

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Paradise Unified School District

CDS Code: 04615310000000

School Year: 2021-22

LEA contact information:

Tom Taylor

Superintendent

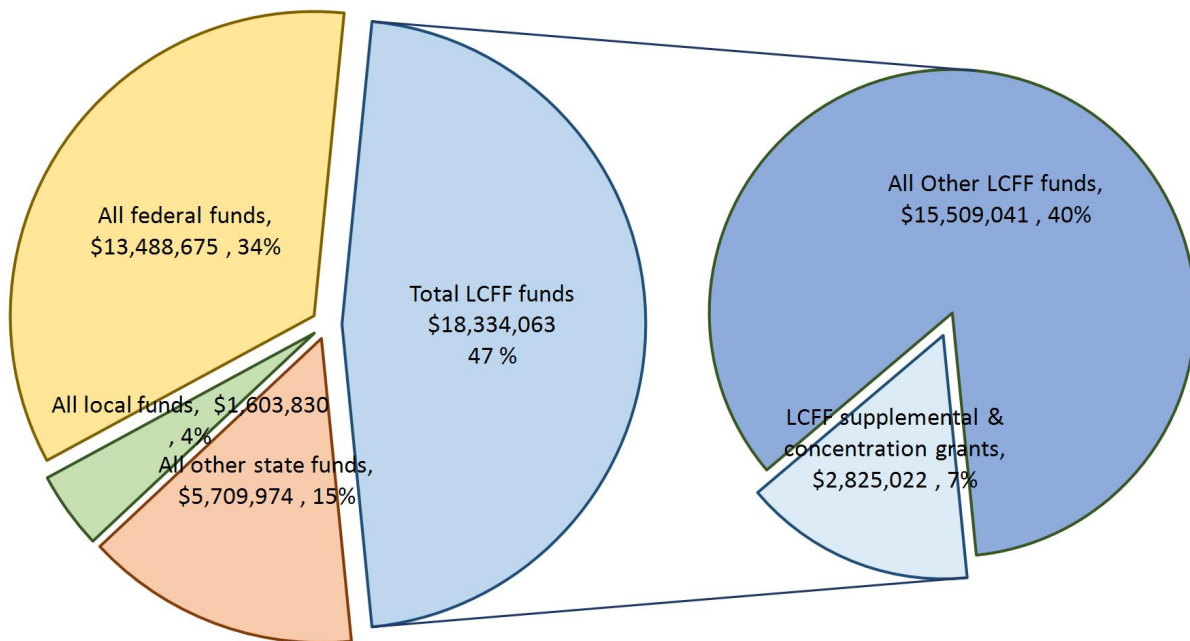
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



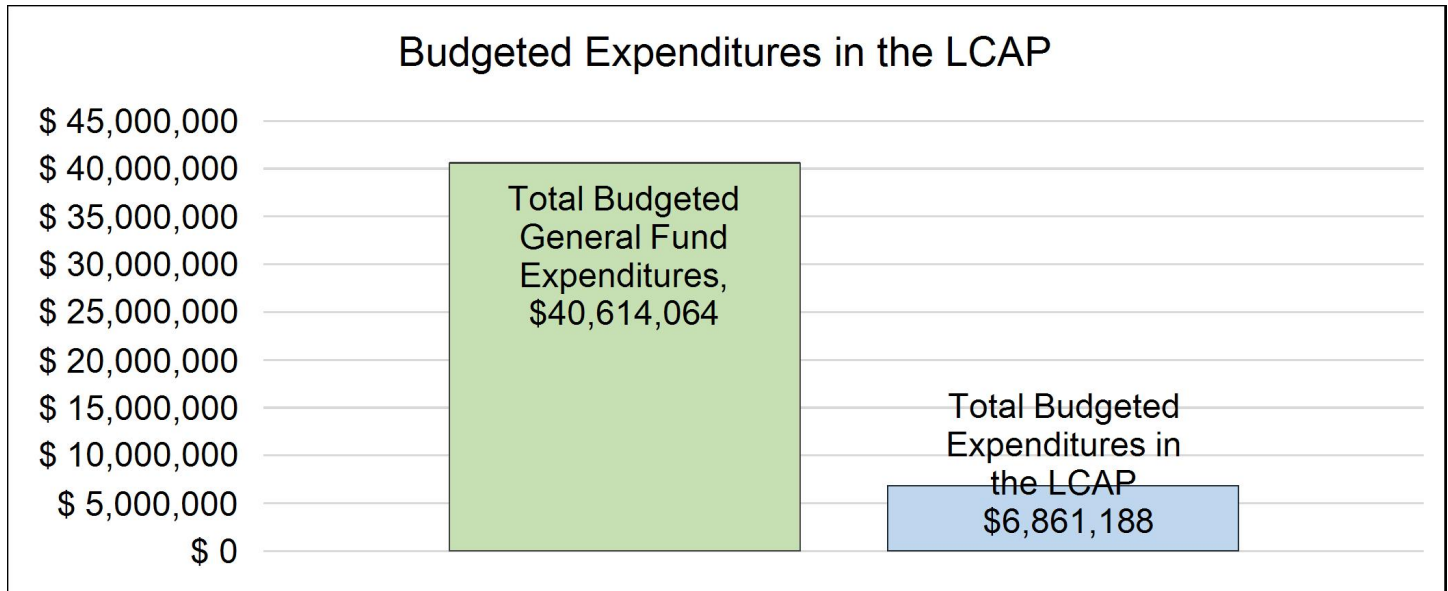
This chart shows the total general purpose revenue Paradise Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Paradise Unified School District is \$39,136,542, of which \$18,334,063 is Local Control Funding Formula (LCFF), \$5,709,974 is other state funds, \$1,603,830 is local funds, and

\$13,488,675 is federal funds. Of the \$18,334,063 in LCFF Funds, \$2,825,022 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Paradise Unified School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Paradise Unified School District plans to spend \$40,614,064 for the 2021-22 school year. Of that amount, \$6,861,188 is tied to actions/services in the LCAP and \$33,752,876 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

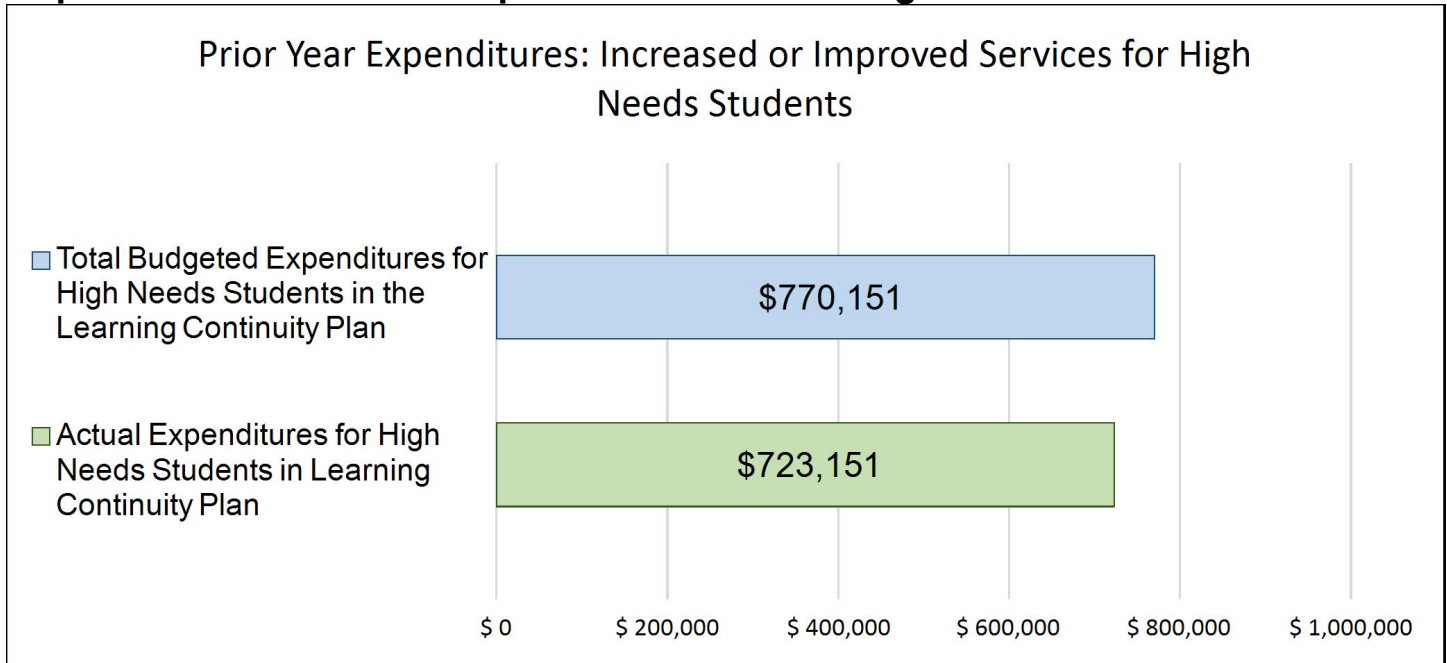
Salaries and Benefits, Utilities, Textbooks, Maintenance, Capital Outlay, Transportation, Special Education, Nutrition, Classroom Materials and Supplies

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Paradise Unified School District is projecting it will receive \$2,825,022 based on the enrollment of foster youth, English learner, and low-income students. Paradise Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Paradise Unified School District plans to spend \$2,825,022 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Paradise Unified School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Paradise Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Paradise Unified School District's Learning Continuity Plan budgeted \$770,151 for planned actions to increase or improve services for high needs students. Paradise Unified School District actually spent \$723,151 for actions to increase or improve services for high needs students in 2020-21.

PUSD had two reasons why the total expenditures for actions and services to increase or improve services for high-needs students in 2020-21 are less than the total budgeted expenditures. This is because Ridgeview Continuation High School wanted to hire an Education Technician for the school. However, PUSD could not fill the position because no one applied for the job. The second reason why the total actual expenditures are less than the budgeted is that the additional training and coaching for Reciprocal Reading did not occur due to Covid-19.



Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Paradise Unified School District will graduate civic-minded students who have mastered the knowledge and skills required for access to the college or career of their choice with academic supports, interventions and enrichments in place to eliminate barriers to student success.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: AP Enrollment, CTE Enrollment

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results	<p>ELA Achievement State Priority 4</p> <p>I-Ready: The 2nd iReady diagnostic was given in February 2020, right before school closure happened due to COVID-19. PUSD was not able to give the 3rd iReady diagnostic in May 2020 because schools were closed for in-person instruction till summer.</p> <p>In the Feb. 2020 iReady Reading Diagnostic, 47% of K-6 grade students made 100% of the annual typical growth target in ELA as assessed by iReady Diagnostic in the End of the Year View. This was a decrease from the previous year because 53% of students made 100% of the annual typical growth target in Reading in the Winter of 2019.</p> <p>The percent of students on grade level is 22% as measured by the iReady Diagnostic in February 2020. This was a decrease from the 2018-2019 school year by 7%. In February 2019, 29% of students were on grade level.</p>

Expected	Actual
<p>19-20 ELA Achievement State Priority 4</p> <p>PUSD will not have CAASPP score in 2019-2020 as the district received a waiver due to the Camp Fire. We will assess our student learning by using:</p> <p>I-Ready 75% of K-6 grade students will have made 100% of the annual typical growth target in ELA as assessed by iReady Diagnostic</p> <p>The % of students on grade level will increase by 5% (May 2019 Baseline) as measured by iReady Diagnostic. In May 2019, 29% of students were at Tier 1.</p> <p>CAASPP Interim Assessments The % of students showing growth on the CAASPP ELA Interim Assessments will increase by 5% of Fall 2019 Baseline.</p>	<p>CAASPP Interim Assessments: Due to the schools being closed in March 2020 because of the Coronavirus, CAASPP ELA Interim Assessments could not be administered.</p> <p>CAASPP Scores from 2017-2018 (Due to the cancellation of the SBAC for the 2018-2019 school year and the 2019-2020 school year, PUSD is providing scores from the last year students took the SBAC which was 2017-2018.) PUSD student achievement in ELA increased 4.3 points average distance from standard as measured by SBAC ELA results. -36.5 to -26.3 DFS</p> <p>PUSD English Learner student achievement in ELA declined 20.4 points average distance from standard as measured by SBAC ELA results. -56.7 to -77.1 DFS</p> <p>Socioeconomically disadvantaged student achievement district-wide in ELA maintained 1.6 points average distance from standard measured by SBAC ELA results. -48.8 to -44.7 DFS</p> <p>The ELA achievement of students with disabilities declined 3 points average distance from standard as measured by SBAC ELA results. -113 to -115.1</p>

Expected	Actual
<p>Baseline</p> <p>ELA Achievement</p> <p>State Priority 4</p> <p>37% of students district-wide met or exceeded state ELA standards as measured by the spring 2016 CAASPP results. 35.1 points DF3</p> <p>Dashboard - Yellow</p> <p>6% of English Learner students district-wide met or exceeded state ELA standards as measured by the spring 2016 CAASPP results. 55 points DF3 Dashboard - Yellow</p> <p>30% of low-income students district-wide met or exceeded state ELA standards as measured by the spring 2016 CAASPP results. 47.1 points DF3</p> <p>Dashboard - Yellow</p> <p>8% of students with disabilities district-wide met or exceeded state ELA standards as measured by the spring 2016 CAASPP results. 113.7 points DF3</p> <p>Dashboard - Red</p>	

Expected	Actual
<p>Metric/Indicator Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results 19-20</p> <p>Math Achievement State Priority 4</p> <p>PUSD will not have CAASPP score in 2019-2020 as the district received a waiver due to the Camp Fire. We will assess our student learning by using:</p> <p>I-Ready 75% of K-6 grade students will have made 100% of the annual typical growth target in Math as assessed by iReady Diagnostic</p> <p>The % of students on grade level will increase by 5% (May 2019 Baseline) as measured by iReady Diagnostic. In May 2019, 30% of students were at Tier 1.</p> <p>CAASPP Interim Assessments The % of students showing growth on the CAASPP Math Interim Assessments will increase by 5% of Fall 2019</p> <p>Baseline</p> <p>Math Achievement</p> <p>State Priority 4</p> <p>22% of students district-wide met or exceeded state math standards as measured by the spring 2016 CAASPP results. 66.6 points DF3</p>	<p>Math Achievement State Priority 4</p> <p>I-Ready: The 2nd iReady diagnostic was given in February 2020, right before school closure happened due to COVID-19. PUSD could not give the 3rd iReady diagnostic in May 2020 because schools were closed for in-person instruction till summer.</p> <p>In Feb. 2020 iReady Math Diagnostic, 36% of K-8 grade students made 100% of the annual typical growth target in Math as assessed by iReady Diagnostic at the End of the Year View. This was a decrease of 5%. During February 2019, 41% of students made 100% of the annual typical growth target.</p> <p>The percent of students on grade level is 15%, as measured by the iReady Diagnostic in February 2020.</p> <p>CAASPP Interim Assessments: Due to school being closed in March 2020 because of the Coronavirus, CAASPP Math Interim Assessments could not be administered.</p> <p>CAASPP Scores from 2017-2018 (Due to the cancellation of the SBAC for the 2018-2019 school year and the 2019-2020 school year, PUSD is providing scores from the last year students took the SBAC, which was 2017-2018)</p> <p>Student achievement district-wide in math increased 5.1 points average distance from standard as measured by SBAC Math results. -58.7 to -54.5 DFS</p> <p>PUSD English Learner student achievement declined 14.8 points average distance from standard as measured by SBAC math results.-77.9 to -91.3 DFS</p>

Expected	Actual
<p>Dashboard - Yellow</p> <p>6% of English Learner students district-wide met or exceeded math state standards as measured by the spring 2016 CAASPP results. 87.3 points DF3</p> <p>Dashboard - Yellow</p> <p>16% of low-income students district-wide met or exceeded state math standards as measured by the spring 2016 CAASPP results. 77.3 points DF3</p> <p>Dashboard - Yellow</p> <p>6% of students with disabilities district-wide met or exceeded state math standards as measured by the spring 2016 CAASPP results. 145.6 points DF3</p> <p>Dashboard - Red</p>	<p>District-wide socioeconomically disadvantaged student achievement in math maintained 0.6 points average distance from standard as measured by SBAC math results. -69.2 to -72.8 DFS</p> <p>The math achievement for students with disabilities decreased 4 points average from standard as measured by SBAC math results. -152.8 to -161.6 DFS</p>
<p>Metric/Indicator Priority 4: State Indicator/Academic Indicator/English Language Progress Indicator 19-20 English Learner Progress</p>	<p>Data from the Department of Education of California in 2018-2019 states that out of 53 EL students, 23 EL students (43.4%) are Well Developed at a Level 4, 17 EL students (32.1%) are Moderately Developed at a Level 3.</p> <p>During the 2019-2020 school year, there were a total of 20 EL students. Due to the COVID-19 pandemic, the ELPAC was not</p>

Expected	Actual
<p>State Priority 4</p> <p>The district-wide English Learner student achievement performance level will increase by 1% as measured by ELPAC results.</p> <p>Baseline</p> <p>English Learner Progress</p> <p>State Priority 4</p> <p>The district-wide English Learner student achievement performance level is at 69% as measured by fall 2016 CELDT results.</p> <p>Dashboard - Orange</p>	<p>administered and new scores were not available. ELPAC testing is taking place during the 2020-2021 school year.</p>
<p>Metric/Indicator</p> <p>Priority 4: State Indicator/College and Career Indicator/EAP-11th Grade SBAC results</p> <p>19-20</p> <p>Graduates EAP</p> <p>State Priority 4</p> <p>PUSD will not have CAASPP score in 2019-2020 as the district received a waiver due to the Camp Fire. We will assess our student learning by using:</p> <p>Butte College Entrance Assessments spring 2019 baseline data</p>	<p>Due to school closure in March 2020, PUSD students did not have an opportunity to take SAT's or Butte College Entrance Assessments.</p>

Expected	Actual
<p>SAT's results</p> <p>Baseline Graduates EAP</p> <p>State Priority 4</p> <p>37% of PUSD graduates were prepared for college ELA and 22% were prepared for college math, as measured by spring 2016 CAASPP results.</p>	
<p>Metric/Indicator Priority 4: State Indicator/College and Career Indicator/AP pass rate</p> <p>19-20 AP Passage</p> <p>State Priority 4</p> <p>The percentage of students who pass at least one AP exam with a score of 3 or higher district-wide will increase by 2%, as measured by the spring College Board results.</p> <p>Baseline AP Passage</p> <p>State Priority 4</p> <p>61% of PUSD students (who took an AP exam) passed at least one AP exam with a score of 3 or higher, as measured by spring 2016 College Board results.</p>	<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 and 65% of the exam scores were 3 or higher. This is an increase from the previous year. The average score went up by .3% and 11% more of the exams had a score of 3 or higher.</p>

Expected	Actual
<p>Metric/Indicator Priority 4: College and Career Ready/A-G course completion</p> <p>19-20 A-G Completion Rate</p> <p>State Priority 4</p> <p>The percentage of students who meet the a-g UC/CSU entrance requirements district-wide will increase by 2%.</p> <p>Baseline A-G Completion Rate</p> <p>State Priority 4</p> <p>17.8% of PUSD students met the a-g UC/CSU entrance requirements.</p>	<p>In 2019- 2020, 37 students met the a-g UC/CSU requirements. This was a decrease of 14 students. This coincides with a decrease in student population due to the 2018 Camp Fire.</p>
<p>Metric/Indicator Priority 4: State Indicator/College and Career Indicator/Career pathway completion</p> <p>19-20 CTE Pathway Completion</p> <p>State Priority 4</p> <p>District-wide, the percentage of students who complete a CTE pathway will increase by 2%, as measured by CALPADS data.</p> <p>Baseline CTE Pathway Completion</p>	<p>In 2019-2020, 12 students completed a CTE pathway. Agricultural Mechanics-1 student Cabinetmaking, Millwork, and Woodworking- 2 students Product Innovation and Design- 9 students</p> <p>This was a decrease in 28 students. This coincides with a decrease in student population due to the 2018 Camp Fire.</p>

Expected	Actual
<p>State Priority 4</p> <p>106 students district-wide completed at least one of the 15 CTE pathways offered as measured by spring 2016 CALPADS data.</p>	
<p>Metric/Indicator Priority 5: State Indicator/Student Engagement/High School Graduation Rate Indicator 19-20 High School Graduation Rate</p> <p>State Priority 5</p> <p>Students graduating with their cohort district-wide will increase by .25% as measured by the state Dashboard results.</p> <p>District-wide low-income students graduating with their cohort will increase by 2% as measured by the state Dashboard results.</p> <p>District-wide students with disabilities graduating with their cohort. will increase by 3% as measured by the state Dashboard results.</p> <p>Baseline High School Graduation Rate</p> <p>State Priority 5</p>	<p>2019-2020 School Year Students graduating with their cohort district-wide remained the same at 84.4% measured by Data Quest, CA Department of Education. Paradise High School- 96.52% Paradise eLearning- 80% 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>2018-2019 84.7% low income 75.9% Sped</p>

Expected	Actual
<p>92.3% of students district-wide graduated in their cohort.</p> <p>Dashboard - Yellow</p> <p>89.7% of low-income students district-wide graduated with their cohort.</p> <p>Dashboard - Orange</p> <p>District-wide, 71.1% of students with disabilities graduated with their cohort.</p> <p>Dashboard - Red</p>	
<p>Metric/Indicator Priority 7: Local Metric/A broad course of study 19-20 CTE Enrollment</p> <p>Local Priority 7</p> <p>The percentage of students enrolled in CTE courses district-wide will increase by 1%, as measured by CALPADS data.</p> <p>Baseline CTE Enrollment</p> <p>Local Priority 7</p>	<p>During the 2019-2020 school year, 63 students were enrolled in CTE courses district wide. This is a decrease in 33 students. This coincides with a decrease in student population due to the 2018 Camp Fire.</p>

Expected	Actual
<p>682 students district-wide were enrolled in at least one of the 28 offered CTE courses as indicated by spring 2016 CALPADS data.</p>	
<p>Metric/Indicator Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils 19-20 Enrolled in AP Classes</p> <p>Local Priority 7</p> <p>The number of low-income students enrolled in AP classes district-wide will increase by 2%.</p> <p>Baseline Enrolled in AP Classes</p> <p>Local Priority 7</p> <p>25% of the students district-wide enrolled in AP classes were low income.</p>	<p>2019-2020 There were 65 total students enrolled in an AP class in 2019-2020. 31 % of them were Total Free and Reduced students. 20 students 17% of them were Total Free. 11 students</p> <p>2018-2019 There were 89 total students enrolled in an AP class in 2018-2019. 43% of them were Total Free and Reduced students. 38 students 12% of them were Total Free. 11 students</p> <p>Overall, there was a decrease during the 2019-2020 school year of all students taking AP classes. During the 2019-2020 school year there were the same amount of students, 11, taking AP classes that were low income. However, there was a percentage increase in Total Free students taking AP classes due to the overall number of students declining to take AP classes.</p>
<p>Metric/Indicator Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.) 19-20 8th Grade Students Entering High School on Grade Level</p>	<p>Due to school closing in March 2020, ELA and Math cumulative data was not collected.</p>

Expected	Actual
<p>Local Priority 8</p> <p>The % of 8th grade students entering high school on grade level in ELA will be above 50%</p> <p>The % of 8th grade students entering high school on grade level in Mathematics will be above 50%</p> <p>PUSD will not have CAASPP score in 2019-2020 as the district received a waiver due to the Camp Fire. We will assess our student learning by using:</p> <p>Teacher Recommendations for advanced math and honors English</p> <p>Reports card data</p> <p>End of the year cumulative assessments in both ELA and math.</p> <p>Baseline 8th Grade Students Entering High School on Grade Level</p> <p>Local Priority 8</p> <p>39% of 8th grade students met or exceeded CA CCSS standards in ELA as measured by Spring 2017 CAASPP scores.</p> <p>19% of 8th grade students met or exceeded CA CCSS standards in Mathematics as measured by Spring 2016 CAASPP scores.</p>	

Expected	Actual
<p>Metric/Indicator Priority 4: State Indicator/Academic Indicator/Reclassification rates</p> <p>19-20 EL Reclassification Rates</p> <p>State Priority 4</p> <p>The % of students who meet state reclassification standards will increase by 3%.</p> <p>Baseline EL Reclassification Rates</p> <p>State Priority 4</p> <p>The % of EL students who met reclassification standards in 2016-2017 was 14.1%</p>	<p>During the 2019-2020 school year, 4 students (5.9%) met state reclassification standards. During the 2018-2019 school year, the percentage of EL students who met reclassification standards was 17.65% Due to the Camp Fire, there has been a significant drop in the EL population at PUSD.</p>
<p>Metric/Indicator Priority 4: State Indicator/Academic Indicator/English Language Progress Indicator</p> <p>19-20 EL Progress toward English proficiency</p> <p>State Priority 4</p> <p>The % of EL students who will make progress toward English proficiency by growing by one of more levels on the state EL assessment will increase by 2%</p> <p>Baseline</p>	<p>During the 2018-2019 school year, data from the Department of Education of California states that out of 53 EL students, 23 EL students (43.4%) are Well Developed at a Level 4. 17 EL students (32.1%) are Moderately Developed at a Level 3.</p> <p>During the 2019-2020 school year, the ELPAC was not able to be given due to COVID-19 school closures. We had 20 EL students, 47 Fluent-English Proficient Students, and 3 students Redesignated FEP.</p>

Expected	Actual
<p>EL Progress toward English proficiency</p> <p>State Priority 4</p> <p>The % of students who made progress toward English proficiency (grow by one level or more) on the state EL assessment in 2016-2017 was 47%.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Reduce class sizes to allow for more individual teacher student instructional time and to help close the ELA/literacy and math achievement gap between EL students, foster youth and the general population:</p> <p>Grade Span Adjustment K-3</p>	<p>1000-1999, 3000-3999: Certificated Salaries and Benefits Supplemental and Concentration \$824,000</p>	<p>1000-1999, 3000-3999: Certificated Salaries and Benefits Supplemental and Concentration \$826,251</p>
<p>Each school site's Single Plan for Student Achievement will detail LCAP expenditures that are related to LCAP goals. All schools will receive additional Supplemental and Concentration funding to pursue site specific support for targeted students.</p> <p>PHS will receive additional site specific funding.</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$200,000</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$175,000</p>	<p>5000-5999: Services and Other Operating Expenditures Supplemental and Concentration \$123,528</p> <p>5000-5999: Services and Other Operating Expenditures Supplemental and Concentration \$94,993</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Each school site's Single Plan for Student Achievement will detail LCAP expenditures that are related to LCAP goals.		
Provide full day transitional kindergarten and kindergarten programs to increase student learning and achievement.	<p>This is a proportion of the TK and K salaries as we replaced their previous grade 1 and 2 afternoon intervention time with five intervention teachers. This allowed the TK and K teachers to offer full day programs and increased instructional minutes.</p> <p>1000-1999, 3000-3999: Certificated Salaries and Benefits Supplemental and Concentration \$440,000</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$439,438</p>
Increase Career Technical Education and Pathway programs and services for students in grades 6-12 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.	<p>1000-1999, 3000-3999: Certificated Salaries and Benefits Supplemental and Concentration \$845,000</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$760,344</p>
Add STEAM (Science, Technology, Engineering, Arts, and Math) services and programs to increase student accessibility and equity).	<p>These funds will be used to purchase technology devices and software. Funds will also be used for additional Maker Space materials and supplies. A portion of these funds will also be used to supply temporary summer IT personnel to ensure all devices are imaged and updated and ready for student use. 5000-5999: Services And Other Operating</p>	<p>5000-5999: Services and Other Operating Expenditures Supplemental and Concentration \$66,895</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Expenditures Supplemental and Concentration \$135,000 These funds will be used to supply temporary summer IT personnel to ensure all devices are imaged and updated and ready for student use. 2000-3999: Classified Salaries and Benefits Supplemental and Concentration \$15,000	2000-3999: Classified Salaries and Benefits Supplemental and Concentration 0
Increase VAPA services and programs in all grades to improve student success and achievement.	This funding will be used for VAPA materials and supplies. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$60,000 These funds will be used for a .6 teacher for grades 3 district-wide. 1000-1999, 3000-3999: Certificated Salaries and Benefits Supplemental and Concentration \$40,000	5000-5999: Services and Other Operating Expenditures Supplemental and Concentration \$49,723 1000-1999, 3000-3999: Certificated Salaries and Benefits Supplemental and Concentration \$81,629
We will not be adopting a new curriculum this year.	4000-4999: Books And Supplies Base \$0	4000-4999: Books and Supplies Base 0
Provide a Reading Specialist at Ridgeview Continuation High School.	1000-1999, 3000-3999: Certificated Salaries and Benefits Supplemental and Concentration \$117,000	1000-1999, 3000-3999: Certificated Salaries and Benefits Supplemental and Concentration \$103,301
Provide one period a day of ELD intervention at Paradise Intermediate/Paradise Senior High School.	1000-1999, 3000-3999: Certificated Salaries and Benefits Base \$42,000	1000-1999, 3000-3999: Certificated Salaries and Benefits Base \$42,000
Provide an extended day instructional schedule at Ridgeview Continuation High School.	1000-1999, 3000-3999: Certificated Salaries and Benefits	1000-1999, 3000-3999: Certificated Salaries and Benefits

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental and Concentration \$315,000	Supplemental and Concentration \$340,469
Provide intervention services and supports for 9th-grade students. This is a grant funded position.	These funds will provide before school, lunch, and after school, academic supports for 9th-grade students. This is a grant-funded position. This is funded by the BCOE Recovery Grant. 5000-5999: Services And Other Operating Expenditures Other -0-	5000-5999: Services and Other Operating Expenditures Other 0
Provide small group and intensive interventions for struggling students. Both in ELA and Math	1000-1999, 3000-3999: Certificated Salaries and Benefits Title I \$683,000 2000-3999: Classified Salaries and Benefits Title I 336,600	1000-1999, 3000-3999: Certificated Salaries and Benefits Title I \$276,156 2000-3999: Classified Salaries and Benefits Title I \$238,404
Provide intensive intervention materials for struggling learners.	4000-4999: Books and Supplies Title I \$84,000	4000-4999: Books and Supplies Title I \$257,347
Provide additional transportation for homeless struggling learners to ensure students have the resources needed to attend classes.	Transportation 7000-7439: Other Outgo Title I \$12,000	7000-7439: Other Outgo Title I 0
Provide Comprehensive Support and Improvement to struggling students.	Betsy Amis 1000-1999, 3000-3999: Certificated Salaries and Benefits Federal Funds \$172,000 BCOE 5800: Professional/Consulting Services and Operating Expenditures Federal Funds \$25,000 \$75,000 4000-4999: Books and Supplies Federal Funds \$25,000	1000-1999, 3000-3999: Certificated Salaries and Benefits Federal Funds \$73,217.64 5700-5799: Transfers of Direct Costs Federal Funds \$24,375 4000-4999: Books and Supplies Federal Funds \$40,901

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Actions/Services were implemented throughout the 2019-2020 school year on campus and face-to-face till March 16, 2020. During the 2019-2020 school year, Paradise Unified School District (PUSD) stopped all in-person instruction and transitioned to distance learning for the remainder of the year due to the COVID-19 pandemic. Once Paradise Unified School District transitioned to distance learning, teaching, learning, and other services went online.

Funds that were budgeted for actions and services at school for PUSD transitioned to supporting all students (including low-income, foster youth, and English Learners) and staff in a distance learning model until the end of the school year. All students and families were supported with devices and hot spots if needed. Students received supplies and school materials to use at home during distance learning. Small group interventions for academics and social-emotional learning continued to be offered in an online manner.

Teachers were supported with funds to take part in multiple trainings to support their new teaching environment. PUSD purchased online programs to support student achievement while distance learning. Teachers used new math and ELA online platforms to support all students. In addition, certificated and classified were encouraged to run small groups to continue to reach the needs of all the students.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Although the 2019-2020 year proved to be challenging with Covid-19 and distance learning, staff continued to ensure that our students received a quality education. Throughout the school year, Paradise Unified School District was able to keep small class sizes, implement daily ZOOM classes district-wide, offer small group interventions, and create more classes at the high school level for more individualized support. The graduation rate remained the same at 84.4% district-wide, and at Paradise High School, the graduation rate was 96.52% for the 2019-2020 school year.

A challenge for Paradise Unified School District was the inability to assess student growth at the end of the 2019-2020 school year due to students being at home in the distance learning model. However, we could use our other assessment measures (iReady, NWEA MAP), and we saw growth in February scores. Intervention classes were still in place for students for academics, but due to distance learning, the consistency of the daily intervention class in some cases was hard to implement. Another challenge for Paradise Unified School District was a lack of connectivity for students. Since a lot of Paradise was destroyed by the Camp Fire, the internet and services were not readily available as they were pre-fire. PUSD did a lot of outreach to ensure all students who needed a device and hot spot were given the devices they needed. Lastly, PUSD staff reached out in multiple ways to get kids online and engaged.

Goal 2

Paradise Unified School District will provide positive, safe and engaging learning environments and systems of supports that meet the intellectual, social, emotional, and physical needs of all students so they are able to maximize their learning and achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities: Attendance Rate, Truancy Rate, Expulsion Rate, High School Drop Out Rate, Middle School Drop Out Rate,

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 1: Local Indicator/ Facilities in good repair 19-20 Facilities State Priority 1 District-wide, 100% of schools will be ranked in good condition as measured by F.I.T. reports.	According to the F.I.T. report, district wide, 100% of schools are in good condition.

Expected	Actual
<p>Baseline</p> <p>Facilities</p> <p>State Priority 1</p> <p>100% of schools district-wide were ranked in good condition, as measured by the summer 2016 F.I.T. reports.</p>	
<p>Metric/Indicator</p> <p>Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool</p> <p>19-20</p> <p>Parent Involvement</p> <p>Local Priority 3</p> <p>Schools district-wide will maintain their average of two parent decision-making meetings a month (SSC and Parent Club) as measured by school site agendas.</p> <p>Baseline</p> <p>Parent Involvement</p> <p>Local Priority 3</p> <p>District-wide, schools average two-parent decision- making meetings a month (SSC and Parent Club).</p>	<p>Schools district-wide were able to maintain their average of two-parent decision-making meetings a month. Due to the Coronavirus, in March 2020, schools could no longer hold meetings at their site. For April and May, PUSD was able to have SSC meetings online.</p>

Expected	Actual
<p>Metric/Indicator Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool 19-20</p> <p>Parent Involvement</p> <p>Local Priority 3</p> <p>Parent/Family completion of the LCAP survey will increase by 2% as measured by annual parent/guardian survey results.</p> <p>Baseline Parent Involvement</p> <p>Local Priority 3</p> <p>15.1% of PUSD families completed the winter/spring LCAP survey.</p>	<p>In March 2020, 75 TK through 6th-grade PUSD families completed the LCAP survey.</p> <p>During March 2020, 48 7th through 12th-grade PUSD families completed the Paradise Junior and Senior High School survey.</p>
<p>Metric/Indicator Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool 19-20</p> <p>Parent Involvement</p> <p>Local Priority 3</p> <p>All school sites will maintain their average of 1 parent activity/event each month as measured by site calendars.</p> <p>Baseline</p>	<p>All school sites were able to maintain an average of one parent/activity each month. However, due to the Coronavirus in March, schools had to close and were not able to hold any parent activities or events.</p>

Expected	Actual
<p>Parent Involvement</p> <p>Local Priority 3</p> <p>District-wide, schools averaged 1 parent activity/event each month.</p>	
<p>Metric/Indicator Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool</p> <p>19-20 Parent Involvement</p> <p>Local Priority 3</p> <p>The percentage of students district-wide who have at least one parent/guardian utilizing Aeries parent portal accounts will increase by 1% as measured by Aeries portal account summaries.</p> <p>Baseline Parent Involvement</p> <p>Local Priority 3</p> <p>36% of students district-wide had at least one parent/guardian utilizing Aeries parent portal account.</p>	<p>For the 2019-2020 school year, 73.43% of parents had a parent portal account.</p> <p>Paradise High - 93.08% Paradise Intermediate - 91.40% Ridgeview High - 86.42% Paradise Ridge Elementary - 36.44% Pine Ridge - 93.03% Cedarwood Elementary - 24.45% Paradise High CC - 88.89% Paradise eLearning Academy - 93.83% Paradise Adult - 53.33%</p>
Metric/Indicator	2019-2020 School Year

Expected	Actual
<p>Priority 5: State Indicator/Student Engagement/High School Graduation Rate Indicator</p> <p>19-20 Graduation Rate</p> <p>State Priority 5</p> <p>Increase the district-wide high school student graduation rate by .25%, as reported by CALPADS.</p> <p>Increase the district-wide low income student graduation rate by .50%, as reported by CALPADS.</p> <p>Increase the district-wide high school graduation rate for students with disabilities by 1.0%, as reported by CALPADS.</p> <p>Baseline Graduation Rate</p> <p>State Priority 5</p> <p>In 2015-2016, the graduation rate for high school students district-wide was 92.3%.</p> <p>Dashboard - Yellow</p> <p>The graduation rate for low income students district-wide was 89.7%.</p>	<p>Students graduating with their cohort district-wide remained the same at 84.4%, measured by Data Quest, CA Department of Education.</p> <p>Paradise High School- 96.52% Paradise eLearning- 80% 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>2018-2019 84.7% low income 75.9% Sped</p>

Expected	Actual
<p>Dashboard - Orange</p> <p>The graduation rate for students with disabilities district-wide was 71.1%.</p> <p>Dashboard - Red</p>	
<p>Metric/Indicator Priority 5: Local Metric/Student Engagement/School attendance rates 19-20 Attendance Rate Local Priority 5 Increase district-wide student attendance by .25%, as reported by CALPADS.</p> <p>Baseline Attendance Rate Local Priority 5 In 2015-2016, District-wide student attendance was 94.06%, as reported by CALPADS.</p>	<p>In the 2017-2018 school year, California shifted from reporting student attendance rate to reporting student chronic absenteeism rate. Due to Covid-19, chronic absenteeism rate was not reported for the 2019-2020 school year.</p>

Expected	Actual
<p>Metric/Indicator Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates</p> <p>19-20 Chronic Absenteeism</p> <p>State Priority 5</p> <p>Decrease district-wide student chronic absences by 2% as reported by Aeries</p> <p>Baseline Chronic Absenteeism</p> <p>State Priority 5</p> <p>In 2014-2015 23% of district-wide students were chronically absent. This number decreased to 22% in 2015-2016.</p>	<p>Due to Covid-19, chronic absenteeism rate was not reported for the 2019-2020 school year.</p>
<p>Metric/Indicator Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates</p> <p>19-20 Truancy Rate</p> <p>Local Priority 5</p> <p>Decrease the district-wide student truancy rate by 1.0%, as reported by CALPADS.</p> <p>Baseline Truancy Rate</p>	<p>In 2017-2018 school year, California stopped reporting student truancy rate and started reporting student chronic absenteeism.</p>

Expected	Actual
<p>Local Priority 5</p> <p>In 2014-2015, the student truancy rate district-wide was 19.59%, as reported by CALPADS.</p>	
<p>Metric/Indicator Priority 5: Local Metric/Student Engagement/High school dropout rate</p> <p>19-20 High School Drop-Out</p> <p>Local Priority 5</p> <p>Decrease the district-wide high school drop-out rate by .25%, as reported by CALPADS.</p> <p>Baseline High School Drop-Out</p> <p>Local Priority 5</p> <p>The district-wide high school drop-out rate in 2015-2016 was 1.83%, as reported by CALPADS.</p>	<p>During the 2019-2020 school year, 27 (12.8%) students dropped out. Paradise eLearning Academy- 7 students Paradise High School- 2 students Ridgeview Continuation High School- 18 students</p> <p>During the 2017-2018 school year, the high school drop-out rate was 7.98%. The dropout rate has increased by 4.82%.</p>
<p>Metric/Indicator Priority 5: Local Metric/Middle school dropout rate</p> <p>19-20 Middle School Drop-Out</p> <p>Local Priority 5</p>	<p>There were no middle school drop outs for the 2019-2020 school year.</p>

Expected	Actual
<p>Maintain the 0% district-wide middle school drop-out rate, as reported by CALPADS.</p> <p>Baseline Middle School Drop-Out</p> <p>Local Priority 5</p> <p>The district-wide middle school drop-out rate was 0% as reported by CALPADS.</p>	
<p>Metric/Indicator Priority 6: State Indicator/Student Suspension Indicator</p> <p>19-20 Suspension Rate</p> <p>State Priority 6</p> <p>Decrease the district-wide student suspension rate by .50%, as reported by CALPADS.</p> <p>Baseline Suspension Rate State Priority 6 The 2015-2016 student suspension rate district-wide was at 10%, as reported by CALPADS. Dashboard - Red http://bit.ly/PUSD2016suspensionrate Attachment:2015-2016 Suspension Rate</p>	<p>In 2019-2020, the suspension rate for all students was 9.1%. This is an increase from the previous year by 4.3%.</p>
<p>Metric/Indicator Priority 6: Local Metric/Expulsion rate</p>	<p>In 2019-2020, the expulsion rate for all students was .26% according to Data Quest.</p>

Expected	Actual
<p>19-20 Expulsion Rate</p> <p>Local Priority 6</p> <p>Decrease the district-wide student expulsion rate by .15%, as reported by CALPADS.</p> <p>Baseline Expulsion Rate</p> <p>Local Priority 6</p> <p>In 2015-2016 the district-wide student expulsion rate was at .04%, as reported by CALPADS.</p>	
<p>Metric/Indicator Priority 6: Local Indicator/Local tool for school climate</p> <p>19-20 Student Safety</p> <p>Local Priority 6</p> <p>Increase the percentage of students district-wide who report they feel safe at school by 1.0%, as reported in student survey results.</p> <p>Baseline Student Safety</p> <p>Local Priority 6</p> <p>86% of students district-wide reported they feel safe at school, as measured by the District's winter 2017 student survey results.</p>	<p>According to the Paradise Junior and Senior High School LCAP survey: 48% of the students who responded stated they strongly agree or agree they are safe at school. 35% of the students who responded chose "neutral" when asked if they felt safe at school. 18% of the students who responded chose strongly disagree or disagree when asked if they feel safe at school.</p> <p>According to the 4th through 6th-grade students LCAP survey: 77.4% stated they agree with the statement they feel safe at school. 12.9% stated they don't know if they feel safe at school. 9.7% stated that they disagree with the statement they feel safe at school.</p>

Expected	Actual
<p>Metric/Indicator Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates</p> <p>19-20 Student Engagement</p> <p>Priority 5</p> <p>Decrease the percentage of student athletes who are chronically absent to 5% lower than students who are not involved with athletics.</p> <p>Increase the GPA of student athletes .5% above students who do not participate in athletics.</p>	<p>Due to Covid-19, Chronic Absenteeism Data was not reported for the 2019-2020 school year.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Implement Positive Behavior Interventions and Supports Program (PBIS), ACE's support, and Caring Hearts Program. Increase Counseling support for trauma and loss victims.	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$60,000</p> <p>1000-1999, 3000-3999: Certificated Salaries and Benefits Supplemental and Concentration \$200,000</p>	<p>5000-5999: Services and Other Operating Expenditures Supplemental and Concentration \$27.00</p> <p>1000-1999, 3000-3999: Certificated Salaries and Benefits Supplemental and Concentration \$197,115</p>
Due to the Camp Fire, Honey Run School was destroyed and the school was closed.	\$0	\$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide Child Welfare and Attendance services, including SARB services.	2000-3999: Classified Salaries and Benefits Supplemental and Concentration \$28,000	2000-3999: Classified Salaries and Benefits Supplemental and Concentration \$35,695
Provide Information Technology Services to ensure district wide technology and communication services are adequate and appropriate.	2000-3999: Classified Salaries and Benefits Supplemental and Concentration \$132,000	2000-3999: Classified Salaries and Benefits Supplemental and Concentration \$147,011
Increase parent and community engagement. Hold monthly Stakeholder meetings.	5000-5999: Services And Other Operating Expenditures Base \$1,000	5000-5999: Services and Other Operating Expenditures Base \$0
Implement a School Security Program and safety devices to ensure safe school sites. We will be concentrating on our new school configuration Paradise Jr/Sr High School. Will need additional devices and personnel.	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$250,000 2000-3999: Classified Salaries and Benefits Supplemental and Concentration \$90,000	5000-5999: Services and Other Operating Expenditures Supplemental and Concentration \$274,139 2000-3999: Classified Salaries and Benefits Supplemental and Concentration \$99,428
To help provide positive adult relationships and strong school ties to the approximately 45% of students involved in athletics, we will provide assistant athletic coaches at both 6-8 and 9-12 schools.	2000-3999: Classified Salaries and Benefits Supplemental and Concentration \$60,000	2000-3999: Classified Salaries and Benefits Supplemental and Concentration \$7,588
Develop an Individualized Learning Plan that will include an annual individual culmination or graduation plan, as grade appropriate for English Learner students and Foster Youth. Provide flexible scheduling (eLearning and Independent Study) to support Foster Youth alternative education. This will continue although it is funded from the site S&C.	The sites pay for this service out of their allocated S&C funds. 1000-1999, 3000-3999: Certificated Salaries and Benefits Supplemental and Concentration \$0	1000-1999, 3000-3999: Certificated Salaries and Benefits Supplemental and Concentration \$0
Provide a behavior technician at each K-12 site to modify challenging behaviors through the implementation of behavioral interventions. Through stakeholder meetings, this need became a top priority. We will add additional behavioral/academic support at all sites to provide resources for our high percentage of traumatized students.	2000-3999: Classified Salaries and Benefits Supplemental and Concentration \$188,000	2000-3999: Classified Salaries and Benefits Supplemental and Concentration \$151,406

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>To help provide positive adult relationships and strong school ties to the 45% of students involved in athletics, we will provide athletics at both 6-8 and 9 -12 schools.</p> <p>Provide athletic programs for students in grades 6-12 to improve student engagement, achievement, and overall success (uniforms, supplies, transportation, entrance fees for games/tournaments, etc.).</p>	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$250,000	5000-5999: Services and Other Operating Expenditures Supplemental and Concentration \$300,000
Begin a communication plan centered around recovery and rebuilding our schools.	5900: Communications Base \$16,000	5900: Communications Base \$9,250
This action is now a part of the District wide communication Plan.	-0-	\$0
Parent Title 1 meetings and training.	5800: Professional/Consulting Services and Operating Expenditures Title I \$12,000	5800: Professional/Consulting Services and Operating Expenditures Title I \$1,856
Provide Administrative Services to oversee Title 1 Program	1000-1999, 3000-3999: Certificated Salaries and Benefits Title I \$36,000	1000-1999, 3000-3999: Certificated Salaries and Benefits Title I \$18,145

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Although PUSD was faced with challenges due to Covid-19, PUSD implemented many of the actions and services within goal 2. For those actions and services that were not implemented fully, funds were spent supporting all students and families during distance learning. Some actions and services that were not fully implemented after March 16th were face-to-face parent engagement and some conferences and training for behavior management.

Funds provided all students in the district with a Chromebook and a hot spot if a student had issues with connectivity. In addition, teachers sent home supplies, books, and any other materials needed for distance learning. Teachers received training to support the distance learning model. PUSD also purchased online curriculum and programs. Aides supported students by checking in with students and working in small groups through Zoom.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

During the 2019-2020 school year, PUSD had many successes even though the COVID-19 pandemic stopped all in-person instruction on March 16, 2020. Before and after March 16, 2020, facilities were kept in good repair. PUSD continued to implement the School Security Program and install safety devices to ensure safe school sites. All sites implemented Positive Behavior Interventions and Support Program (PBIS) and continued counseling support for trauma and loss victims during distance learning. SARB services continued to offer support and resources to families that were struggling to get students online. PUSD collected stakeholder feedback through surveys and ZOOM meetings after the closure on March 16th.

Student engagement was a challenge as students transitioned from learning at school to learning at home. Keeping students online and completing work was a daily focus for all teachers and students. Daily attendance was a major area that PUSD tried to support in multiple ways. Another challenge during the 2019-2020 school year was just as PUSD was getting things back on track after the Camp Fire, Covid-19 hit, and schools went online. Paradise is a district struck by 2 major events: the Camp Fire and the Covid-19 pandemic. Lastly, engaging face-to-face with all stakeholders is important for rebuilding PUSD. Stakeholder meetings still took place online, but interaction and engagement would have been more if meetings were in person.

Goal 3

Paradise Unified School District will provide all staff with differentiated professional development that is focused on continuously improving academic outcomes while providing strategies for ensuring compassionate, engaging classrooms.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 1: Local Indicator/Teacher credential 19-20 Proper Credentials State Priority 1 98% of PUSD teachers will be appropriately credentialed as reported by the county credentialing office.	100% of our teachers were fully credentialed and appropriately assigned, as reported to the county office of education.

Expected	Actual
<p>Baseline Proper Credentials</p> <p>State Priority 1</p> <p>98% of PUSD teachers are appropriately credentialed as reported by the county credentialing office.</p>	
<p>Metric/Indicator Priority 1: Local Indicator/ Instructional materials</p> <p>19-20 Adoption of CCSS Aligned Materials</p> <p>State Priority 1</p> <p>TK-5, PUSD will focus on training staff to fully utilize the new CCSS aligned K-5 ELA curriculum. (Wonders)</p> <p>Baseline Adoption of CCSS Aligned Materials</p> <p>State Priority 1</p> <p>District-wide, PUSD has recently adopted new K-5 and 6-12 math curriculum (Bridges in Mathematics and CPM)</p>	<p>TK-6 teachers and staff were trained multiple times during the year on the new CCSS aligned K-6 ELA curriculum McGraw Hill Wonders.</p>
<p>Metric/Indicator Priority 1: Local Indicator/ Instructional materials</p> <p>19-20 Student Daily Access to Technology Devices</p>	<p>Due to the Covid-19 pandemic, PUSD had to teach in a distance learning model in mid-March 2020 to the end of the year. The shift to distance learning created a situation where all students received Chromebooks and a hot spot for connectivity if needed.</p>

Expected	Actual
<p>State Priority 1</p> <p>99% of students will have daily access to technology devices, as measured by staff and student survey results.</p> <p>Baseline Student Daily Access to Technology Devices</p> <p>State Priority 1</p> <p>99% of students have daily access to technology devices, as measured by staff and student survey results.</p>	
<p>Metric/Indicator Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool</p> <p>19-20 Professional Learning</p> <p>State Priority 2</p> <p>95% of staff will participate in a minimum of 21 hours of staff development, as measured by teacher survey responses and staff development reports.</p> <p>Baseline Professional Learning</p> <p>State Priority 2</p>	<p>The 21 hours of Staff Development was taken out of the 2019-20 PUSD Teachers Union Contract. Teachers continued to participate in staff development as measured by teacher survey responses and staff development agendas.</p>

Expected	Actual
<p>95% of staff participated in a minimum of 21 hours of staff development, as measured by teacher survey responses and staff development reports.</p>	
<p>Metric/Indicator Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool</p> <p>19-20 Goal Met</p> <p>Baseline ERWC ELA Trained Staff</p> <p>State Priority 2</p> <p>75% of secondary teachers have been trained in implementing CSU ERWC (Expository Reading Writing Curriculum) strategies with all students.</p>	<p>At Paradise Junior/Senior High School, the high school teachers were trained in implementing CSU ERWC strategies with all students.</p>
<p>Metric/Indicator Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool</p> <p>Baseline SAMR Training</p> <p>State Priority 2</p> <p>52.8% of teachers have participated in professional development focused on the SAMR model (enhancing technology integration training), as measured by teacher survey responses and staff development reports.</p>	<p>During the 2019-2020 school year, technology professional development focused on distance learning once schools were closed in March 2020.</p>

Expected	Actual
<p>Metric/Indicator Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool</p> <p>19-20 Professional Development Implementation Activities - State Priority 2</p> <p>80% of teachers will have participated in professional development focused on dealing with trauma and loss, along with self-care strategies.</p> <p>Baseline STEAM Implementation</p> <p>State Priority 2</p> <p>57% of teachers have participated in professional development focused on implementation of STEAM lessons and activities, as measured by teacher survey responses and staff development reports.</p>	<p>100% of teachers have participated in some form of professional development training post-fire focused on dealing with trauma and loss, along with self-care strategies.</p>
<p>Metric/Indicator Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool</p> <p>19-20 Combined with PD activities AMO's.</p> <p>Baseline Not Available - New Goal</p>	<p>N/A</p>
<p>Metric/Indicator Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool</p> <p>19-20</p>	<p>N/A</p>

Expected	Actual
<p>Combined with PD activities AMO's.</p> <p>Baseline Not Available - New Goal</p>	
<p>Metric/Indicator Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool</p> <p>19-20 Implementation of State Academic Standards</p> <p>State Priority 2</p> <p>District-wide teachers will report an average score of 4.2 (out of 5) in being provided with professional learning to increase skills in teaching the state academic standards.</p> <p>Baseline Implementation of State Academic Standards</p> <p>State Priority 2</p> <p>District-wide teachers reported an average score of 3.6 (out of 5) in being provided with professional learning to increase skills in teaching the state academic standards.</p>	<p>Teachers were involved in multiple trainings during the 2019-2020 school year focused on student achievement, state academic standards, curriculum implementation, and trauma. Due to schools switching to distance learning in March 2020, a survey did not go out specifically regarding state academic standards.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Provide 21 hours of differentiated CA CCSS, dealing with trauma and loss, and/or self care strategies professional development for all certificated staff.</p>	<p>1000-1999, 3000-3999: Certificated Salaries and Benefits Supplemental and Concentration \$158,000</p>	<p>1000-1999, 3000-3999: Certificated Salaries and Benefits Supplemental and Concentration \$114,894</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Decrease in staff costs due to declining staff numbers.		
This action and resources will be combined with PUSD professional development annual measurable objects including STEAM and UDL training.	\$0	\$0
This action and resources will be combined with PUSD professional development annual measurable objects including STEAM and UDL training.	\$0	\$0
Provide updated research based professional development for staff to participate in grade level and department PLC collaboration (weekly PLC meetings). Continue PLC. Built capacity among our staff. Provided by our own staff. No expense incurred.	\$0	\$0
Use flexible scheduling to articulate between grade levels and departments.	\$0	\$0
Provide an Induction Program for new teachers.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$50,000	5800: Professional/Consulting Services and Operating Expenditures Supplemental and Concentration \$27,683
Provide Tier II supports for new administrators.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$25,000	5800: Professional/Consulting Services and Operating Expenditures Supplemental and Concentration \$0
This action and resources will be combined with PUSD professional development annual measurable objects including STEAM and UDL training.	\$0	\$0
Additional administrative services at Paradise Ridge Elementary School and Paradise Jr/Sr High School.	1000-1999, 3000-3999: Certificated Salaries and Benefits Supplemental and Concentration \$200,000	1000-1999, 3000-3999: Certificated Salaries and Benefits Supplemental and Concentration \$201,391
Goal met.	College Grant 5800: Professional/Consulting Services	\$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	And Operating Expenditures Locally Defined \$0	
Provide PBIS/ACE's/Capturing Kids Hearts training for certificated and classified staff	2000-3999: Classified Salaries and Benefits Title I \$10,000	2000-3999: Classified Salaries and Benefits Title I \$42,000
PUSD will focus PD on staff and student recovery strategies.	5800: Professional/Consulting Services And Operating Expenditures Title I \$30,000	5800: Professional/Consulting Services and Operating Expenditures Title I 30,000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Although faced with many challenges, PUSD was able to implement goal 3 actions and services. PUSD continued to train and focus on supporting students and staff with trauma and loss even after March 16th, when students were distance learning. Low-income, foster youth, ELs, and struggling students were supported by teachers and instructional aides with small intervention groups. Due to not having many teachers in the induction program and no administrators needing Tier II support, those actions and services were not fully implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

In light of all that occurred last year, PUSD continued training on the new Wonders curriculum and training on trauma and loss. Staff also received training on self-care and topics that supported distance learning. Students and staff were given technology to teach and learn online. PUSD purchased Chromebooks for each student and hot spots for students lacking connectivity. In addition, additional administrative services were in place for Paradise Junior and Senior High School.

The biggest challenge for PUSD was getting all students engaged and online with distance learning. Even though staff and students were offered technology, teachers received training, and parents were offered support, distance learning was a struggle for many students.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
PUSD will collaborate with West Ed for teacher training to create district wide leadership teams that focus on curriculum, instruction and assessment.	\$7,500.00	0	No
Educational Technician at Ridgeview Continuation High School	\$35,000.00	0	Yes
PUSD purchased the iReady Program for Reading and Math for grades K-12. For grades K-6th grade, PUSD purchased the diagnostic with the individualized learning plans for each student. This diagnostic will be administered 3 times this year to monitor growth and plan learning.	\$51,406	\$51,406	Yes
PUSD paid staff for all mandatory trainings for learning programs relating to distance learning and in person learning.	\$127,892	\$150,000	No
Eight new sections were created for Paradise Junior and Senior High to help students become College and Career Ready.	\$140,000	\$160,000	Yes
PUSD is creating safe PUSD facilities for students and staff. Proper PPE equipment, supplies and cleaning materials are available.	\$61,152	\$61,152	No
Ridgeview Continuation High School hired a .2 for English and a .2 staff member for Social Studies.	\$40,000	\$40,000	Yes
TK-6th Training for Reciprocal Reading- 13 days of professional development	\$40,300	\$8,300	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Due to the school year starting in a distance learning model, PUSD didn't collaborate with West Ed for teacher training to create district-wide leadership teams. The focus of teacher training continued to be on supporting distance learning and in-person learning, social and emotional health for students and staff, and mitigating learning loss. Another substantive difference is in the area of TK-6th training for Reciprocal Reading. Due to Covid-19, the additional training and coaching did not take place. Lastly, Ridgeview Continuation High School wanted to hire an Education Technician for the school to support students, but no one applied for the job.

PUSD implemented many of the actions for in-person instruction. At Ridgeview Continuation High School, there was a .2 English and .2 Social Studies teacher. PUSD added 8 sections for Paradise Junior and Senior High School students to mitigate learning loss. In addition, iReady was purchased for all students at the elementary, the intermediate, and Ridgeview Continuation High School to monitor learning and support differentiation in the classroom.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Implementing in-person instruction helped students and staff connect and rebuild relationships. In-person instruction increased communication between students and staff which helped with engagement and students' social and emotional well-being. The modified full-day TK-6 model has been successful, and stakeholders are giving positive feedback. In addition, high school sports are returning, which is helping with student engagement. Since students are in-person, it also helps get a more accurate diagnostic in reading and math to help mitigate learning loss. Lastly, PUSD put all the necessary protocols for reopening schools and had a successful and safe return to in-person instruction.

In-Person instruction was challenging because building structure was hard when students came for half-days or two days a week at the middle school and high school. In-person instruction increased student engagement; however, student engagement is still a focus for PUSD, especially at the middle and high school levels, where students are coming to school a few days a week. According to surveys, stakeholders preferred students in school in an in-person model to a distance learning model. Students in middle school and high school improved grades once in-person learning started due to a decrease in students receiving failing grades.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
IXL Online Math program that tracks students' progress, gives detailed feedback and guidance and is adaptive and individualized.	\$8,750	\$8,750	Yes
Ready Reading and Math program for K-8 students in Independent Study.	\$9,512	\$9,512	Yes
Wonder Works-Tier III ELA level curriculum that is researched based for students with unique needs.	\$9,524	\$9,524	Yes
STAR Reading and Math- An online assessment tool to help with reading and math in K-8.	\$23,540	\$23,540	Yes
Newsela Bundle- Online Math, ELA, History and Science articles 2nd-12th that can be adaptive by curriculum topic.	\$25,500	\$25,500	Yes
Go Guardian Cloud-based Web Filtering and Chromebook Monitoring (5 years)	\$47,873	\$47,873	No
New teacher for Independent Study Program due to large student numbers in the program.	\$120,000	\$120,000	Yes
160 Hot spots given to any PUSD that require access to wifi.	\$80,381	\$80,381	Yes
700 Chromebooks purchased and handed out to students for distance learning.	\$152,217	\$152,217	Yes
Toolbox from iReady- K-6th grade for all elementary schools	\$9,520	\$9,520	Yes
eLearning Curriculum and Supplies	\$1,168	\$1,168	No
Study Sync -ELA for 9th-12th Grade	\$73,141	\$73,141	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Paradise Unified School District didn't have any substantive differences between the planned actions and budgeted expenditures. This is due to many of the planned actions needed to be in place before the start of the 2020-2021 school year because we started the year in a distance learning model.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction

When students were distance learning, they were using the same K-12 curriculum used for in-person instruction. The curriculum and instructional resources were developed and utilized to ensure instructional continuity for students when transitioning between distance learning and in-person instruction. Daily grade level schedules were created for synchronous and asynchronous learning and small group support.

Access to Devices and Connectivity

PUSD is a rural community, and connectivity can be difficult under good circumstances. Due to the devastating impact of the Camp Fire, connectivity has been a challenge for many families on the ridge. PUSD offered over 700 Chromebooks and 160 hot spots to every student that needed them. Many hot spots were tested and tried in different areas to find the best one for the students. To make sure all students were connected to their teacher online, staff continued to connect with families via surveys, emails, texts, and phone calls.

Pupil Participation and Progress

Paradise Unified School District tracked and monitored student progress through both live contacts and asynchronous instructional minutes. We used 4 key metrics for monitoring attendance: Contact, Connectivity, Relationships, and Participation. We wanted to reach students daily, ensure all were connected daily, establish and build relationships, and make sure students were participating in learning opportunities in daily live interaction or daily participation.

Distance Learning Professional Development

The staff has been very successful with all-around improvement in technology. Technology has become a major part of the instructional day, and teachers are using some programs and technology tools that they have never used before. Staff also took place in distance learning technology training to ensure they had all the support before the year started. PUSD continued to focus on mitigating learning loss and supporting students socially and emotionally.

Staff Roles and Responsibilities

Staff roles and responsibilities had to adapt to meet the academic and social-emotional needs of students. Staff rose to the occasion and supported students academically by mitigating learning loss. Some staff supported students in a more social-emotional way. In addition, some staff shifted and focused more on safety and implementing safety procedures.

Support for Pupils with Unique Needs

English learners, foster youth, and low-income students struggling academically were offered small group support online. This was a challenge due to connectivity issues with the distance learning model. Once students transitioned to in-person instruction, engagement and improvement in learning were evident. Pupils with exceptional needs were served across the full continuum of placements and had very involved case managers reaching out to students and families. Case managers collaborated with general education teachers, related services providers, and families to focus on learning and mitigating learning loss. The distance learning model was difficult for many students, but especially for students with unique needs.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Actions related to the Pupil Learning Loss were listed under in-person instructional offerings and the distance learning program.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Since the return to in-person instruction and implementation of the K-6 hybrid model, more students are attending school, and student engagement increases. Staff and students have strong relationships, and more communication is taking place. K-6 students seem more engaged when they are going to school on campus. Bringing sports back to the high school increased student engagement for 7-12. Implementing interventions at PJSHS greatly improved student grades and engagement.

Teachers have been focused on implementing essential standards for each grade level. Heavy focus has been put on ELA and Math to increase proficiency for all learners. Teachers have been implementing formative assessments and using iReady and NWEA MAP to look for overall improvement and areas to strengthen.

When comparing the second iReady diagnostic from this year to last year, there has been a decrease in reading performance. In the Feb. 2020 iReady Reading Diagnostic, 47% of K-6 grade students made 100% of the annual typical growth target in Reading, and in February 2021, 40% of students made 100% of the annual typical growth target.

The percent of students on grade level in Reading in February 2020 was 41%. In February 2021, the percent of students on grade level in Reading was 35%, as measured by the iReady Diagnostic.

In Feb. 2020 iReady Math Diagnostic, 36% of K-8 grade students made 100% of the annual typical growth target in Math as assessed by iReady Diagnostic. During February 2021, 22% of students made 100% of the annual typical growth target.

The percent of students on grade level in Math in February 2020 was 36%. In February 2021, the percent of students on grade level in Math was 25%, as measured by the iReady Diagnostic.

Overall the iReady performance results indicate that there has been a decline in students showing proficiency at grade level. However, the 2021 iReady data does show improvement in Math and Reading for students from the 1st diagnostic to the 3rd diagnostic.

Due to the loss of learning during the Camp Fire year and last year due to Covid-19, PUSD is working hard on improving student proficiency. PUSD is improving in implementing evidence-based interventions, implementing UDL in all classrooms, and focusing on using academic data to analyze areas of improvement and need.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

PUSD had successes in monitoring and supporting Mental Health and Social and Emotional Well Being of students and staff. PUSD has a partnership with BCOE to have Fire Crisis counselors and counselors are at all sites. The referral process for mental health and substance abuse interventions has been streamlined. BCOE's SAMHSA grant in partnership with PUSD provides extensive and ongoing training on mental health and suicide prevention awareness for staff, students, and parents. Overall, understanding of mental health challenges in our community has been significantly heightened within PUSD. Healthy Kids Survey is given annually to 7-12 grades as another monitoring component. PUSD now has two years in a row to compare data and determine needs. PUSD has a proactive approach to suicide prevention as a district, and to date, no suicides within PUSD.

PUSD also had some challenges in monitoring and supporting Mental Health and Social and Emotion Well Being. PUSD has a need for a social worker-type position to assist in filling the gap between students and homes. PUSD is aware that some basic family needs are not being met. PUSD is offering support, supplies, food, etc., to families, but some families are not reaching out or taking advantage of resources. PUSD has an ongoing need to find sustainable counseling resources without depending on grant funds.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Engaging and reaching out to students and families this past year has been a critical component of the district's ability to assess needs and provide services to all students. PUSD tracked student engagement closely, and for students online, continual outreach took place to follow and support students. Monitoring attendance and encouraging students to attend online and in-person was a focus for this past year.

Students also took part in Kelvin Pulses, a quick questionnaire that goes to students to check their social and emotional well-being. During a Kelvin Pulse, students can also ask a question or request someone to check in with them.

Family engagement and outreach took place all year; however, it was primarily online. School Site Council meetings, Parent Club, PUSD Board Meetings, and LCAP Advisory Meetings all took place online. ZOOM is convenient for some of our families because they could attend a meeting right from home and not worry about childcare. Some families have asked that ZOOM meetings continue once we go back to in-person meetings because they have found it easier to participate through ZOOM.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Paradise Unified School Food Services has successfully reached out to families on and off the Ridge to provide meals to all students under the USDA Seamless Summer Option for Meals. Keeping families fed, keeping staff and families safe is our priority. This program, along with the numerous waivers, has allowed us to provide free meals to all kids 18 years old and under every day since COVID began.

Specifically:

Flexibility in allowing multiple meals distribution- allowing us to provide breakfast, lunch, and supper in one meal bag or multiple days in one distribution.

Allowing parents/guardians to pick up meals for their children without their children present.

Flexibility with our meal pattern due to uncertainty with food availability.

We could combine age groups for meal distribution.

In July 2020, we distributed 5 days worth of meals, which included breakfast, lunch, and supper at Paradise Ridge Elementary, Paradise Jr. & Sr. High School (PJSH), Pine Ridge School, and Cedarwood Elementary School every Thursday from 8:00-3:00 for all kids 18 years of age and younger. We served a total of 301,340 meals.

Once schools opened back up to Hybrid learning in October, we shifted our meals to provide in-school meals that were safe, fast, and healthy. This was very exciting to have students back in school and a challenge to safely provide meals for in-school students and distance learning students. Our typical/traditional methods for providing meals had to change for safety reasons, i.e., we had to wrap individual servings of fruits and vegetables instead of providing all the produce on a garden bar in bulk to students to take what they would like. This was a lot of extra work for staff and a lot of waste with our students since they could not take as much/little that they wanted, and our choices were limited.

In April 2021, we returned to a full day at our K-6 schools which was a great change. It allowed us to provide fresh, warm meal choices daily. Its been great to have the wonderful smells of school meals cooking permeating throughout the campus. Kids have enjoyed and appreciated their hot meals.

At the 7-12th grade sites, we have been able to provide made-to-order tacos and 8 additional options daily. Breakfast, lunch, and supper are provided at no charge.

With the return of the K-6 grades, we were unable to provide the 5-day meal distribution bags. We were able to continue meal distribution at PJSHS. The food service team combined 7 breakfasts, 7 lunches, and 5 suppers in each bag. In March, we were serving approximately 475 of the 5-days worth of meal bags every Thursday, and since the reopening of our K-6, we have been serving around 150 of the 7 days worth of meal bags.

As far as Food Service staff goes, we have staffed all our sites daily; the Food Services team has done an excellent job of staying safe and healthy to continue to provide meals for our community. We have managed to provide all these programs with a team of 12 staff.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	7th through 12th grade PUSD staff will take part in a social emotional learning training, titled Capturing Kids Hearts on September 25, 2020.	\$24,500	\$24,500	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There was not a substantive difference between planned actions and budgeted expenditures. PUSD hosted Capturing Kids Hearts at the beginning of the school year. This presentation for 7th-12th grade staff set the tone for the school year. Many staff commented that it was an impactful training.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The lessons learned from implementing distance learning and in-person programs in 2020-21 impacted the development of the goals and actions in the 2021-24 LCAP. In developing the 2021-24 LCAP, the lessons learned from the recent year built upon the ongoing stakeholder input to inform a revision of the goals and create a new goal. Several of the changes were specifically informed by the student and staff needs.

PUSD's LCAP 3 Goals:

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.

Paradise Unified School District is committed to creating positive learning outcomes for all students despite the interruption of learning caused by the Camp Fire, the Covid-19 pandemic, and school closures due to fire or PG&E shut-offs. PUSD continues to create safe learning environments for all students and staff.

Paradise Unified School District's 1st goal focuses on academics and gaining 21st-century learning skills needed for college and career. Goal #1 focuses on best practices, assessment, and evidence-based interventions. Due to two years of learning loss, Goal #1 has many metrics that track student progress and identify areas of need. PUSD will closely watch Special Education students, ELs, foster youth, homeless students, and low-income students to increase achievement in ELA and Math.

Due to the last few challenging years, PUSD staff are working hard to support students' mental health and social-emotional well-being. Goal #2 has been revised to reflect more social and emotional learning. Metrics have been added to measure students in this area. In addition, trauma-informed training will take place next year with a strong focus on the RULER training.

Goal #3 is an entirely new goal for PUSD. Stakeholder feedback is more important than ever for PUSD. We are rebuilding schools, focusing on school improvement, and creating and monitoring the 2021-2024 LCAP. Student input, parent input, and staff input are valuable, and when all groups work together, PUSD grows stronger.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Paradise Unified School District continues to assess and address students, and it is noted in the 2021-2024 LCAP in multiple areas. PUSD has three diagnostics implemented each year to track student improvement areas and identify areas of need. PUSD students in kindergarten through 8th grade participate in i-Ready (Reading and Math) Diagnostics. Students in 9th through 11th grade use the Measure of Northwest Evaluation Association-Measure of Academic Progress (NWEA-MAP) in reading and math. Other common local assessments include ESGI, DRA, BPST, ORF, and STAR (Reading and Math).

Special Education staff have put into practice more supports for staff, new student transfers, IEP consistency, and monthly staff trainings. English learners and foster youth are now grouped in a report group in iReady so staff and district officials can watch and monitor growth. Lastly, PUSD purchased a comprehensive data program called Educlimber. Educlimber will help closely track low-income students, ELs, pupils with disabilities, foster youth, and homeless students. Staff will have impactful data at their fingertips to support all students.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

All substantive differences for actions and services have been described in the In-Person Instruction, Distance Learning Program, Pupil Learning Loss, and Additional Actions sections above.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Overall analysis and reflection on student outcomes from 2019-2020 and 2020-2021 have reaffirmed the need to revise key elements of the prior year LCAP while expanding and refining the focus of goals and metrics for the 2021-2024 LCAP.

Due to 2 years of learning loss, some of the targets set in the 2019-2020 LCAP were not reached and remain relevant for the 2021-2024 LCAP. Significant progress is still needed to achieve the specific metrics in the 2021-2024 LCAP goals.

PUSD is a district committed to the belief every child can learn. PUSD served students, staff, and families during the fire recovery and the pandemic; PUSD explored ways to expand opportunities to make this happen. PUSD staff's dedication and creativity were very evident in the last few years as they have morphed traditional systems and programs to serve the needs of students, staff, and families. In the previous two years, there have been challenges and struggles that affected student outcomes. Some students experienced different challenges with academics and social, emotional needs. Some students struggled with access to technology and online accessibility. Lastly, chronic disengagement and chronic absenteeism became a problem for some students too.

As PUSD looks forward to all grade levels returning for 5 days of in-person instruction, the process of analyzing the LCAP and LCP and getting stakeholder input has directly influenced the goals, actions, and metrics in the 2021-2024 LCAP in the following ways:

1. PUSD can increase student services by decreasing class sizes.
2. Building positive relationships with students is key to focusing on social and emotional well-being for students and staff.
3. Focusing on data and making decisions based on data is imperative.
4. RULER and UDL are important areas for staff training.
5. Focusing on unduplicated students and tracking data is needed at every school site.
6. Students need more time to catch up and be at grade level. Summer school and more target interventions are needed.
7. Assessment is key to identifying areas of strength and improvement.
8. Students need to attend school every day and be engaged at school.
9. Stakeholder feedback is important for school improvement.
10. College and Career Readiness needs to be improved.
11. Special Education has put a lot of new procedures into place to better track students and support Special Education teachers.
12. Social and Emotional well-being for students and staff is essential.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	6,341,600.00	5,496,599.64
	0.00	0.00
Base	59,000.00	51,250.00
Federal Funds	222,000.00	138,493.64
Locally Defined	0.00	0.00
Other	0.00	0.00
Supplemental and Concentration	4,857,000.00	4,442,948.00
Title I	1,203,600.00	863,908.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	6,341,600.00	5,496,599.64
	0.00	0.00
1000-1999, 3000-3999: Certificated Salaries and Benefits	4,072,000.00	2,274,568.64
1000-1999: Certificated Personnel Salaries	0.00	1,199,782.00
2000-3999: Classified Salaries and Benefits	859,600.00	721,532.00
4000-4999: Books and Supplies	109,000.00	298,248.00
5000-5999: Services and Other Operating Expenditures	1,131,000.00	909,305.00
5700-5799: Transfers of Direct Costs	0.00	24,375.00
5800: Professional/Consulting Services and Operating Expenditures	142,000.00	59,539.00
5900: Communications	16,000.00	9,250.00
7000-7439: Other Outgo	12,000.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	6,341,600.00	5,496,599.64
		0.00	0.00
1000-1999, 3000-3999: Certificated Salaries and Benefits	Base	42,000.00	42,000.00
1000-1999, 3000-3999: Certificated Salaries and Benefits	Federal Funds	172,000.00	73,217.64
1000-1999, 3000-3999: Certificated Salaries and Benefits	Supplemental and Concentration	3,139,000.00	1,865,050.00
1000-1999, 3000-3999: Certificated Salaries and Benefits	Title I	719,000.00	294,301.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	0.00	1,199,782.00
2000-3999: Classified Salaries and Benefits	Supplemental and Concentration	513,000.00	441,128.00
2000-3999: Classified Salaries and Benefits	Title I	346,600.00	280,404.00
4000-4999: Books And Supplies	Base	0.00	0.00
4000-4999: Books and Supplies	Federal Funds	25,000.00	40,901.00
4000-4999: Books and Supplies	Title I	84,000.00	257,347.00
5000-5999: Services And Other Operating Expenditures	Base	1,000.00	0.00
5000-5999: Services and Other Operating Expenditures	Other	0.00	0.00
5000-5999: Services and Other Operating Expenditures	Supplemental and Concentration	1,130,000.00	909,305.00
5700-5799: Transfers of Direct Costs	Federal Funds	0.00	24,375.00
5800: Professional/Consulting Services and Operating Expenditures	Federal Funds	25,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Locally Defined	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	75,000.00	27,683.00
5800: Professional/Consulting Services and Operating Expenditures	Title I	42,000.00	31,856.00
5900: Communications	Base	16,000.00	9,250.00
7000-7439: Other Outgo	Title I	12,000.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	4,545,600.00	3,838,971.64
Goal 2	1,323,000.00	1,241,660.00
Goal 3	473,000.00	415,968.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$503,250.00	\$470,858.00
Distance Learning Program	\$561,126.00	\$561,126.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$24,500.00	\$24,500.00
All Expenditures in Learning Continuity and Attendance Plan	\$1,088,876.00	\$1,056,484.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$196,544.00	\$211,152.00
Distance Learning Program	\$122,182.00	\$122,182.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$318,726.00	\$333,334.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$306,706.00	\$259,706.00
Distance Learning Program	\$438,944.00	\$438,944.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$24,500.00	\$24,500.00
All Expenditures in Learning Continuity and Attendance Plan	\$770,150.00	\$723,150.00



Local Control Accountability Plan

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

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

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, bargaining units, 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/PUSD and CSEA Local Bargaining Units, 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>11th Grade ELA-CAASPP Standard Exceeded- 17.95% Standard Met- 34.8% Standard Nearly Met- 25.27% Standard Not Met- 21.98%</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</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"> • 26.3 to 10.7 (Green) <p>English Learners will increase by 45 points as measured by the CA School Dashboard.</p> <ul style="list-style-type: none"> • 77.1 to -32.1 (Yellow) <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>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>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</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>ELA results on the California School Dashboard. (Orange)</p> <p>Hispanic Hispanic student achievement district-wide in ELA maintained -2.4 points. Hispanic students are 41.4 points below standard measured by SBAC</p> <p>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>				
Priority 4: Pupil Achievement/ 2017-2018 Math Statewide Assessment/CAASPP	<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</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>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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 California School Dashboard. (Yellow)</p> <p>11th Grade Math-CAASPP-Standard Exceeded-14.44% Standard Met- 22.59% Standard Nearly Met-18.52% Standard Not Met-44.44%</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</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 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</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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 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</p>				<p>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>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 48 Students Total Level 1- Limited Understanding 54.2% Level 2-Foundational Understanding 16.7% Level 3- Understanding 29.2%</p>				
Priority 4: Pupil Achievement/ Local Reading Academic Assessment/ iReady Diagnostic (K-9th) and	iReady Spring 2021 Reading Diagnostic K-9th Grade and Ridgeview Students				iReady Reading Diagnostic K-9th Grade and Ridgeview Students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA MAP Reading (10th-11th)	<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 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</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> <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</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)- 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 Winter 2021 Reading Diagnostic 10th Grade Overall Performance in Reading</p> <p>High %ile>80= 13%(9 students) HiAvg %ile 61-80= 28% (19 students)</p>				<p>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>Avg %ile 41-60= 25% (17 students) LoAvg %ile 21-40= 19% (13 students) Lo %ile <21= 13% (9 students)</p> <p>NWEA MAP Winter 2021 Reading Diagnostic 11th Grade Overall Performance in Reading</p> <p>High %ile>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 <21= 2% (1 student)</p>				
Priority 4: Pupil Achievement/ Local Math Academic Assessment/ iReady Diagnostic (K-8th) and NWEA MAP Reading (9th-11th)	<p>iReady Spring 2021 Math Diagnostic K-9th Grade and Ridgeview Students</p> <p>According to the 3rd Math Diagnostic Results:</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</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>20% of students are on or above grade level.</p> <p>52% of students are one grade level below or early on grade level.</p> <p>28% of students are two or more grade levels below .</p> <p>According to the Diagnostic Growth Report:</p> <p>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 100% of the annual typical growth.</p> <p>Cedarwood Elementary (CDW)- 36% of students met 100% of the annual typical growth.</p>				<p>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 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</p>

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4: % of English Learners who progress in English proficiency	2018 CA Dashboard English Learner Progress Level 4- 43.4% Well Developed Level 3- 32.1% Moderately Developed Level 2- 15.1% Somewhat Developed Level 1- 9.4% Beginning Stage				CA Dashboard English Learner Progress Increase the students scoring in Well Developed and decrease the students scoring in Beginning Stage and Somewhat Developed. Increase the percentage of ELs scoring in Well Developed from 43.4% to 60%
Priority 4: English Learner reclassification rate	2020-2021 School Year 18 English Learners (.9%) 40 Fluent-English-Proficient Students (1.9%) 1 Student Redesignated FEP (5.0%)				Overall we want to increase our Reclassification rate for ELs. Reclassification rate will be 10%
Priority 4: Pupil Achievement/ Pupils prepared for College/College &	All Students District-wide, 22.9% of all students are prepared, as				Overall, we want to see an increase in every student

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Career Measures Report 2020	<p>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 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%</p>				<p>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>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 Hispanic students are 11.1% prepared, as measured by the College and Career Indicator (CCI) on Data Quest.</p> <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</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	College and Career Indicator (CCI) on Data Quest.				
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 pupils that have successfully completed A-G requirements	<p>In the 2019- 2020 school year, 37 students out of 137 met the a-g UC/CSU requirements.</p> <p>27% of the seniors completed A-G requirements.</p>				<p>PUSD will see an increase in students graduating with A-G requirements.</p> <p>45% of graduating seniors will graduate with A-G-requirements</p>
Priority 4: Pupil Achievement/ % of	In the 2019-2020 school year, out of all				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 CTE courses from approved pathways	<p>9th-12th graders (600 students), 63 students completed CTE courses (51 concentrators & 12 completers).</p> <p>10.5% of all high school seniors completed CTE courses from approved pathways</p>				<p>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 completed A-G requirements AND have successfully completed CTE courses from approved pathways</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>
Priority 5: Pupil Engagement/ High School Graduation Rates	2019-2020 School Year Students graduating with their cohort				All Students graduating with their cohort district-wide will

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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>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>
<p>Priority 7: Course Access/ Local Metric: A Broad Course of Study/ AP Class enrollment for low income</p>	<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>

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/ Enrollment in a CTE Class	<p>63 students were enrolled in a CTE class in 2019-2020. 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>
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</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>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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>				
Priority 8: Other Pupil Outcomes/iReady Math and Reading Diagnostic Growth Results for ELs and Foster Youth	<p>Spring 2021 iReady Reading and Math Diagnostic 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>PUSD would like to see an increase in ELs and Foster Youth 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.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<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 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</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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> <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,</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	10% one grade level below or early on grade level, 30% two or more grade level below, 10% not completed.				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Increasing student services by decreasing class average	Reduce class average 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 average from 18-20 students, in 4th-6th grade classes may average from 20-24 students, and in 7th-12th grade, math and English may range from 20-25 students.	\$540,000.00	Yes
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	Provide a five hour classified staff member to each	Each school site will receive funding to support a 5-hour classified staff member to focus on supporting Foster Youth, English Learners, Low Income and Homeless Students. The 5-hour classified staff	\$190,022.00	Yes

Action #	Title	Description	Total Funds	Contributing
	PUSD school to support student academics and social emotional learning.	member will focus on supporting students in the classroom and provide academic or SEL interventions.		
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	Creating and supporting 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. https://www.cde.ca.gov/be/st/ss/elaanchorstandards.asp https://www.cde.ca.gov/ta/ac/cm/documents/collegecareerready18.pdf	\$300,000.00	Yes
7	Provide funding for school sites to support STEAM (Science, Technology, Engineering, Arts, and Math) in classrooms, schools or STEAM labs.	Increase student accessibility, equity and engagement by funding STEAM ((Science, Technology, Engineering, Arts, and Math) in schools.	\$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

Action #	Title	Description	Total Funds	Contributing
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 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.	\$780,000.00	No
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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	<p>PUSD 2018-2019 (Year of the Camp Fire)</p> <p>Chronic Absenteeism- All Students 32.5%</p> <p>Chronically Absent (Increase of 13.7%) (Red)</p> <p>American Indian- 49.1%</p> <p>Students with Disabilities- 41.1%</p> <p>ELs- 21.2%</p> <p>Foster Youth- 50%</p> <p>Hispanic- 31.2%</p> <p>Socioeconomically disadvantaged- 34.2%</p> <p>Two or More Races- 28.7%</p> <p>White- 32.6%</p>				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	<p>PUSD 2019-2020/CalPadsReport 14.1</p> <p>Average for Students Absent <5% = 45%</p>				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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Average for Students Absent $\geq 5\%$ and $< 10\%$ = 23%</p> <p>Average for Students Absent $\geq 10\%$ and 20% = 14%</p> <p>Average for Students Absent $\geq 20\%$ = 18%</p>				more than 10% of the school year.
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	<p>During the 2019-2020 school year, 27 (12.8%) students dropped out.</p> <p>Paradise eLearning Academy- 7 students (20%)</p> <p>Paradise High School- 2 students (1.74%)</p> <p>Ridgeview Continuation High School- 18 students (29.5)</p> <p>(According to CalPads 15.1)</p>				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.				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
	CDW- .3% PELA- 5.1% PINT- 18.1% PRES- 3.1% PHS- 10.8% PRS- 8% RDV- 17.7%				
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	According to the 2020-2021 PUSD LCAP Survey for Students given in Spring 2021: 76% of the students who responded stated they strongly agree or agree they belong and feel safe at school 12% of the students who responded chose "I don't know" when asked if they belong and feel safe at school 12% of the students who responded chose strongly disagree or				Over 85% of the students will state they agree or strongly agree the belong and feel safe at school.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	disagree when asked if they feel safe at school.				
Priority 6: School Climate/Other Local Measure/ Healthy Kids Survey 2020-2021	<p>1. Students were asked if there is a teacher or some other adult from their 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</p>				<p>PUSD would like to see more students choose "Pretty Much True" or "Very Much 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>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 “Very Much True to the above questions”:</p> <p>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</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>“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> <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. 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>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing
1	Implement District-Wide Social and Emotional Support for Students	Implement MTSS, RULER, Kelvin, Restorative Justice, Capturing Kids Hearts, Positive Behavior Interventions and Supports Program (PBIS), Rural School Awareness Strategies, and Trauma-Sensitive Strategies. Increase Counseling support for trauma and loss victims.	\$150,000.00	Yes
2	Fund Child Welfare and Attendance Services to support student absenteeism and chronically absent students.	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,	\$300,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		supplies, transportation, and entrance fees for games/tournaments, etc.		
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
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	Additional administrative services for Cedarwood and Pine Ridge	\$60,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Cedarwood and Pine Ridge			

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	<p>1. 39% - Writing Instruction</p> <p>2. 35%- Restorative Justice</p> <p>3. 33%- Trauma-Informed Practices</p> <p>4. 32%- Project-Based Learning</p> <p>5. 29%- Reading Instruction</p> <p>6. 26%- Math Instruction</p> <p>7. 22%- UDL (Universal Design for Learning)</p> <p>8. 22%- RTI (Response to Intervention)</p> <p>9. 20%- Mindfulness</p> <p>10. 20%- MTSS (Multi-Tiered System of Support)</p> <p>Top training and professional development opportunities in the last two years that staff found to be the most effective.</p> <p>1. Capturing Kids Hearts</p> <p>2. Trauma-Informed Practices</p> <p>3. Restorative Justice</p>				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	<p>For the 2020-2021 school year, 73.8% of parents had a parent portal account.</p> <p>Paradise High - 97.12%</p> <p>Paradise Intermediate - 92.36%</p> <p>Ridgeview High - 95.45%</p> <p>Paradise Ridge Elementary - 35.06%</p> <p>Pine Ridge - 89.78%</p> <p>Cedarwood Elementary - 22.73%</p>				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 & 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 & 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	Training and professional development opportunities for Wonders, Bridges, RULER, Kelvin, Restorative Justice, PBIS, Capturing Kids Hearts, UDL, CPM, Study Sync, MTSS, Trauma-Sensitive Strategies, Rural School Awareness Strategies, and EL training on the most effective way to support and monitor English Learners	\$170,000.00	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

Action #	Title	Description	Total Funds	Contributing
4	Beginning Teacher Support and Assessment Program- BTSA	Beginning Teacher Support and Assessment Program for one year to help support new teachers.	\$10,000.00	Yes
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.

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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%	\$2,825,022

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 unduplicated 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, PUSD students with disabilities and English Learners were significantly less prepared than all students as measured by the College and Career Indicator.

PUSD's low-income percentage according to the 2019-2020 school year is 62.1%. According to a study reported in July 2019, in the International Journal of Environmental Research and Public Health, the report states: "Children living in rural communities in the United States are at greater risk than children in urban areas for an array of health and developmental conditions including obesity and unintended injury. Some of the contributors to these serious health conditions experienced by rural children are known. For example, many children in rural America live in poverty, and children living in poverty are more likely to have developmental concerns. Rural parents more often have less education and less access to consistent full-time employment than urban parents—both linked to health outcomes. While the challenges experienced by those in rural areas are far from homogeneous, remoteness is a factor in access to health services, including preventive healthcare services and trained health and education staff."

PUSD students suffered significant trauma and loss due to the November 8, 2018, Camp Fire that destroyed so much of Paradise and the Covid-19 Pandemic. In addition, PUSD has trained in supporting students with high Adverse Childhood Experiences (ACEs) because Butte

County in 2010 had 76.5% of residents having 1 or more ACEs. Butte County had the highest number of ACEs compared to all counties in California. According to the Centers for Disease Control and Prevention (CDC), "Adverse childhood experiences, or ACEs, are potentially traumatic events that occur in childhood (0-17 years). For example: experiencing violence, abuse, or neglect, witnessing violence in the home or community, or having a family member attempt or die by suicide. Also included are aspects of the child's environment that can undermine their sense of safety, stability, and bonding, such as growing up in a household with substance use problems, mental health problems, instability due to parental separation, or household members being in jail or prison. ACEs are linked to chronic health problems, mental illness, and substance use problems in adulthood. ACEs can also negatively impact education, job opportunities, and earning potential. However, ACEs can be prevented."

Regarding kids with an ACE score of 3 or higher, a 2014 study by doctors David Murphey and Kristin Moore, Child Well-Being: Constructs to Measure Child Well-Being and Risk and Protective Factors that Affect the Development of Young Children, found: 48% reported low engagement in school, 44% had trouble staying calm and controlled in the classroom, 49% had difficulties finishing the tasks and 23% were diagnosed with a learning disability. Furthermore, children suffering from Adverse Childhood Experiences may find it challenging to form secure relationships with their teachers. As the traditional school model calls for disciplinary action over support or attention, struggling children are often led into even greater isolation.

The following actions under Goal #1 have been implemented to support the district's goals for unduplicated students and ensure that supplemental and concentration funds are utilized to benefit the intended student subgroups. PUSD focused on actions that would support students with trauma and high ACEs scores. PUSD implemented lower-class averages and all-day TK and K to build solid relationships with unduplicated students to increase achievement. Interventions to support targeted students will be in place, and PUSD will support individual needs at each site with LCAP funding. In addition to helping students with trauma, PUSD will focus on classes/curriculum that engage all students.

Goal 1, Action 1: Increasing Student Services by Decreasing Class Averages

By decreasing class averages for grades K-12, students will receive additional teacher-student instructional time. In addition, it will help close the ELA/literacy and the math achievement gap between EL students, foster youth, and low-income students. Increasing student services and decreasing class averages 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. The smaller class averages will be very beneficial to form strong relationships with students who have suffered trauma and loss. This action will be continued based on stakeholder input. In addition, school-wide data using iReady and MAP showed growth in Reading and Math. The action will continued to be monitored by iReady and Map.

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. This action will be continued based on stakeholder input and research surrounding full-day transitional kindergarten and kindergarten programs. District assessments in TK and K will monitor the action.

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. Targeted interventions focused on unduplicated students will help close the achievement gap. Assessments and grades will monitor this action.

Goal 1, Action 4: Provide a five-hour classified staff member to each PUSD school to support student academics and social-emotional learning.

By allocating funding to each school for a five-hour classified staff member, each school will focus on supporting Foster Youth, English Learners, Low Income and Homeless Students. The 5-hour classified staff member will focus on supporting students in classrooms and provide academic or SEL interventions. This action will be monitored through student evidence and assessment.

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

Increasing our Career Technical Education and Pathway programs and services for grades 7-12 can help ensure that PUSD unduplicated students graduate with the skills required for globally competitive college and career readiness. This action will be continued based on stakeholder input. This action will be monitored by attendance and grades of students who are Foster Youth, English Learners, Low Income and Homeless students.

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

We will continue supporting 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. This action will be monitored by stakeholder feedback and the California Science Test.

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

This action will be continued based on stakeholder feedback and research. PUSD believes, and research supports that by ensuring all students access to VAPA services and programs, student success and achievement will improve for unduplicated students. According to the Institute for Art Integration and STEAM, "Creative expression in a safe environment can have healing effects for all. Creating art can lower the high cortisol levels. Students can recognize this as a strategy for self-regulation." This action will be monitored by school-wide assessment and stakeholder feedback.

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

We can give the students the needed intensive interventions to become successful high school graduates by providing resources for an extended day at our continuation high school. 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. This action will be monitored by iReady Reading and Math diagnostic scores at Ridgeview High School.

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 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 implement robust MTSS systems at each school site and train teachers to support EL students. 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. Stakeholder feedback and stakeholder surveys will monitor this action.

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

This action will be continued based on stakeholder feedback. 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. Stakeholder feedback and stakeholder surveys will monitor this action.

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

This action is continued based on stakeholder feedback, attendance, and grades. 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. This action will be monitored by stakeholder feedback, attendance data, and grades.

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 the 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, 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 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. This action will be continued based on stakeholder feedback. This action will be monitored based on stakeholder feedback.

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. This action will be monitored by iReady reading and math data. In addition, student referral data will be analyzed too.

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 further 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. This action will continue based on stakeholder feedback and research on supporting new teachers. This action will be monitored based on stakeholder feedback.

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 \$2,825,000 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
\$2,830,022.00	\$1,735,888.00		\$2,290,300.00	\$6,856,210.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$5,547,188.00	\$1,309,022.00

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 average	\$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	Provide a five hour classified staff member to each PUSD school to support student academics and social emotional learning.	\$190,022.00				\$190,022.00
1	5	All	Comprehensive Support and Improvement (CSI)				\$1,000,000.00	\$1,000,000.00
1	6	English Learners Foster Youth Low Income	Creating and supporting CTE and Pathway Supports and Services.	\$300,000.00				\$300,000.00
1	7	English Learners Foster Youth Low Income	Provide funding for school sites to support STEAM (Science, Technology, Engineering, Arts, and Math) in classrooms, schools or STEAM labs.	\$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	Fund Child Welfare and Attendance Services to support student absenteeism and chronically absent students.				\$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							

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	11	All	Title I Program				\$17,300.00	\$17,300.00
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	\$5,000.00			\$165,000.00	\$170,000.00
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
Total:	\$2,825,022.00	\$2,825,022.00
LEA-wide Total:	\$750,022.00	\$750,022.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$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 average	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	Provide a five hour classified staff	LEA-wide	English Learners Foster Youth	All Schools K-12	\$190,022.00	\$190,022.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		member to each PUSD school to support student academics and social emotional learning.		Low Income			
1	6	Creating and supporting 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	Provide funding for school sites to support STEAM (Science, Technology, Engineering, Arts, and Math) in classrooms, schools or STEAM labs.	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

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
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, Paradise High School 6-12	\$300,000.00	\$300,000.00
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

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
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

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[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.

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 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

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.