dashboard. (Orange)</p> <p>Two or More Races District-wide students with two or more races achievement in math maintained 1.8 points. Students with two or more races are 69.4 points below standard measured by SBAC math results on the California School Dashboard. (Orange)</p> <p>California Alternate Assessment</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>48 Students Total  Level 1- Limited Understanding 54.2%  Level 2-Foundational Understanding 16.7%  Level 3- Understanding 29.2%</p>				
<p>Priority 4: Pupil Achievement/ Local Reading Academic Assessment/ iReady Diagnostic (K-9th) and NWEA MAP Reading (10th-11th)</p>	<p>iReady Spring 2021 Reading Diagnostic K-9th Grade and Ridgeview Students</p> <p>According to the 3rd Reading Diagnostic Results:  24% of students are on or above grade level.  46% of students are one grade level below or early on grade level.  30% of students are two or more grade levels below</p> <p>According to the Diagnostic Growth Report:  40% of K-9th grade students and Ridgeview students made 100% of the annual typical growth target in Reading as</p>				<p>iReady Reading Diagnostic K-9th Grade and Ridgeview Students</p> <p>50% of K-9th grade students and Ridgeview students will be on grade level as measured by iReady Diagnostic.</p> <p>60% of K-9th grade students and Ridgeview students will make 100% of the annual typical growth target in Reading as assessed by the iReady diagnostic.</p> <p>Each school will have 60% or more of their students making 100% of the annual typical growth target.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>assessed by the iReady diagnostic.</p> <p>Paradise Ridge Elementary (PRS)- 47% of students met 100% of the annual typical growth.</p> <p>Paradise eLearning Academy (PELA) - 41% of students met 100% of the annual typical growth.</p> <p>Cedarwood Elementary (CDW)- 37% of students met 100% of the annual typical growth</p> <p>Pine Ridge (PRS) - 36% of students met 100% of the annual typical growth</p> <p>Paradise Intermediate School (PINT)- 33% of students met 100% of the annual typical growth</p> <p>Ridgeview (RDV)- Not enough data</p>				<p>NWEA MAP Reading Diagnostic Overall we want to see an increase in High and High Average scores and a decrease in Low and Low average.</p> <p>NWEA MAP Reading Diagnostic 10th Grade Overall Performance in Reading 60% of 9th grade students will be in the High or High Average Percentile</p> <p>NWEA MAP Reading Diagnostic 11th Grade Overall Performance in Reading 55% of 11th grade students will be in the High or High Average Percentile</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>NWEA MAP Winter 2021 Reading Diagnostic 10th Grade Overall Performance in Reading</p> <p>High %ile&gt;80= 13%(9 students)  HiAvg %ile 61-80= 28% (19 students)  Avg %ile 41-60= 25% (17 students)  LoAvg %ile 21-40= 19% (13 students)  Lo %ile &lt;21= 13% (9 students)</p> <p>NWEA MAP Winter 2021 Reading Diagnostic 11th Grade Overall Performance in Reading</p> <p>High %ile&gt;80= 24%(16 students)  HiAvg %ile 61-80= 29% (19 students)  Avg %ile 41-60= 24% (16 students)  LoAvg %ile 21-40= 21% (14 students)  Lo %ile &lt;21= 2% (1 student)</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 4: Pupil Achievement/ Local Math Academic Assessment/ iReady Diagnostic (K-8th) and NWEA MAP Reading (9th-11th)</p>	<p>iReady Spring 2021 Math Diagnostic K-9th Grade and Ridgeview Students</p> <p>According to the 3rd Math Diagnostic Results:  20% of students are on or above grade level.  52% of students are one grade level below or early on grade level.  28% of students are two or more grade levels below</p> <p>According to the Diagnostic Growth Report:  36% of K-9th grade students and Ridgeview students made 100% of the annual typical growth target in Math as assessed by the iReady diagnostic.</p> <p>Paradise Ridge Elementary (PRS)-  46% of students met</p>				<p>iReady Math Diagnostic K-8th Grade and Ridgeview Students</p> <p>50% of K-9th grade students and Ridgeview students will be on grade level as measured by the Math iReady Diagnostic.</p> <p>60% of K-9th grade students and Ridgeview students will make 100% of the annual typical growth target in Math as assessed by the iReady diagnostic.</p> <p>Each school will have 50% or more of their students making 100% of the annual typical growth target.</p> <p>NWEA MAP Math Diagnostic</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>100% of the annual typical growth.</p> <p>Cedarwood Elementary (CDW)- 36% of students met 100% of the annual typical growth.</p> <p>Paradise Intermediate School (PINT)- 30% of students met 100% of the annual typical growth.</p> <p>Pine Ridge School (PRS) - 26% of students met 100% of the annual typical growth.</p> <p>Paradise eLearning Academy (PELA) - 19% of students met 100% of the annual typical growth.</p> <p>Ridgeview (RDV)- Not enough data</p> <p>NWEA MAP Winter 2021 Math Diagnostic 9th Grade- Overall Performance in Math</p>				<p>9th Grade- Overall Performance in Math 50% of 9th grade students will be in the High or High Average Percentile.</p> <p>NWEA MAP Math Diagnostic 10th Grade- Overall Performance in Math 50% of 10th grade students will be in the High or High Average Percentile</p> <p>NWEA MAP Math Diagnostic 11th Grade Overall Performance in Math 74% of 11th grade students will be in the High or High Average Percentile.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>High %ile&gt;80= 8%(3 students)  HiAvg %ile 61-80= 25% (10 students)  Avg %ile 41-60= 20% (8 students)  LoAvg %ile 21-40= 35% (14 students)  Lo %ile &lt;21= 13% (5 students)</p> <p>NWEA MAP Winter 2021 Math Diagnostic 10th Grade- Overall Performance in Math  High %ile&gt;80= 13% (6 students)  HiAvg %ile 61-80= 20% (9 students)  Avg %ile 41-60= 18% (8 students)  LoAvg %ile 21-40= 33% (15 students)  Lo %ile &lt;21= 16% (7 students)</p> <p>NWEA MAP Winter 2021 Math Diagnostic 11th Grade Overall Performance in Math  High %ile&gt;80= 47% (20 students)  HiAvg %ile 61-80= 12% (5 students)</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Avg %ile 41-60= 16% (7 students)</p> <p>LoAvg %ile 21-40= 14% (6 students)</p> <p>Lo %ile &lt;21= 12% (5 students)</p>				
Priority 4: % of English Learners who progress in English proficiency	<p>2018 CA Dashbard English Learner Progress</p> <p>Level 4- 43.4% Well Developed</p> <p>Level 3- 32.1% Moderately Developed</p> <p>Level 2- 15.1% Somewhat Developed</p> <p>Level 1- 9.4% Beginning Stage</p>				<p>CA Dashboard English Learner Progress</p> <p>Increase the students scoring in Well Developed and decrease the students scoring in Beginning Stage and Somewhat Developed.</p> <p>Increase the percentage of ELs scoring in Well Developed from 43.4% to 60%</p>
Priority 4: English Learner reclassification rate	<p>2020-2021 School Year</p> <p>18 English Learners (.9%)</p> <p>40 Fluent-English-Proficient Students (1.9%)</p>				<p>Overall we want to increase our Reclassification rate for ELs.</p> <p>Reclassification rate will be 10%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	1 Student Redesignated FEP (5.0%)				
Priority 4: Pupil Achievement/ Pupils prepared for College/College & Career Measures Report 2020	<p>All Students District-wide, 22.9% of all students are prepared, as measured by the College and Career Indicator (CCI) on Data Quest.</p> <p>District-wide, 16.6% of all students are approaching prepared, as measured by the College and Career Indicator (CCI) on Data Quest.</p> <p>District-wide, 60.5% of all students are not prepared, as measured by the College and Career Indicator (CCI) on Data Quest.</p> <p>Students with Disabilities</p>				<p>Overall, we want to see an increase in every student prepared for College and Career.</p> <p>40% of all students will be prepared, as measured by the College and Career Indicator (CCI) on Data Quest. CA School Dashboard-Yellow)</p> <p>25% of all Students with Disabilities will be prepared, as measured by the CCI on Data Quest. CA School Dashboard-Yellow)</p> <p>35% of all Hispanic Students will be prepared, as measured by the CCI on Data Quest. CA School Dashboard-Yellow)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Students with Disabilities are 3.3% prepared, as measured by the College and Career Indicator (CCI) on Data Quest.</p> <p>Students with Disabilities are 3.3% approaching prepared, as measured by the College and Career Indicator (CCI) on Data Quest.</p> <p>Students with Disabilities are 93.3% not prepared, as measured by the College and Career Indicator (CCI) on Data Quest.</p> <p>Hispanic students are 11.1% prepared, as measured by the College and Career Indicator (CCI) on Data Quest.</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Hispanic students are 25.9% approaching prepared, as measured by the College and Career Indicator (CCI) on Data Quest.</p> <p>Hispanic students are 63.0% not prepared, as measured by the College and Career Indicator (CCI) on Data Quest.</p>				
Priority 4: Pupil Achievement/ % of pupils that pass AP exams with a score of 3 or higher	<p>During the 2019-2020 school year, 56 PUSD students took at least one AP exam. Out of the 56 students who tested, a total of 99 AP exams were taken. Out of the 99 exams, the average scores were 3.0. 65% of exams scored 3 or higher.</p> <p>73% of students who took an AP exam, passed with a score of 3 or higher.</p>				<p>PUSD would like to see an increase in students taking the AP exams.</p> <p>PUSD would like 85% of students who take an AP exam to pass with a score of 3 or higher.</p>
Priority 4: Pupil Achievement/ % of	In the 2019- 2020 school year, 37				PUSD will see an increase in students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
pupils that have successfully completed A-G requirements	<p>students out of 137 met the a-g UC/CSU requirements.</p> <p>27% of the seniors completed A-G requirements.</p>				<p>graduating with A-G requirements.</p> <p>45% of graduating seniors will graduate with A-G-requirements</p>
Priority 4: Pupil Achievement/ % of pupils that have successfully completed CTE courses from approved pathways	<p>In the 2019-2020 school year, out of all 9th-12th graders (600 students), 63 students completed CTE courses (51 concentrators &amp; 12 completers).</p> <p>10.5% of all high school seniors completed CTE courses from approved pathways</p>				<p>PUSD will see an increase in students completing CTE courses from approved pathways.</p> <p>30% of high school seniors will complete CTE courses from approved pathways.</p>
Priority 4: Pupil Achievement/ % of pupils that have successfully completed A-G requirements AND that have successfully completed CTE courses from approved pathways	<p>In the 2019-2020 school year, 37 students met the A-G UC/CSU requirements. 5 of those students also successfully complete CTE courses.</p> <p>4% of students successfully</p>				<p>PUSD will see an increase in students completing A-G requirements and CTE courses.</p> <p>25% of students will complete A-G requirements and CTE courses</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	completed A-G requirements AND have successfully completed CTE courses from approved pathways				
Priority 5: Pupil Engagement/ High School Graduation Rates	<p>2019-2020 School Year</p> <p>Students graduating with their cohort district-wide was 84.4% measured by Data Quest, CA Department of Education.</p> <p>Paradise High School- 96.52%</p> <p>Paradise eLearning- 80%</p> <p>Ridgeview Continuation High School- 63.93%</p> <p>District-wide 86.1% of socioeconomically disadvantaged students graduated with their cohort.</p> <p>District-wide 71.0% of students with disabilities graduated with their cohort.</p>				<p>All Students graduating with their cohort district-wide will be 91%. (CA School Dashboard Green)</p> <p>Paradise eLearning will increase the graduation rate to 91%. (CA School Dashboard Green)</p> <p>Ridgeview Continuation High School will increase the graduation rate to 80%. (CA School Dashboard Green)</p> <p>Students with disabilities will increase the graduation rate to 81%. (CA School Dashboard Green)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 7: Course Access/ Local Metric: A Broad Course of Study/ AP Class enrollment for low income	<p>2019-2020</p> <p>There were 65 total students enrolled in an AP class in 2019-2020.</p> <p>31 % of them were Total Free and Reduced students. 20 students</p> <p>17% of them were Total Free. 11 students</p>				<p>Increase the amount of Total Free and Reduced students enrolled in AP classes.</p> <p>Total Free and Reduced students will increase to 45%. Total Free will increase to 32%.</p>
Priority 7: Course Access/ Local Metric: A Broad Course of Study/ Enrollment in a CTE Class	<p>63 students were enrolled in a CTE class in 2019-2020.</p> <p>10.5% of students were enrolled in a CTE course last year.</p> <p>3 Students with Disabilities were enrolled</p> <p>31 students were economically disadvantaged</p> <p>0 English Learners were enrolled</p>				<p>Increase the enrollment in CTE classes. 25% of students will enroll in a CTE class.</p> <p>PUSD would like to see an increase in students with disabilities, economically disadvantaged, English learners`</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 8: Other Pupil Outcomes: 6th grade and 8th-grade iReady/Local Assessment	<p>29% of 6th Grade Students are Entering Middle School on grade level in Reading according to Spring 2021 Diagnostic Growth Report.</p> <p>9% of 6th Grade Students Entering Middle School on grade level in Math according to Spring 2021 Diagnostic Growth Report.</p> <p>6% of 8th Grade Students Entering High School on grade level in Reading according to Spring 2021 Diagnostic Growth Report.</p> <p>3% of 8th Grade Students Entering High School on grade level in Math according to Spring 2021 Diagnostic Growth Report.</p>				<p>PUSD would like 6th graders entering 7th grade to be at least 50% on grade level in Reading and Math as measured by iReady.</p> <p>PUSD would like 8th graders entering 9th grade to be at least 50% on grade level in Reading and Math as measured by iReady.</p>
Priority 8: Other Pupil Outcomes/iReady Math and Reading	Spring 2021 iReady Reading and Math Diagnostic				PUSD would like to see an increase in ELs and Foster Youth

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Diagnostic Growth Results for ELs and Foster Youth	<p>English Learners District-Wide (18 Total)</p> <p>Reading Growth- The median percent progress towards Typical Growth for ELs is 137%. Seven students met 100% of their progress towards Typical Growth.</p> <p>Reading Overall Placement- 33% on or above grade level, 17% one grade level below or early on grade level, 28% two or more grade level below, 22% not completed.</p> <p>Math Growth- The median percent progress towards Typical Growth for ELs is 88%. Six students met 100% of their progress towards Typical Growth.</p> <p>Math Overall Placement- 28% on or above grade level, 28% one grade level</p>				meeting their Annual Typical Growth in Reading and Math. PUSD would like to see an increase in ELs and Foster Youth on grade level as measured by iReady.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>below or early on grade level, 22% two or more grade level below, 22% not completed.</p> <p>Spring 2021 iReady Reading and Math Diagnostic Foster Youth District-Wide (10 total)</p> <p>Reading Growth- The median percent progress towards Typical Growth for Foster Youth is 110%. Five students met 100% of their progress towards Typical Growth.</p> <p>Reading Overall Placement- 40% on or above grade level, 20% one grade level below or early on grade level, 20% two or more grade level below, 20% not completed.</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Math Growth- The median percent progress towards Typical Growth for Foster Youth is 87%. Three students met 100% of their progress towards Typical Growth.</p> <p>Math Overall Placement- 50% on or above grade level, 10% one grade level below or early on grade level, 30% two or more grade level below, 10% not completed.</p>				

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Increasing student services by decreasing class size	Reduce class size to allow for more individualized teacher-student instructional time, support social and emotional learning, mitigate learning loss and close the ELA/literacy and the math achievement gap between EL students, Foster Youth, Homeless students, and the general population. TK-3rd grade classes may range from 18-20 students, in 4th-6th grade classes may range from 20-24 students, and in 7th-12th grade, math and English may range from 20-25 students.	\$540,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Full Day Transitional Kindergarten and Kindergarten	Provide full-day transitional kindergarten and kindergarten programs to increase student learning and achievement.	\$550,000.00	Yes
3	Intervention and Support Classes at Paradise High School	Increase intervention and support classes at Paradise High School to support the loss of learning in math and ELA and increase graduation rate.	\$85,000.00	Yes
4	Supplemental and Concentration Funding for Site Specific Support-	All schools receive additional Supplemental and Concentration funding to pursue site-specific support for target students: Foster Youth, English Learners, Low Income and Homeless Students. Each school's SPSA will detail LCAP expenditures, actions, and services related to LCAP goals.	\$200,000.00	Yes
5	Comprehensive Support and Improvement (CSI)	All PUSD schools eligible for Comprehensive Support and Improvement (CSI) will receive extra funding to improve areas where each school was identified for CSI. All eligible CSI schools will detail the CSI expenditures related to LCAP goals in the school site SPSA. A CSI coordinator will continue to monitor data, plans, budgets, and evidence-based interventions to improve in all CSI areas.	\$1,000,000.00	No
6	CTE and Pathway Supports and Services	Strengthen and support Career Technical Education and Pathway supports and services for students in grades 7-12 to ensure that PUSD students graduate with the skills required for globally competitive college and career readiness. We will be concentrating on expanding our construction class program to ensure students have the skills necessary to be part of the rebuilding of their town. In addition, staff will focus on College and Career Readiness Anchor Standards and College and Career Readiness. <a href="https://www.cde.ca.gov/be/st/ss/elaanchorstandards.asp">https://www.cde.ca.gov/be/st/ss/elaanchorstandards.asp</a> <a href="https://www.cde.ca.gov/ta/ac/cm/documents/collegecareerready18.pdf">https://www.cde.ca.gov/ta/ac/cm/documents/collegecareerready18.pdf</a>	\$300,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
7	STEAM (Science, Technology, Engineering, Arts, and Math)	Implement STEAM (Science, Technology, Engineering, Arts, and Math) services and programs to increase student accessibility, equity and engagement.	\$50,000.00	Yes
8	Visual and Performing Arts (VAPA)	Strengthen VAPA services and supports in all grades to improve student success, achievement and engagement.	\$80,000.00	Yes
9	ELD Support at Paradise High School	Provide one period a day of ELD intervention at Paradise High School.	\$34,000.00	No
10	Ridgeview Continuation High School (RDV) Extended Day and Lead Teacher	Provide an extended day instructional schedule at Ridgeview Continuation High School (240,000). Provide a lead teacher at RDV to help support and coach all staff, build capacity for PBIS, and support and work with students.	\$240,000.00	Yes
11	MTSS for Math and ELA Supports and Interventions	Using a Multi-Tiered System of Supports (MTSS), PUSD will identify students early in the school year and provide support with targeted math and ELA interventions. Focus on building Tier I, II, and III support for academics, social-emotional support, and other student supports like attendance.	\$1,040,000.00	No
12	Additional Transportation	Provide additional transportation for homeless, foster youth, English Learners and Special Education students to ensure students have the resources needed to attend classes.	\$12,000.00	No
13	Intervention and Support Classes at Paradise Junior High	Two periods of Math support and two periods of ELA support for 7th and 8th grade students.	\$40,000.00	No
14	Expanded Learning Opportunities	PUSD will offer an extended school year for an additional two weeks. These classes will be taught by certificated teachers and will focus on	\$780,000.00	No

Action #	Title	Description	Total Funds	Contributing
		reading and math. In addition, PUSD will offer credit recovery for our 9th-12th grade students who have failed classes and need to make up credits. Lastly, PUSD will offer after-school tutoring and enrichment programs throughout the year.		
16				

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
2	Provide positive, safe, clean, and well-equipped learning environments that will enhance students' social, emotional, and physical well-being. Students will feel physically safe, emotionally cared for, and academically and socially engaged in their schools. Staff will focus on building positive relationships and help students understand and manage emotions to develop skills they need for school and life.

An explanation of why the LEA has developed this goal.

PUSD wants students to attend school, learn, and feel socially and emotionally supported. To accomplish this, PUSD schools must have a welcoming and accepting learning environment. A positive and supportive learning environment will encourage students to come to school and be engaged in their learning. PUSD students have endured a lot over these last few years, and classrooms need to focus on understanding emotions and concentrate on getting students to perform at grade level and beyond.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Basic/ School Facilities in "Good Repair"	100% of schools district-wide were ranked in good condition, as measured by the spring 2021 F.I.T. reports.				100% of all schools district wide will be ranked in "Good Condition" as measured by the F.I.T. reports.
Priority 1: Basic/Instructional Materials/Local Indicator/Student Access to Technology Devices	PUSD will have Chromebooks in their classrooms for all students.				100% of all students will have a Chromebook to use in the classroom.
Priority 5: Pupil/ Engagement/Chronic Absenteeism/Local	PUSD 2019-2020/Total Chronically				Overall decrease in students who are chronically absent.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Indicator/CALPADS Report	<p>Absent/CALPADS Report 14.2</p> <p>Paradise eLearning Academy- 56 students are Chronically Absent (Dataquest H)</p> <p>Paradise Ridge Elementary-37 students are Chronically Absent (Dataquest H)</p> <p>Cedarwood Elementary School- 101 students are Chronically Absent (Dataquest H)</p> <p>Pine Ridge School- 45 students are Chronically Absent (Dataquest H)</p> <p>Paradise Senior High- 83 students are Chronically Absent (Dataquest H)</p> <p>Paradise Intermediate School- 52 students are Chronically Absent (Dataquest H)</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Ridgeview Continuation High School- 96 students are Chronically Absent (Dataquest H)				
Priority 5: Pupil/Engagement/Chronic Absenteeism/California School Dashboard	PUSD 2018-2019 (Year of the Camp Fire) Chronic Absenteeism- All Students 32.5% Chronically Absent (Increase of 13.7%) (Red)				PUSD will decrease Chronically Absent students to 10% or less to get a rating of Yellow or better on the California School Dashboard
Priority 5: Pupil Engagement/Attendance Rate/Local Indicator/CALPADS report	PUSD 2019-2020/CalPadsReport 14.1  Average for Students Absent <5% = 45% Average for Students Absent >=5% and <10% = 23% Average for Students Absent >=10% and 20% = 14% Average for Students Absent >=20% = 18%				Overall there will be a decrease in students absent more than 10% of the school year. PUSD would like to see less than 12% of the student population absent more than 10% of the school year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5: Middle School Drop Out Rate/Local Indicator/CALPADS Report	There were no middle school drop outs for the 2019-2020 school year as measured by CALPADS.				PUSD would like the middle school drop out rate to be 0%.
Priority 5: High School Drop Out Rate/Local Indicator/CALPADS Report	During the 2019-2020 school year, 27 (12.8%) students dropped out. Paradise eLearning Academy- 7 students (20%) Paradise High School- 2 students (1.74%) Ridgeview Continuation High School- 18 students (29.5) (According to CalPads 15.1)				PUSD will decrease the high school dropout rate. PUSD would like the dropout rate to be less than 5%.
Priority 6: School Climate/ Suspension Rate	In 2019-2020, the suspension rate for all students was 9.1% according to Data Quest.  CDW- .3% PELA- 5.1% PINT- 18.1% PRES- 3.1% PHS- 10.8% PRS- 8% RDV- 17.7%				PUSD will decrease the suspension rate. PUSD would like the suspension rate to be less than 5%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6: School Climate/ Expulsion Rate	In 2019-2020, the expulsion rate for all students was .26% according to Data Quest. There was a total of 5 expulsions.				PUSD will decrease all expulsions. PUSD would like the expulsion rate to be less than .26%.
Priority 6: School Climate/Other Local Measures/ Student LCAP Survey	<p>According to the 2020-2021 PUSD LCAP Survey for Students given in Spring 2021:</p> <p>76% of the students who responded stated they strongly agree or agree they belong and feel safe at school</p> <p>12% of the students who responded chose "I don't know" when asked if they belong and feel safe at school</p> <p>12% of the students who responded chose strongly disagree or disagree when asked if they feel safe at school.</p>				Over 85% of the students will state they agree or strongly agree the belong and feel safe at school.
Priority 6: School Climate/Other Local Measure/ Healthy	1. Students were asked if there is a teacher or some other adult from their				PUSD would like to see more students choose "Pretty Much True" or "Very Much

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Kids Survey 2020-2021	<p>school...who really cares about them... who notices when they are not there... who listens to them when they have something to say. The averages below reflect students reporting “Pretty Much True” or “Very Much True” to the above questions:  Grade 7- 62%  Grade 8- 57%  Grade 9- 59%  Grade 10- 55%  Grade 11-70%  Grade 12- 77%  RDV- 71%</p> <p>2. Students were asked if there is a teacher or some other adult from their school...who tells them when they do a good job... who always wants them to do their best... who believes that they will be a success. The averages below reflect students reporting “Pretty Much True” or</p>				<p>True" for questions #1, #2, and #3.</p> <p>PUSD would like to monitor question #4 and see an increase in students stating No.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>“Very Much True to the above questions”:  Grade 7- 67%  Grade 8- 71%  Grade 9- 63%  Grade 10- 65%  Grade 11- 78%  Grade 12- 80%  RDV- 79%</p> <p>3. Students were asked how strongly they agree or disagree with the following statements... I feel close to people at this school... I am happy to be at this school... I feel like I am part of this school... The teachers at this school treat students fairly... I feel safe in my school. The averages below reflect students reporting “Agree” or “Strongly Agree” to the above statements:  Grade 7- 65%  Grade 8- 50%  Grade 9- 51%  Grade 10- 56%  Grade 11- 62%  Grade 12- 67%  RDV- 76%</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>4. Students were asked if during the last 12 months they felt so sad or hopeless almost every day for two weeks or more that they stopped doing some usual activities. Students responded either Yes or No.</p> <p>Grade 7- 63% said No, 37% said Yes  Grade 8- 49% said No, 51% said Yes  Grade 9- 40% said No, 60% said Yes  Grade 10- 51% said No, 49% said Yes  Grade 11- 40% said No, 60% said Yes  Grade 12- 47% said No, 53% said Yes  RDV- 41 % said No, 59% said Yes</p>				

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Implement District-Wide Social and	Implement MTSS, RULER, Kelvin, Restorative Justice, Capturing Kids Hearts, Positive Behavior Interventions and Supports Program (PBIS),	\$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Emotional Support for Students	Rural School Awareness Strategies, and Trauma-Sensitive Strategies. Increase Counseling support for trauma and loss victims.		
2	Child Welfare and Attendance Services	Provide Child Welfare and Attendance services, including SARB services to support students who are chronically absent.	\$28,000.00	No
3	Information Technology Services District Wide	Provide Information Technology Services to ensure district wide technology and communication services are adequate and appropriate.	\$145,000.00	Yes
4	District Wide School Security	Implement a School Security Program and safety devices to ensure safe school sites. We will be concentrating on our new school configurations, providing fencing around all schools, and purchasing additional devices.	\$125,000.00	Yes
5	PUSD Athletics Program for 6th through 12th Grade	To help support positive adult relationships and strong school ties to the 65% of students involved in athletics, we will offer athletics to 6th through 12th grade. Providing athletic programs for students in grades 6-12 will improve student engagement, achievement, and overall success. We will provide assistant athletic coaches, uniforms, supplies, transportation, and entrance fees for games/tournaments, etc.	\$300,000.00	Yes
6	Academic Targeted Support	Develop Individualized Learning Plans for foster youth, English learners, and homeless students in grades TK-8th grade. For grades 9th-12th, Paradise High School will implement Get Focused Stay Focused: a comprehensive career planning process. Students develop a 10 Year Plan that leads them through their chosen academic and training pathway into the workforce.	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
7	Workability- Support Special Education Students 9-12	PUSD is collaborating with BCOE and SELPA to bring WorkAbility to 9th through 12th graders. WorkAbility will be a model transition program for 9th-12th grade students with disabilities.	\$688,303.00	No
8	Supporting Special Education Students TK-6th Grade	Each elementary school site will provide support for their students who require a more intensive service model. Both push-in and pull-out services will be implemented with an increase in instructional aide time. This model will allow for students to remain on their home campuses without contributing to further displacement and provides year-to-year continuity with their case manager.	\$173,585.00	No
9				
10				
11	Title I Program	Provide Administrative Services to oversee Title 1 Program.	\$17,300.00	No
12	Administrative Services for Cedarwood and Pine Ridge	Additional administrative services for Cedarwood and Pine Ridge	\$60,000.00	Yes

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
3	Goal #3- Create exceptional connections by effectively engaging all stakeholders by promoting various opportunities for parents, students, staff, and community members to be involved in the learning process and rebuilding Paradise Unified School District.

An explanation of why the LEA has developed this goal.

PUSD realizes the importance of stakeholder feedback as they rebuild multiple school campuses and strive to support all students academically, socially, and emotionally. Stakeholders have valuable perspectives and insights that help create strong schools and identify goals and actions for the district. Stakeholder feedback is vital to PUSD as they rebuild and implement school improvement measures to make each school the best it can be.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Basic/Teacher Credentialing/% of fully credentialed and appropriately assigned	100% of PUSD teachers are appropriately credentialed and assigned as reported by the county credentialing office				PUSD will have 100% of teachers appropriately credentialed and assigned as reported by the county credentialing office.
Priority 1: Basic/Standards-Aligned Instructional Materials	PUSD classrooms have sufficient instructional materials, as verified by the Williams Report.				100% of PUSD classrooms will have sufficient instructional materials, as verified by the Williams Report.
Priority 2: Implementation of	Top Areas of Interest for Staff Training				Continue gathering areas of interest from

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CCSS for all students/Staff Training and Professional Development Survey	<ol style="list-style-type: none"> <li>1. 39% - Writing Instruction</li> <li>2. 35%- Restorative Justice</li> <li>3. 33%- Trauma-Informed Practices</li> <li>4. 32%- Project-Based Learning</li> <li>5. 29%- Reading Instruction</li> <li>6. 26%- Math Instruction</li> <li>7. 22%- UDL (Universal Design for Learning)</li> <li>8. 22%- RTI (Response to Intervention)</li> <li>9. 20%- Mindfulness</li> <li>10. 20%- MTSS (Multi-Tiered System of Support)</li> </ol> <p>Top training and professional development opportunities in the last two years that staff found to be the most effective.</p> <ol style="list-style-type: none"> <li>1. Capturing Kids Hearts</li> <li>2. Trauma-Informed Practices</li> <li>3. Restorative Justice</li> </ol>				staff for training. Next year, we will survey staff on the proficiency of each staff training area.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	4. Lots of different distance-learning trainings to help teach online				
Priority 2: Implementation of CCSS for all students/Spring 2021 Employee LCAP Survey	<p>Employee 2020-2021 LCAP Survey Results</p> <p>86% of the employees who responded stated they strongly agree or agree that the district and site leadership support instructional strategies, curriculum implementation, and ongoing professional development opportunities.</p> <p>7% of the employees who responded chose "I don't know" when asked if the district and site leadership support instructional strategies, curriculum implementation, and ongoing professional development opportunities.</p> <p>7% of the employees who responded strongly disagreed or disagreed when asked</p>				PUSD will see an increase in employees stating they strongly agree or agree that the district and site leadership support instructional strategies, curriculum implementation, and ongoing professional development opportunities.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	if the district and site leadership support instructional strategies, curriculum implementation, and ongoing professional development opportunities.				
Parent 3: Parental Involvement/ Parent Participation/Local Measure Back to School Night and Open House	Due to Covid-19, in-person Back to School Night and Open House was difficult to implement in-person.				PUSD will have each school providing a Back to School Night and Open House to all families each year. Stakeholder attendance will be tracked at each site by each teacher.
Priority 3: Parent Involvement/ Parent Participation/ Aeries Parent Portal Accounts	For the 2020-2021 school year, 73.8% of parents had a parent portal account.  Paradise High - 97.12% Paradise Intermediate - 92.36% Ridgeview High - 95.45% Paradise Ridge Elementary - 35.06% Pine Ridge - 89.78% Cedarwood Elementary - 22.73%				PUSD would like to see 85% or more of parents with a parent portal account.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Paradise eLearning Academy - 84.43%				
Priority 3: Parent Involvement/Parent Input in Decision Making/Superintendent LCAP Advisories	<p>PUSD holds monthly meetings for Superintendent Parent &amp; Employee LCAP Advisory and Superintendent Employee LCAP Advisory.</p> <p>PUSD holds Superintendent Student LCAP Advisory three times a year.</p>				<p>PUSD will hold monthly meetings for Superintendent Parent &amp; Employee LCAP Advisory and Superintendent Employee LCAP Advisory.</p> <p>PUSD will hold Superintendent Student LCAP Advisory three times a year.</p>
Priority 3: Parent Involvement/Local Indicator/Parent Input in Decision Making/Two Parent Decision-Making Meetings a Month	PUSD maintained their average of two parent decision-making meetings a month (SSC and Parent Club) as measured by school site agendas through ZOOM.				PUSD will maintain their average of two parent decision-making meetings a month (SSC and Parent Club) as measured by school site agendas.
Priority 3: Parent Involvement/Local Indicator/Parent and Student Completion of the LCAP Survey	Student Completion of 2020-2021 LCAP survey 17% of 4th-12th grade students completed				PUSD will see an increase in Parent and Student completion of the LCAP survey as measured by annual

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>the LCAP Survey (203 students)</p> <p>48% Paradise Junior and Senior High 21.4% Ridgeview Continuation High School 19.4% Paradise Ridge Elementary School 7.3% Paradise eLearning 2.4% Cedarwood Elementary School 1.5% Pine Ridge School</p> <p>Parent Completion of 2020-2021 LCAP survey (80 total surveys completed)</p> <p>50% of parents state their child is from Paradise Junior and Senior High 35% of parents state their child is from Paradise Ridge Elementary 10% of parents state their child is from Pine Ridge School</p>				parent/guardian survey results.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>7.5% of parents state their child is from Cedarwood</p> <p>5% of parents state their child is from Paradise eLearning</p> <p>2.5% of parents state their child is from Ridgeview Continuation High School</p>				
<p>Priority 3: Parent Involvement/Parent Input in Decision Making/Parent LCAP Survey Results</p>	<p>Parent 2020-2021 LCAP Survey Results</p> <p>77% of the parents who responded stated they strongly agree or agree their child's school actively seeks their input into decisions related to their child's education</p> <p>5% of the parents who responded chose "I don't know" when asked if their child's school actively seeks their input into decisions related to their child's education</p> <p>18% of the parents who responded chose strongly disagree or</p>				<p>PUSD would like to see an increase in parents responding that they Strongly Agree or Agree that their child's school actively seeks their input into decisions related to their child's education.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	disagree when asked if their child’s school actively seeks their input into decisions related to their child’s education				

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Training for Staff for District Initiatives	(Wonders, Bridges, RULER, Kelvin, Restorative Justice, PBIS, Capturing Kids Hearts, UDL, CPM, Study Sync, MTSS, Trauma-Sensitive Strategies and Rural School Awareness Strategies)	\$165,000.00	No
2	District Wide Special Education Meeting and Student Assessment	PUSD holds monthly district-wide Special Education meetings with all Special Education staff, including Speech Therapists, the district nurse, and all psychologists. The monthly meeting brings in local specialists to share knowledge and offers training for specific areas. In addition, PUSD implements a New Student Risk Assessment that helps all stakeholders give their input. This form helps the new case manager narrow down the concerns at the first meeting, helps inform who should be at the first IEP meeting, and helps identify how to support the student in the interim.	\$0.00	No
3	District Wide Communication Plan	Begin a communication plan centered around recovery and rebuilding our schools.	\$30,000.00	No
4	Beginning Teacher Support and	Beginning Teacher Support and Assessment Program for one year to help support new teachers.	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Assessment Program- BTSA			
5	Tier II Training for Administrators	Provide Tier II supports for new administrators.	\$8,000.00	No

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
19.20%	\$2,835,000

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.**

### Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

After reviewing student achievement data, key stakeholder input, and analyzing the actions being proposed in this LCAP across the District to support the needs of foster youth, English learners, and low-income students, it became apparent that the actions focused on three broad areas that are addressed below: Increased Academics, Social-Emotional Learning & Well-Being, and Supports for School Climate.

#### Increased Academics

Paradise Unified School District English learners, low-income students, homeless, students with disabilities, and foster youth exhibited lower ELA and Math scores than all students district-wide according to the 2017-2018 CAASPP test results. Furthermore, students with disabilities and English Learners were significantly less prepared than all students as measured by the College and Career Indicator. In addition, decades of research show persistent academic achievement gaps by race/ethnicity, socioeconomic status, English proficiency, and disability status.

#### Goal 1, Action 1: Increasing Student Services by Decreasing Class Size

By decreasing class size for grades K-12, students will receive additional teacher-student instructional time. In addition, it will help close ELA/literacy and math achievement gap between EL students, foster youth, and low-income students. We believe this action will be effective in meeting this goal for our unduplicated learners because it will help improve student academic results for the end-of-year summative reading tests and help increase CAASPP ELA/Math scores.

#### Goal 1, Action 2: Full Day Transitional Kindergarten and Kindergarten

Best practice and evidence-based research support full-day transitional kindergarten and kindergarten programs to increase student learning and achievement for unduplicated learners.

### Goal 1, Action 3: Intervention and Support Classes at Paradise High School

To increase EL students, foster youth, and low-income students' college and Career Readiness, PUSD has built-in more intervention and support classes at PHS to support unduplicated students' academic success.

### Goal 1, Action 4: Supplemental and Concentration Funding for Site-Specific Support

By allocating site funding so that each school site's Single Plan for Student Achievement will drive LCAP goals and actions, we allow site-specific decisions that best support targeted/unduplicated student achievement. In addition, the allocated funds will allow sites to provide services and support for ELs, foster youth, and low-income students.

### Goal 1, Action 6: CTE and Pathway Supports and Services

Increasing our Career Technical Education and Pathway programs and services for students in grades 7-12 can help ensure that PUSD unduplicated students graduate with the skills required for globally competitive college and career readiness.

### Goal 1, Action 7: STEAM (Science, Technology, Engineering, Art, and Mathematics)

We will continuously support STEAM (Science, Technology, Engineering, Arts, and Math) services and programs to increase student achievement, accessibility, and equity.

Allocated funds for STEAM programs and services ensure that targeted students have access to science, technology, engineering, arts, and math curriculum and programs to provide college, career, and civic readiness skills.

### Goal 1, Action 6: Visual and Performing Arts (VAPA)

PUSD believes, and research supports that by ensuring all students access to VAPA services and programs, student success and achievement will improve.

### Goal 1, Action 10: Ridgeview Continuation High School Extended Day and Lead Teacher

By providing resources for an extended day at our continuation high school, we can give the students the needed intensive interventions to become successful high school graduates. The increased programs and services to targeted students at Ridgeview Continuation High School will benefit unduplicated students academically. In addition, a lead teacher will focus on helping unduplicated students and tracking their progress.

### Social-Emotional Learning & Well-Being

PUSD's pre-fire chronic absenteeism data on the 2018 California School Dashboard shows students with disabilities and homeless in the red category. Foster youth and socioeconomically disadvantaged students are in the orange. Both of these colors on the dashboard need to be improved.

Research also suggests English Learners, foster youth, and low-income students are at risk of chronic absenteeism. An EdSource article (Dec. 2019) states that foster youth students miss the most school days of any group of students in California. A report from Economic

Policy Institute (Sept. 2018) states data from the National Assessment of Educational Progress (NAEP) in 2015 students who were diagnosed with a disability, students who were eligible for free lunch, Hispanic English language learners, and Native American students were the most likely to have missed school.

Due to PUSD's data and educational research, PUSD determined these actions described under Goal 2 will be an effective use of funds to meet the district's goals for unduplicated students.

#### Goal 2, Action 1: Implement District-Wide Social and Emotional Support for Students

PUSD will focus on implementing robust MTSS systems at each school site. In addition, staff will be trained in the following areas to support Social and Emotional Learning: RULER, Kelvin, PBIS, trauma-sensitive strategies, RJ, and Capturing Kids Hearts. PUSD will also hire counselors to help students who are struggling. Training staff and focused attention on our English learners, foster youth, and low income will improve social and emotional support and academics.

#### Goal 2, Action 3: Information Technology Services District-Wide

Information technology is one of the keys to 21st-century learning. To provide students with the resources they need to be successful learners and graduates, we need to equip them with up-to-date technology and skill attainment. IT support services to ensure that all staff and students have the technology resources required for 21st-century learning.

#### Goal 2, Action 5: PUSD Athletics Program for 6th through 12th Grade

All students should have the ability to participate in extracurricular activities. We will provide the resources necessary to ensure all unduplicated students have the resources to be involved in athletics. Grade and behavior checks have proven that students interested in athletics have great attendance, behavior, and academic success. Therefore, PUSD will provide athletic teams and services to unduplicated students and help address the needs of student engagement, attendance, discipline, and achievement.

#### Supports for School Climate

According to the USC School of Education article, positive school climates contribute to academic achievement and improve students from low socioeconomic backgrounds. In addition, according to Intercultural Development Research Association (August 2016), English learners are one of the diverse populations to consider when developing or shoring up a positive and empathetic school climate. The school needs to address their emotional, social, and learning needs within an environment of collaboration and community. When this environment is in place, they have a greater attachment, engagement, and commitment to school, all resulting in better academic performance with less disruptive behaviors. Lastly, research about foster youth states they are the least likely to graduate among all student groups and typically have lower grades and lower proficiency scores on standardized tests.

PUSD has put the following actions into place to support unduplicated students.

#### Goal 2, Action 4: District-Wide School Security

Implementing a School Security Program and safety devices will help our schools become safer and more secure places for students to learn. We will be concentrating on our new school configuration for Paradise Junior High and Paradise Ridge Elementary. We will need devices and personnel to increase school security to help ensure safe campuses for all students and staff. Students come to school when they feel safe. Since unduplicated students are more often absent, making a safe school environment is imperative.

#### Goal 2, Action 12: Administrative Services for Cedarwood and Pine Ridge School

It is imperative that all administrators, teachers, and students feel valued and supportive. Administrative services are needed for both elementary schools located in Magalia. The full-time principal at the elementary sites supports targeted students, school climate, behavior, and increased student engagement.

#### Goal 3, Action 4: Beginning Teacher Support and Assessment Program- BTSA

All new teachers increase their skill level and benefit from a new teacher induction program. In addition, PUSD will provide new teacher support to ensure that all students have access to highly trained and supported teachers. Students who are foster youth, English learners, and low-income especially need highly trained teachers to help them socially, emotionally, and academically.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Using the calculation tool provided by the state, Paradise Unified School District has calculated that it will receive \$2,835,000 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage in the increase or improve services has been calculated at 19.20%. Our district has demonstrated that it has met the 19.20% proportionality percentage by planning to expend all the supplemental and concentration funds on actions and services that are principally directed towards the unduplicated student population as summarized in the prompt above.

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$2,835,000.00	\$1,735,888.00		\$2,290,300.00	\$6,861,188.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$5,547,188.00	\$1,314,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Increasing student services by decreasing class size	\$540,000.00				\$540,000.00
1	2	English Learners Foster Youth Low Income	Full Day Transitional Kindergarten and Kindergarten	\$550,000.00				\$550,000.00
1	3	English Learners Foster Youth Low Income	Intervention and Support Classes at Paradise High School	\$85,000.00				\$85,000.00
1	4	English Learners Foster Youth Low Income	Supplemental and Concentration Funding for Site Specific Support-	\$200,000.00				\$200,000.00
1	5	All	Comprehensive Support and Improvement (CSI)				\$1,000,000.00	\$1,000,000.00
1	6	English Learners Foster Youth Low Income	CTE and Pathway Supports and Services	\$300,000.00				\$300,000.00
1	7	English Learners Foster Youth Low Income	STEAM (Science, Technology, Engineering, Arts, and Math)	\$50,000.00				\$50,000.00
1	8	English Learners Foster Youth Low Income	Visual and Performing Arts (VAPA)	\$80,000.00				\$80,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	9	All English Learners	ELD Support at Paradise High School		\$34,000.00			\$34,000.00
1	10	English Learners Foster Youth Low Income	Ridgeview Continuation High School (RDV) Extended Day and Lead Teacher	\$240,000.00				\$240,000.00
1	11	All	MTSS for Math and ELA Supports and Interventions				\$1,040,000.00	\$1,040,000.00
1	12	All Students with Disabilities	Additional Transportation		\$12,000.00			\$12,000.00
1	13	All	Intervention and Support Classes at Paradise Junior High				\$40,000.00	\$40,000.00
1	14	All	Expanded Learning Opportunities		\$780,000.00			\$780,000.00
1	16							
2	1	English Learners Foster Youth Low Income	Implement District-Wide Social and Emotional Support for Students	\$150,000.00				\$150,000.00
2	2	All	Child Welfare and Attendance Services				\$28,000.00	\$28,000.00
2	3	English Learners Foster Youth Low Income	Information Technology Services District Wide	\$145,000.00				\$145,000.00
2	4	English Learners Foster Youth Low Income	District Wide School Security	\$125,000.00				\$125,000.00
2	5	English Learners Foster Youth Low Income	PUSD Athletics Program for 6th through 12th Grade	\$300,000.00				\$300,000.00
2	6	All	Academic Targeted Support		\$10,000.00			\$10,000.00
2	7	Students with Disabilities	Workability- Support Special Education Students 9-12		\$688,303.00			\$688,303.00
2	8	Students with Disabilities	Supporting Special Education Students TK-6th Grade		\$173,585.00			\$173,585.00
2	9							
2	11	All	Title I Program				\$17,300.00	\$17,300.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	12	English Learners Foster Youth Low Income	Administrative Services for Cedarwood and Pine Ridge	\$60,000.00				\$60,000.00
3	1	All	Training for Staff for District Initiatives				\$165,000.00	\$165,000.00
3	2	All	District Wide Special Education Meeting and Student Assessment					\$0.00
3	3	All	District Wide Communication Plan		\$30,000.00			\$30,000.00
3	4	English Learners Foster Youth Low Income	Beginning Teacher Support and Assessment Program- BTSA	\$10,000.00				\$10,000.00
3	5	All	Tier II Training for Administrators		\$8,000.00			\$8,000.00

**Contributing Expenditures Tables**

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$2,835,000.00	\$2,835,000.00
<b>LEA-wide Total:</b>	\$760,000.00	\$760,000.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$2,075,000.00	\$2,075,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Increasing student services by decreasing class size	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Paradise Ridge Elementary School, Pine Ridge School, Cedarwood Elementary School, Paradise Intermediate School, Paradise High School and Ridgeview Continuation High School K-12	\$540,000.00	\$540,000.00
1	2	Full Day Transitional Kindergarten and Kindergarten	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Paradise Ridge Elementary School, Pine Ridge School, Cedarwood Elementary School TK and K	\$550,000.00	\$550,000.00
1	3	Intervention and Support Classes at Paradise High School	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Paradise High School 9-12	\$85,000.00	\$85,000.00
1	4	Supplemental and Concentration	LEA-wide	English Learners Foster Youth	All Schools K-12	\$200,000.00	\$200,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		Funding for Site Specific Support-		Low Income			
1	6	CTE and Pathway Supports and Services	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Paradise Intermediate School, Paradise High School, and Ridgeview Continuation High School 7-12	\$300,000.00	\$300,000.00
1	7	STEAM (Science, Technology, Engineering, Arts, and Math)	LEA-wide	English Learners Foster Youth Low Income	All Schools K-12	\$50,000.00	\$50,000.00
1	8	Visual and Performing Arts (VAPA)	LEA-wide	English Learners Foster Youth Low Income	All Schools K-12	\$80,000.00	\$80,000.00
1	9	ELD Support at Paradise High School			Specific Schools:		\$34,000.00
1	10	Ridgeview Continuation High School (RDV) Extended Day and Lead Teacher	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Ridgeview Continuation High School 10-12	\$240,000.00	\$240,000.00
2	1	Implement District-Wide Social and Emotional Support for Students	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	\$150,000.00	\$150,000.00
2	3	Information Technology Services District Wide	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	\$145,000.00	\$145,000.00
2	4	District Wide School Security	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$125,000.00	\$125,000.00
2	5	PUSD Athletics Program for 6th through 12th Grade	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Paradise Junior High School,	\$300,000.00	\$300,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
					Paradise High School 6-12		
2	12	Administrative Services for Cedarwood and Pine Ridge	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cedarwood and Pine Ridge	\$60,000.00	\$60,000.00
3	4	Beginning Teacher Support and Assessment Program- BTSA	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	\$10,000.00	\$10,000.00
3	5	Tier II Training for Administrators			TK-12		\$8,000.00

**Annual Update Table Year 1 [2021-22]**

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			<b>Totals:</b>	<b>Planned Expenditure Total</b>	<b>Estimated Actual Total</b>
			Totals:		

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

**General Information** – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

**LCAP Highlights** – Identify and briefly summarize the key features of this year's LCAP.

**Comprehensive Support and Improvement** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Stakeholder Engagement

## Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

### ***Focus Goal(s)***

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

### ***Broad Goal***

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### ***Maintenance of Progress Goal***

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

### ***Measuring and Reporting Results:***

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

**Goal Analysis:**

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

## **Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students**

### **Purpose**

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### **Requirements and Instructions**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

**Percentage to Increase or Improve Services:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

**Unduplicated Percentage > 55%:** For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

**Unduplicated Percentage < 55%:** For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40% or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”**

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

## Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.