



LCFF Budget Overview for Parents

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

CDS Code: 04615310000000

School Year: 2022-23

LEA contact information:

Tom Taylor

Superintendent

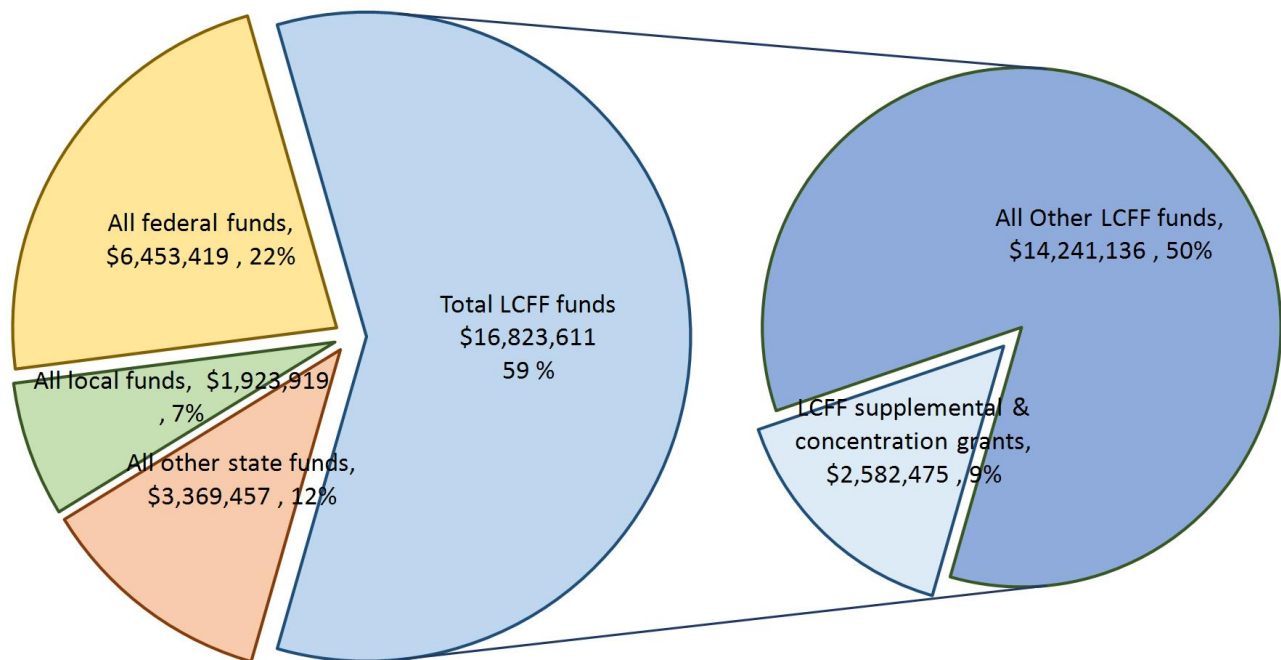
ttaylor@pusdk12.org

(530) 872-6400

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 2022-23 School Year

Projected Revenue by Fund Source

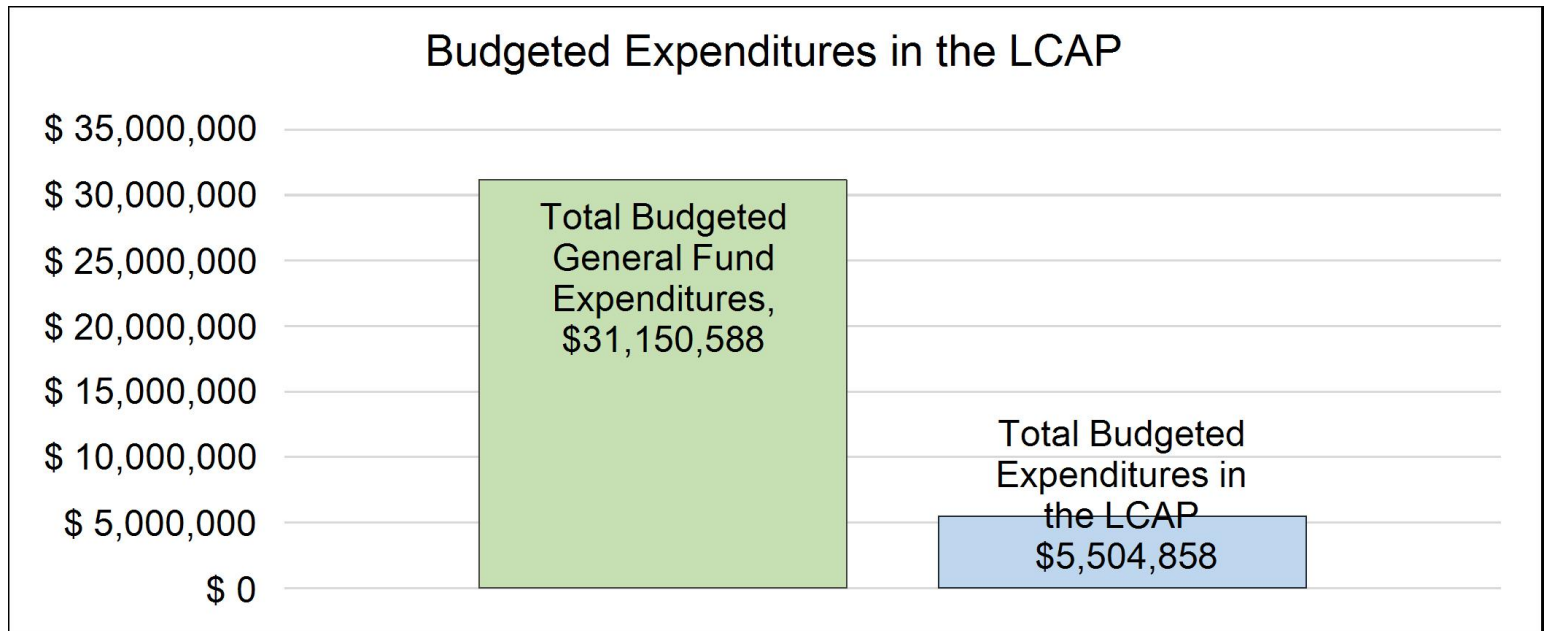


This chart shows the total general purpose revenue Paradise Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Paradise Unified School District is \$28,570,406, of which \$16,823,611 is Local Control Funding Formula (LCFF), \$3,369,457 is other state funds, \$1,923,919 is local funds, and \$6,453,419 is federal funds. Of the \$16,823,611 in LCFF Funds, \$2,582,475 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 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Paradise Unified School District plans to spend \$31,150,588 for the 2022-23 school year. Of that amount, \$5,504,858 is tied to actions/services in the LCAP and \$25,645,730 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

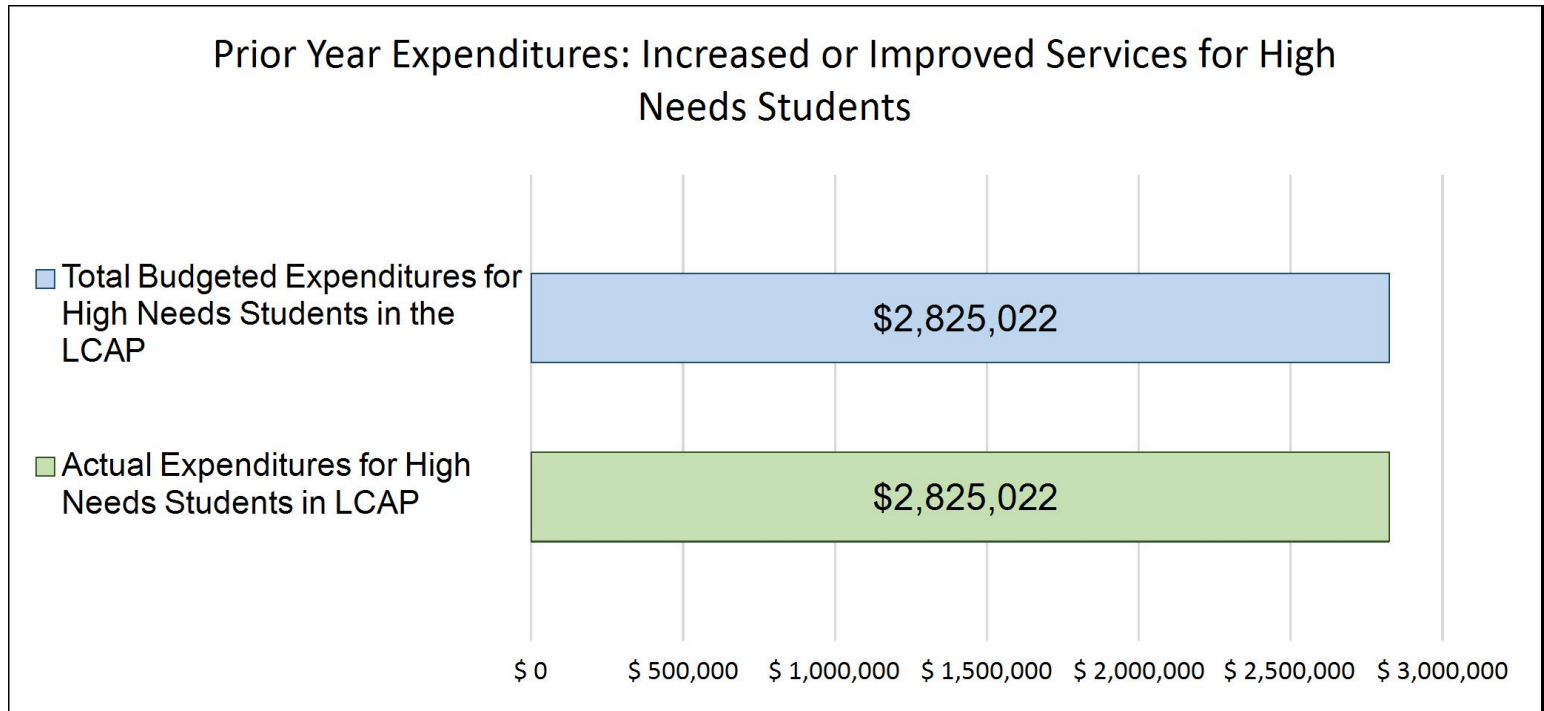
Salaries and Benefits, Utilities, Maintenance, Capital Outlay, Textbooks, Classroom Materials and Supplies, Special Education and Nutrition

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Paradise Unified School District is projecting it will receive \$2,582,475 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 \$2,595,000 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 2021-22



This chart compares what Paradise Unified School District budgeted last year in the LCAP 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.

The text description of the above chart is as follows: In 2021-22, Paradise Unified School District's LCAP budgeted \$2,825,022 for planned actions to increase or improve services for high needs students. Paradise Unified School District actually spent \$2,825,022 for actions to increase or improve services for high needs students in 2021-22.



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Paradise Unified School District (PUSD) values strong relationships with students, families, staff, and the community. Each year PUSD focuses on increasing meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. Paradise Unified School District will continue to engage with community partners regarding future funding during the LCAP Advisory meetings, public forums, and surveys.

Previous engagement opportunities include:

Local Control and Accountability Plan 2021-2022: PUSD LCAP 2021-2022- <https://www.pusdk12.org/documents/LCAP/2021/Paradise-2021-LCAP-Final-8.26.21.pdf> (p. 78-80)

ESSER III Expenditure Plan: ESSER III- Expenditure Plan- https://www.pusdk12.org/documents/COVID-19/2021_ESSER_III_Expenditure_Plan_Paradise_Unified_School_District_20211115.pdf (p. 2-4)

Expanded Learning Opportunities Grant Plan- <https://www.pusdk12.org/documents/About%20Us/PUSD-Expanded-Learning-Opportunities-Grant-Plan.pdf> (1-2)

In November 2021, PUSD sent out the Educator Effectiveness Grant surveys to all TK-12 staff and PUSD families. This data was compiled and shared at our LCAP advisory meetings in the Fall of 2021. After sharing all data, PUSD created the Educator Effectiveness Block Grant, and the PUSD School Board approved it in December 2021.

Upcoming engagement opportunities for these funds include:

PUSD meets with the Staff and Parent & Community LCAP Advisories once a month to discuss current issues, share data and discuss funding updates. PUSD will be sending out a Student, Staff, and Family survey to gather feedback on funding, data, and LCAP goals. PUSD will be forming a Universal Prekindergarten Team to plan and implement the grant program. In early March, PUSD will host a public forum to discuss UPK, LCAP, and funding. PUSD meets with PHS, PJHS, and elementary students to gather feedback. Healthy Kids Survey will also be implemented from 6th to 12th graders.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

School sites that have an enrollment of unduplicated student groups greater than 55% are Ridgeview Continuation High School, Pine Ridge School, Paradise Junior High School, Cedarwood Elementary School, Paradise eLearning, and Paradise Ridge Elementary School. Paradise High School's enrollment of unduplicated student groups is less than 55, it is 50.2%

PUSD is focusing on smaller class sizes for students at the school sites. Paradise Junior High has implemented additional intervention periods this year. In addition, we are trying to hire more classified staff at Pine Ridge School and Cedarwood Elementary School to support students. Staff will focus on increasing and improving services for the unduplicated student groups to increase Math and ELA.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Paradise Unified School District (PUSD) values strong relationships with students, families, staff, and the community. Each year PUSD focuses on increasing meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. The district's practices have been further enhanced during the pandemic as PUSD sought the input and feedback of its educational partner groups from the onset of the pandemic. In addition, PUSD continued gathering information through the development of the Learning Continuity and Attendance Plan, the 2021-2022 LCAP, the Expanded Learning Opportunities Grant,

and the ESSER III Expenditure Plan.

The following links and page numbers indicate how and when the LEA engaged its educational partners to use funds received to support the COVID- 19 Pandemic recovery.

- Learning Continuity and Attendance Plan: 2020-2021 Learning Continuity and Attendance Plan-
https://www.pusdk12.org/documents/LCAP/2020/2020_Learning_Continuity_and_Attendance_Plan_Paradise_Unified_School_District_2020112%20-2-.pdf (p. 2-4)
- Expanded Learning Opportunities Grant Plan: Expanded Learning Opportunities Grant Plan-
<https://www.pusdk12.org/documents/About%20Us/PUSD-Expanded-Learning-Opportunities-Grant-Plan.pdf> (p. 1-2)
- Local Control and Accountability Plan 2021-2022: PUSD LCAP 2021-2022- <https://www.pusdk12.org/documents/LCAP/2021/Paradise-2021-LCAP-Final-8.26.21.pdf> (p. 78-80)
- ESSER III Expenditure Plan: ESSER III- Expenditure Plan-by https://www.pusdk12.org/documents/COVID-19/2021_ESSER_III_Expenditure_Plan_Paradise_Unified_School_District_20211115.pdf (p. 2-4)

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Implementation of ESSER III Safe Return to In-Person Instruction & Continuity of Services Plan

Health and Safety of Students, Educators, and Other Staff

Successes: We have been very successful with students, educators, and other staff wearing their masks indoors. PUSD has followed CDC Covid-19 protocols and recommendations with contact tracing, quarantining, isolation, and other Covid-19 issues. The staff has been following testing protocols, and students have access to Covid-19 tests to take home to administer. Staff encourages students to follow hand hygiene recommendations and district-wide cleaning recommendations and protocols are in place.

PUSD has robust ventilation systems and follows protocols to improve ventilation. Communication with families due to Covid-19 exposure has been taking place through email, text, and all calls. Transportation and food services are also doing great following COVID-19 safety measures. Students are offered counselors, take screeners to identify support, and are taught SEL strategies. Staff continues to be provided training to support SEL and self-care.

Challenges: Finding substitutes to fill teacher and aid positions has been complicated. Filling new job openings, too, is an area of challenge. PUSD staff is incredibly flexible and uses all hands on deck; however, it is still a big challenge when we don't have positions filled during the school day by a substitute. Due to the Omicron variant of COVID-19, we have seen an increase in positive Covid-19 cases in our district amongst students and staff. Also, protocols continue to change by CDC, and PUSD continues to alter protocols and procedures to comply with

new recommendations and regulations. Lastly, Paradise still suffers trauma and loss from the 2018 Camp Fire, and the COVID-19 Pandemic has hindered growth in some areas for students and staff.

Continuity of services

Successes: PUSD has continued to keep students at the center of their focus. PUSD addresses the safety and health of all students and staff. PUSD uses documents from the federal, state, county, and public health agencies to keep students and staff safe and keep schools open. Transportation, Food Services, Special Education, and Title I continue to meet students' needs through the Covid-19 Pandemic. According to iReady data and NWEA MAP data, students continue to grow and improve in ELA and math. At Paradise Junior Middle School, students are improving in ELA and math and receiving passing scores on their report cards. The amount of students receiving F's is the lowest it has ever been. Paradise Junior Middle School is focused on supporting students from elementary schools and getting students ready for high school. Counseling services continue to be provided to students, and screeners still go out to offer support for students if they need it. Overall, our sites are seeing suspension rates go down.

Challenges: Due to the Covid-19 Pandemic, staffing continues to be a struggle, and there is a lack of available substitutes. PUSD is still in need of additional counseling for students and staff. Another challenge is the absence rate due to Covid-19. Students tend to miss five days or more due to the quarantine and isolation procedures that have been in place.

Implementation of the ESSER III Expenditure Plan

Successes: Cleaning and PPE have continued to be a top focus for students and staff. PUSD was able to hire additional staff to support Covid functions. Students are still in reduced class sizes for TK-12. Students at the 7-12 grade level are making up credits and getting fewer F's than before. Extra support classes are still taking place at the secondary level. PUSD hired a .8 FTE for Director of Curriculum, Instruction, and Compliance. PUSD staff responds to students' academic, social, emotional, and mental health needs. Our PUSD Network Technician supports all TK-12 teachers and can deal with staff's technical issues promptly and efficiently. Paradise High School provides Saturday School once a month to help students with their academics.

Challenges: PUSD struggles to find classified and certificated staff who can provide after-school enrichment or academic intervention to students. PUSD has staff participating in this; however, PUSD would like to see more.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Safe Return to In-Person Instruction and Continuity of Services Plan - <https://www.pusdk12.org/documents/COVID-19/PUSD%20Reopening%20Plan%202021-2022.pdf>

Paradise Unified School District used its financial resources to implement the requirements of the Safe Return to In-Person Instruction and Continuity of Services Plan by providing safety for students and staff, supporting the emotional wellbeing of students and staff, and monitoring high levels of learning for all. Funding has been spent on cleaning, supplies, and Personal protective equipment. PUSD continues to be committed to supporting student and staff social-emotional wellness and offering resources to ensure students and staff are supported. PUSD also recognizes that our entire community is still recovering from the Camp Fire. We must continue to communicate with students and staff what supports are in place or provided. District-wide common assessments are administered from K-12, and staff analyzes data to improve teaching and learning. District-wide grade level teams are being formed to support the curriculum, instruction, and assessment alignment.

PUSD LCAP- <https://www.pusdk12.org/documents/LCAP/2021/Paradise-2021-LCAP-Final-8.26.21.pdf>

The implementation of these additional funds received in the 2021-2022 school year are specifically aligned to the LCAP because the LCAP outlines in its goals and actions the importance of increasing academic achievement in all students and the importance of providing positive, safe and clean learning environments that will enhance a students' social, emotional and physical wellbeing. The LCAP also has specific data points that help the district continuously improve.

ESSER III Expenditure Plan - <https://www.pusdk12.org/documents/COVID-19/2021 ESSER III Expenditure Plan Paradise Unified School District 20211115.pdf>

Paradise Unified School District used its financial resources to implement the ESSER III Expenditure Plan requirements by implementing strategies for continuous and safe in-person learning, addressing lost instructional time, and ensuring interventions are addressing students' needs.

The implementation of the additional funds received in the 2021-2022 school year are specifically aligned to the LCAP and its goals and actions. Many of the LCAP's action steps are listed in the ESSER III Expenditure Plan. Both plans provide funds to support reducing class sizes for TK-12th grade. Both plans list the action step of providing a 6-hour elementary aide to support academic or SEL interventions at each elementary site. Both plans support the overall goals of providing safe in-person learning environments, addressing lost instruction time, and focusing on data and continuous improvement.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *"A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided*

through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP)."

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *"A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent."*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *"A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils."*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *"A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



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 [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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 1,500 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.

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. During the 2020-2021 school year, PUSD implemented distance learning at the start of the school year and offered all students a hybrid model in October 2020. The school year ended with a full-day model at our K-6 schools and a hybrid for 7-12.

It was very exciting for Paradise Unified School District to have the entire 2021-2022 school year all in person. Even though there have been challenges with Covid-19, PUSD was able to keep all doors open all year for students and offer TK-12 in-person learning.

Paradise Unified School District is comprised of Cedarwood Elementary (K-6th), with 221 students; Pine Ridge School (TK-6th), with 193 students; Paradise Ridge Elementary School (TK-6th), with 338 students; Paradise Junior High School (7th-8th) with 146 students; Paradise High School (9th-12th) with 417 students; Ridgeview Continuation High School (10th-12th), with 60 students and eLearning Academy (K-12), our online independent study program school, with 128 students. PUSD has 255 employees: 112 certificated, 134 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 during the 2020-2021 school year, Paradise Unified School District kept its focus on students and safety for the 2021-2022 school year. This 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, learning loss, and student engagement.

The data shows that during the 2020-2021 school year, the graduation rate improved from 84.4% to 91.1%. There was an increase in students taking CTE courses, and more special education and low-income students were enrolled. In addition, more low-income students participated in AP classes, and drop-out rates and suspension rates declined.

During the 2021-2022 school year, in kindergarten through eighth grade, students showed growth in math and reading through the iReady diagnostic. During the previous year, K-8th grade students showed 40% meeting the typical yearly growth, but during the 2021-2022 school year, students showed 53% meeting typical annual growth in reading. During the previous year, K-8th grade students showed 35% meeting the typical yearly growth, but during the 2021-2022 school year, students showed 53% meeting typical annual growth in reading.

At Paradise Junior High School, students grew the most in reading and math district-wide. During the 2021-2022 school year, there was an increase of 23% of the students making annual typical growth for a total of 47% of students making typical annual growth in reading for 2021-2022. There was a 34% increase of students making annual typical growth for a total of 64% of the students making typical annual growth in math. Lastly, the amount of 8th-grade students on grade level went from 17% in 2020-2021 to 50% in 2021-2022.

In 9th through 12th-grade, students showed an increase in math through the Measure of Northwest Evaluation Association-Measure of Academic Progress (NWEA-MAP). In 2020-2021, 33% of 9th graders performed at a high average to high-performance level in math. The same group of students in 10th grade performed at 49% high average to high-performance level in 2021-2022. In 2020-2021, 10th graders performed at 33% high average to high-performance level in math; this year, the same group of students as 11th graders were performing at 53% high to high average.

Paradise Unified School District plans to build upon its success during these last few years of challenging times. During the 2022-2023 school year, classes will remain small. TK through 3rd grade will have 18-20 students, 4th through 6th grade will have 20-24 students, and grades 7th-12th will have math and English classes at 20-25. 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 support for all students with a strong emphasis on RULER. PUSD will emphasize attendance and PLC work during the 2022-2023 school year.

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, implementing the RULER Approach, increasing student achievement in ELA and Math through the PLC process, and improving college and career rates for all students.

Due to the 2018 Camp Fire and the Covid-19 Pandemic, PUSD wants students to attend school and not be chronically absent from school. According to the 2019 CA School Dashboard, all student groups were in the "Red" performance category for chronically absent. PUSD wants to see students coming to school daily and engaged in learning.

PUSD continues to focus on trauma and loss due to the 2018 Camp Fire and the Covid-19 Pandemic. Counselors are still in place, and staff continues to 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 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 2022 Reading iReady results report that 44% of K-8th grade students and Ridgeview students are on grade level measured by iReady Diagnostic. 53% 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 2022 Math iReady results report that 37% of K-8th grade and Ridgeview students are on grade level measured by Math iReady Diagnostic. 47% of K-8th 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 smaller class sizes to mitigate learning loss and improve relationships overall. Student Services works closely with Special Education Case Managers to implement new processes supporting all Special Education students. PUSD will offer teachers opportunities to receive Universal Design for Learning (UDL) and RULER training to help all students with learning.

The graduation rate and the College and Career indicator are two areas PUSD needs to focus on. According to the 2019 CA Dashboard graduation rate data, Students with Disabilities and White Students were in the "Orange" performance category. Improving the College and Career Indicator data for all students is a focus area, 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 2022-2023 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 to 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 educational partners in 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 with students. A strong focus on the PLC process and implementation will occur during the 2022-2023 school year.

Summer and after-school programs will support students learning loss and help with engagement. Daily attendance is vital 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 support for all learners by ensuring all staff has the RULER Approach resources.

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 schools qualified for CSI and explain the CSI process. Each school's achievement, attendance, and climate data were organized by site so all principals would have relevant data to use for the educator partner 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. However, during the 2021-2022 school year, students returned to school, and teachers were able to work with students in smaller class sizes to target support.

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 educational partners and using data and needs assessments to guide improvement decision-making.

After educational partners reviewed and analyzed data, principals led conversations with educational partners on what was going well at the site and what needed to be changed or improved. All schools identified improvement areas. 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.

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 plan's implementation. Staff decided on what types of assessment data to collect to monitor the CSI plan. This information is in each school's Single Plan for Student Achievement.

District Grade Level Teams were formed this year to help identify improvement areas, implement evidence-based interventions and continue to identify inequities to be addressed. These teams will continue next school year.

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 the 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 NWEA 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 to monitor progress and identify needs.

Each school site will continue working with educational partners and updating them on the progress of the plan. The district office will also monitor all plans to help support the eligible schools. Butte County Office of Education will also help at each site and work with the principal and staff to focus on improvement, especially improving SEL in our district.

Lastly, PUSD purchased a systematic and comprehensive computer program that will hold all district data that can be disaggregated by student groups. This computer system will be used by staff next school year, 2022-2023.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

PUSD involved all educational partners in the LCAP development process throughout the year. PUSD worked with parents, students, teachers, bargaining units, principals, and directors when developing the LCAP.

Educational partners had the opportunity to be involved in our two Superintendent LCAP Advisories: Superintendent Certificated and Classified Employee LCAP Advisory Group/PUSD and CSEA Local Bargaining Units and the Superintendent Parent/ Community LCAP Advisory Group. The Certificated and Classified Employee and Parent/Community LCAP Advisory groups met monthly.

Students also gave feedback for the LCAP through meetings and surveys. Students met and discussed the important features of the LCAP during student leadership classes at Paradise Junior High and Paradise High School. The leadership teams at Paradise Junior High School and Paradise High School met with district leadership.

During the advisory group meetings, educational partners and district leaders gathered input for the LCAP, reviewed current data, reviewed and discussed funding, helped recreate a PUSD vision and mission statement, and reviewed LCAP goals and metrics.

In addition to the monthly advisories, PUSD held a public forum on March 29, 2022, and PUSD welcomed all educational partners to attend at a local school campus or through ZOOM. The public forums allowed educational partners to share their ideas and input on PUSD goals and district data.

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

PUSD consulted with Butte County SELPA in April 2022 to discuss how to incorporate compliance monitoring activities with the appropriate priority areas of the LCAP.

Lastly, PUSD presented the LCAP to the parent and community advisory committee on June 7, 2022.

A summary of the feedback provided by specific educational partners.

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:

1. Positive relationships with all educational partners
2. Welcoming and supportive school environment for all

3. Students develop socially, emotionally, and academically
4. Smaller class sizes
5. Additional social-emotional support
6. More enriching, engaging, positive, and fun experiences for all students
7. Students engaged and attend school daily
8. Students improve academically due to two years of learning loss
9. The staff survey shows more PD and instructional materials are wanted for NGSS and History-Social Science
10. Two top State Priorities from employees- Student Engagement (attendance, behavior) and School Climate (safe, secure campuses)
11. Increase in graduation and more pathways to graduate
12. More opportunities to connect with families (campus activities, simple social gatherings, seminars)
13. Top 3 trainings staff enjoyed in the last two years (Trauma-Informed Practices, Writing Instruction, and iReady Reading and Math)
14. Top 3 trainings staff would like to see next year (Trauma-Informed Practices, UDL, and Writing Instruction)

PUSD Parent/Community Stakeholder Group and Survey Results. Parents and the community would like to see:

1. Two Top State Priorities from parents- Students have access to and are enrolled in a broad course of study (Social Science, Science, Health, PE, Visual and Performing Arts, World Languages) and School Climate- (Safe and secure campuses)
2. Third area as a State Priority- Student Engagement (Attendance and Behavior)
3. Engaging programs, classes, and activities that will cultivate a sense of community and academics that prepare students for success
4. Additional social and emotional support
5. Improvement in the College and Career indicator data
6. The learning gap closed; students have had two years of loss of learning
7. Families liked after-school tutoring led by PUSD staff more than Summer School and Summer Learning Camp.
8. More communication with staff- grades, child's progress, important events, Board meetings, notification of student needs, parent involvement opportunities, timely inputting in series, more parent-teacher conferences
9. Email is the preferred way to communicate with the school. Next is texting and then phone calls.

Student Stakeholder Group would like to see:

1. More support to graduate with all the right classes
2. More support as a Junior to be ready to apply to colleges
3. More help when they don't understand
4. Encouragement to do well and be successful after high school graduation
5. Cleaner bathrooms
6. More math and hands-on science.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

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

Due to educational partners concerned with academics, PUSD included metrics to measure K-12 students' growth and academic data to track transition years between sites. PUSD included maintaining smaller class sizes K-12 to build solid relationships and focus on students' individual needs. Educational partners also wanted to see College and Career Indicator Data improve.

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

Educational partners 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 increased training and funding for staff in the Ruler Approach.

PUSD sees the importance of educational partner 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 educational partner feedback, PUSD will continue to have a goal that focuses on strengthening the relationships with educational partners.

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 in 2020-2021 showed 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	CAASPP Scores for 2020-2021 All Students (198 out of 732 tested)			CAASPP ELA All Students 55% of students district wide will meet

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>39.86% of students district wide met or 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>37.37% of students district-wide met or exceeded the standard for ELA as measured by the spring 2021 CAASPP results.</p> <p>11th Grade ELA-CAASPP Standard Exceeded- 14.89% Standard Met- 24.82% Standard Nearly Met- 33.33% Standard Not Met- 26.95%</p> <p>(Data not available for subgroups due to the small size of students testing.)</p>			<p>or exceed state 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</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Students with Disabilities The ELA achievement of students with disabilities declined 3 points. Students with disabilities are 115.1 points below the standard measured by SBAC ELA results on the California School Dashboard. (Red)</p> <p>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</p>				<p>will increase 42 points as measured by the 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>points. Homeless students are 46.1 points below standard measured by SBAC ELA results on the California School Dashboard. (Orange)</p> <p>Hispanic Hispanic student achievement district-wide in ELA maintained -2.4 points. Hispanic students are 41.4 points below standard measured by SBAC ELA results on the California School Dashboard. (Orange)</p> <p>California Alternate Assessment 48 Students Total Level 1- Limited Understanding 39.6% Level 2-Foundational Understanding 33.3% Level 3- Understanding 27.1%</p>				
Priority 4: Pupil Achievement/ 2017-2018 Math Statewide Assessment/CAASPP	<p>Math CAASPP Scores from 2017-2018</p> <p>All Students</p>	Math CAASPP Scores from 2020-2021			<p>Math CAASPP Scores</p> <p>50% of all All Students district wide will meet</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>31.25% of students district wide met or exceeded standard for Math as measured by the spring 2018 CAASPP results.</p> <p>Student achievement district-wide in math increased 5.1 points. All students are 54.5 points below standard measured by SBAC Math results on the 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</p>	<p>All Students (190 out of 732 tested) 20.52% of students district-wide met or exceeded the standard for ELA as measured by the spring 2021 CAASPP results.</p> <p>11th Grade Math-CAASPP-Standard Exceeded-8.21% Standard Met- 14.93% Standard Nearly Met-20.90% Standard Not Met-55.97%</p> <p>(Data not available for subgroups due to the small size of students testing.)</p>			<p>or exceed standard for Math as measured by the spring 2018 CAASPP results.</p> <p>All students will increase 40 points as measured by the CA School Dashboard. -54.5 to -14.5. (Green)</p> <p>Students with Disabilities will increase 67 points as measured by the CA 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</p>

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>disadvantaged student achievement in math maintained 0.6 points. Socioeconomically Disadvantaged are 72.8 points below standard measured by SBAC math results on the California School Dashboard. (Orange)</p> <p>Two or More Races District-wide students with two or more races achievement in math maintained 1.8 points. Students with two or more races are 69.4 points below standard measured by SBAC math results on the California School Dashboard. (Orange)</p> <p>California Alternate Assessment 48 Students Total Level 1- Limited Understanding 54.2% Level 2-Foundatoinal Understanding 16.7% Level 3- Understanding 29.2%</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4: Pupil Achievement/ Local Reading Academic Assessment/ iReady Diagnostic (K-9th) and NWEA MAP Reading (10th-11th)	<p>iReady Spring 2021 Reading Diagnostic K-9th Grade and Ridgeview Students</p> <p>According to the 3rd Reading Diagnostic Results (End Of Year View): 46% of students are on or above grade level. 28% of students are one grade level below or early on grade level. 26% 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</p>	<p>iReady Spring 2022 Reading Diagnostic K-8th Grade and Ridgeview Students</p> <p>According to the 3rd Reading Diagnostic Results (End of Year View): 44% of students are on or above grade level. 31% of students are one grade level below or early on grade level. 25% of students are two or more grade levels below</p> <p>According to the Diagnostic Growth Report: 53% 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)- 57% of students met</p>			<p>iReady Reading Diagnostic K-9th Grade and Ridgeview Students</p> <p>50% of K-9th grade students and Ridgeview students will be on grade level as measured by iReady Diagnostic.</p> <p>60% of K-9th grade students and Ridgeview students will make 100% of the annual typical growth target in Reading as assessed by the iReady diagnostic.</p> <p>Each school will have 60% or more of their students making 100% of the annual typical growth target.</p> <p>NWEA MAP Reading Diagnostic Overall we want to see an increase in High and High Average scores and a</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	100% of the annual typical growth.	100% of the annual typical growth.			decrease in Low and Low average.
	Paradise eLearning Academy (PELA) - 41% of students met 100% of the annual typical growth.	Paradise eLearning Academy (PELA) - 65% of students met 100% of the annual typical growth.			NWEA MAP Reading Diagnostic 10th Grade Overall Performance in Reading 60% of 10th grade students will be in the High or High Average Percentile
	Cedarwood Elementary (CDW)- 37% of students met 100% of the annual typical growth	Cedarwood Elementary (CDW)- 48% of students met 100% of the annual typical growth			NWEA MAP Reading Diagnostic 11th Grade Overall Performance in Reading 55% of 11th grade students will be in the High or High Average Percentile
	Pine Ridge (PRS) - 36% of students met 100% of the annual typical growth	Pine Ridge (PRS) - 47% of students met 100% of the annual typical growth			
	Paradise Intermediate School (PINT)- 33% of students met 100% of the annual typical growth	Paradise Intermediate School (PINT)- 56% of students met 100% of the annual typical growth			
		NWEA MAP Winter 2022 Reading Diagnostic 9th Grade			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>NWEA MAP Winter 2021 Reading Diagnostic 10th Grade Overall Performance in Reading- 67 students</p> <p>High %ile>80= 13%(9 students) HiAvg %ile 61-80= 28% (19 students) Avg %ile 41-60= 25% (17 students) LoAvg %ile 21-40= 19% (13 students) Lo %ile <21= 13% (9 students)</p> <p>NWEA MAP Winter 2021 Reading Diagnostic- 66 students 11th Grade</p>	<p>Overall Performance in Reading-116 students High %ile>80= 7%(8 students) HiAvg %ile 61-80= 14% (16 students) Avg %ile 41-60= 21% (24 students) LoAvg %ile 21-40= 19% (22 students) Lo %ile <21= 40% (46 students)</p> <p>NWEA MAP Winter 2022 Reading Diagnostic 10th Grade Overall Performance in Reading- 101 students</p> <p>High %ile>80= 16% (16 students) HiAvg %ile 61-80= 15% (15 students) Avg %ile 41-60= 24% (24 students) LoAvg %ile 21-40= 23% (23 students) Lo %ile <21= 23% (23 students)</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Overall Performance in Reading</p> <p>High %ile>80= 24%(16 students)</p> <p>HiAvg %ile 61-80= 29% (19 students)</p> <p>Avg %ile 41-60= 24% (16 students)</p> <p>LoAvg %ile 21-40= 21% (14 students)</p> <p>Lo %ile <21= 2% (1 student)</p>	<p>NWEA MAP Winter 2022 Reading Diagnostic- 46 students</p> <p>11th Grade Overall Performance in Reading</p> <p>High %ile>80= 4%(2 students)</p> <p>HiAvg %ile 61-80= 15% (7 students)</p> <p>Avg %ile 41-60= 28% (13 students)</p> <p>LoAvg %ile 21-40= 20% (9 students)</p> <p>Lo %ile <21=33% (15 student)</p> <p>NWEA MAP Winter 2022 Reading Diagnostic- 42 students</p> <p>12th Grade Overall Performance in Reading</p> <p>High %ile>80= 10%(4 students)</p> <p>HiAvg %ile 61-80= 21% (9 students)</p> <p>Avg %ile 41-60= 33% (14 students)</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		LoAvg %ile 21-40= 14% (6 students) Lo %ile <21=21% (9 students)			
Priority 4: Pupil Achievement/ Local Math Academic Assessment/ iReady Diagnostic (K-8th) and NWEA MAP Math (9th-11th)	<p>iReady Spring 2021 Math Diagnostic K-9th Grade and Ridgeview Students</p> <p>According to the 3rd Math Diagnostic Results: 40% of students are on or above grade level. 36% of students are one grade level below or early on grade level. 25% of students are two or more grade levels below</p> <p>According to the Diagnostic Growth Report: 36% of K-9th grade students and Ridgeview students</p>	<p>iReady Spring 2022 Math Diagnostic K-9th Grade and Ridgeview Students</p> <p>According to the 3rd Math Diagnostic Results: 37%of students are on or above grade level. 42% of students are one grade level below or early on grade level. 24% of students are two or more grade levels below</p> <p>According to the Diagnostic Growth Report: 47% of K-9th grade students and Ridgeview students made 100% of the</p>			<p>iReady Math Diagnostic K-8th Grade and Ridgeview Students</p> <p>50% of K-9th grade students and Ridgeview students will be on grade level as measured by the Math iReady Diagnostic.</p> <p>60% of K-9th grade students and Ridgeview students will make 100% of the annual typical growth target in Math as assessed by the iReady diagnostic.</p> <p>Each school will have 50% or more of their</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	made 100% of the annual typical growth target in Math as assessed by the iReady diagnostic.	annual typical growth target in Math as assessed by the iReady diagnostic.			students making 100% of the annual typical growth target.
	Paradise Ridge Elementary (PRS)- 46% of students met 100% of the annual typical growth.	Paradise Ridge Elementary (PRS)- 49% of students met 100% of the annual typical growth.			NWEA MAP Math Diagnostic 9th Grade- Overall Performance in Math 50% of 9th grade students will be in the High or High Average Percentile.
	Cedarwood Elementary (CDW)- 36% of students met 100% of the annual typical growth.	Cedarwood Elementary (CDW)- 44% of students met 100% of the annual typical growth.			NWEA MAP Math Diagnostic 10th Grade- Overall Performance in Math 50% of 10th grade students will be in the High or High Average Percentile
	Paradise Junior High- 30% of students met 100% of the annual typical growth.	Paradise Junior High School - 64% of students met 100% of the annual typical growth.			NWEA MAP Math Diagnostic 11th Grade Overall Performance in Math 74% of 11th grade students will be in the High or High Average Percentile.
	Pine Ridge School (PRS) - 26% of students met 100% of the annual typical growth.	Pine Ridge School (PRS) - 36% of students met 100% of the annual typical growth.			
	Paradise eLearning Academy (PELA) - 19% of students met 100% of the annual typical growth.	Paradise eLearning Academy (PELA) - 37% of students met 100% of the annual typical growth.			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<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>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>Ridgeview (RDV)- Not enough data</p> <p>NWEA MAP Winter 2022 Math Diagnostic- 81 students 9th Grade- Overall Performance in Math High %ile>80= 17%(14 students) HiAvg %ile 61-80= 26% (21 students) Avg %ile 41-60= 14% (11 students) LoAvg %ile 21-40= 21% (17 students) Lo %ile <21= 22% (18 students)</p> <p>NWEA MAP Winter 2022 Math Diagnostic- 82 students 10th Grade- Overall Performance in Math High %ile>80= 26% (21 students) HiAvg %ile 61-80= 23% (19 students) Avg %ile 41-60= 24% (20 students) LoAvg %ile 21-40= 18% (15 students) Lo %ile <21= 9% (7 students)</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>NWEA MAP Winter 2021 Math Diagnostic 11th Grade Overall Performance in Math</p> <p>High %ile>80= 47% (20 students)</p> <p>HiAvg %ile 61-80= 12% (5 students)</p> <p>Avg %ile 41-60= 16% (7 students)</p> <p>LoAvg %ile 21-40= 14% (6 students)</p> <p>Lo %ile <21= 12% (5 students)</p>	<p>NWEA MAP Winter 2022 Math Diagnostic - 38 students 11th Grade Overall Performance in Math</p> <p>High %ile>80= 29% (11 students)</p> <p>HiAvg %ile 61-80= 24% (9 students)</p> <p>Avg %ile 41-60= 18% (7 students)</p> <p>LoAvg %ile 21-40= 13% (5 students)</p> <p>Lo %ile <21= 16% (6 students)</p> <p>NWEA MAP Winter 2022 Math Diagnostic - 4 students 12th Grade Overall Performance in Math</p> <p>High %ile>80= 25% (1 students)</p> <p>HiAvg %ile 61-80= 0% (0 students)</p> <p>Avg %ile 41-60= 50% (2 students)</p> <p>LoAvg %ile 21-40= 0% (0 students)</p> <p>Lo %ile <21= 25% (1 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	<p>2018 CA Dashbaord English Learner Progress</p> <p>Level 4- 43.4% Well Developed Level 3- 32.1% Moderately Developed Level 2- 15.1% Somewhat Developed Level 1- 9.4% Beginning Stage</p>	<p>2020-2021 Summative ELPAC Test Results (19 students enrolled)</p> <p>Level 4- 29.41% Well Developed Level 3- 41.18% Moderately Developed Level 2- 17.65% Somewhat Developed Level 1- 11.76% Minimally Developed</p>			<p>CA Dashboard English Learner Progress</p> <p>Increase the students scoring in Well Developed and decrease the students scoring in Beginning Stage and Somewhat Developed.</p> <p>Increase the precentage of ELs scoring in Well Developed from 43.4% to 60%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4: English Learner reclassification rate	2020-2021 School Year 13 English Learners 6 Initial Fluent English Proficient 25 Reclassified Fluent English Proficient	2021-2022 18 English Learners 3 Initial Fluent English Proficient 25 Reclassified Fluent English Proficient			Overall we want to increase our Reclassification rate for ELs.
Priority 4: Pupil Achievement/ Pupils prepared for College/College & Career Measures Report 2020	<p>All Students District-wide, 22.9% of all students are prepared, as measured by the College and Career Indicator (CCI) on Data Quest.</p> <p>District-wide, 16.6% of all students are approaching prepared, as measured by the College and Career Indicator (CCI) on Data Quest.</p> <p>District-wide, 60.5% of all students are not prepared, as measured by the College and Career Indicator (CCI) on Data Quest.</p>	<p>This information was not provided for the 2020-2021 school year. According to Data Quest, "Due to the COVID-19 pandemic, California received a waiver from the U.S. Department of Education from the requirement to report measures of student progress. The State of California subsequently removed similar state requirements with the passage of Assembly Bill 130. As a result, there will be no state indicators published on the 2021 California School Dashboard (Dashboard), including the</p>			<p>Overall, we want to see an increase in every student prepared for College and Career.</p> <p>40% of all students will be prepared, as measured by the College and Career Indicator (CCI) on Data Quest. (CA School Dashboard-Yellow)</p> <p>25% of all Students with Disabilities will be prepared, as measured by the CCI on Data Quest. (CA School Dashboard-Yellow)</p> <p>35% of all Hispanic Students will be prepared, as</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<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% 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</p>	College/Career Indicator (CCI)."			measured by the CCI on Data Quest. CA School Dashboard-Yellow)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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 College and Career Indicator (CCI) on Data Quest.</p>				
Priority 4: Pupil Achievement/ % of pupils that pass AP exams with a score of 3 or higher	<p>During the 2019-2020 school year, 56 PUSD students took at least one AP exam. Out of the 56 students who tested, a total of 99 AP exams were taken. Out of the 99 exams, the average scores were 3.0. 65% of exams scored 3 or higher.</p> <p>73% of students who took an AP exam,</p>	<p>During the 2020-2021 year, 41 students took at least one AP exam. Out of the 41 students who tested, a total of 99 exams were taken. Out of the 99 exams, the average score was 2.5.</p> <p>49% of the exams were scores of 3 or higher. N/A</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>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	passed with a score of 3 or higher.				
Priority 4: Pupil Achievement/ % of pupils that have successfully completed A-G requirements	<p>In the 2019- 2020 school year, 37 students out of 124 met the a-g UC/CSU requirements.</p> <p>29.8% of the seniors completed A-G requirements.</p>	<p>In the 2020-2021 school year, 27 students out of 137 students met the a-g UC/CSU requirements.</p> <p>19.7% 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 pupils that have successfully completed CTE courses from approved pathways	<p>In the 2019-2020 school year, out of all 9th-12th graders (600 students), 63 students completed CTE courses (51 concentrators & 12 completers).</p> <p>10.5% of all high school seniors completed CTE courses from approved pathways</p>	<p>In the 2020-2021 school year, out of all 9th-12th graders (at PHS and PELA 551 students), 108 students completed CTE courses (96 concentrators & 12 completers).</p> <p>19.6% of all high school students completed CTE courses from approved pathways.</p>			<p>PUSD will see an increase in students completing CTE courses from approved pathways.</p> <p>30% of high school seniors will complete CTE courses from approved pathways.</p>
Priority 4: Pupil Achievement/ % of pupils that have	In the 2019-2020 school year, 37 students met the A-G	In the 2020-2021 school year, 27 students out of 137			PUSD will see an increase in students completing A-G

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
successfully completed A-G requirements AND that have successfully completed CTE courses from approved pathways	<p>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>students met the a-g UC/CSU requirements.</p> <p>2 of those students also successfully completed at least one CTE Pathway.</p>			<p>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	<p>2019-2020 School Year</p> <p>Students graduating with their cohort district-wide was 84.4% measured by Data Quest, CA Department of Education.</p> <p>Paradise High School- 96.52%</p> <p>Paradise eLearning- 80%</p> <p>Ridgeview Continuation High School- 63.93%</p> <p>District-wide 86.1% of socioeconomically disadvantaged</p>	<p>2020-2021 School Year</p> <p>Students graduating with their cohort district-wide was 91.1% measured by Data Quest, CA Department of Education.</p> <p>Paradise High School- 95.5%</p> <p>Paradise eLearning- 93.2%%</p> <p>Ridgeview Continuation High School- 75.0%</p> <p>District-wide 91.3% of socioeconomically disadvantaged</p>			<p>All Students graduating with their cohort district-wide will be 91%. (CA School Dashboard Green)</p> <p>Paradise eLearning will increase the graduation rate to 91%. (CA School Dashboard Green)</p> <p>Ridgeview Continuation High School will increase the graduation rate to 80%. (CA School Dashboard Green)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>students graduated with their cohort.</p> <p>District-wide 71.0% of students with disabilities graduated with their cohort.</p>	<p>students graduated with their cohort. (CA Dashboard)</p> <p>District-wide 71.9 of students with disabilities graduate with their cohort. (CA Dashboard)</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>2020-2021</p> <p>There were 60 total students enrolled an in AP class in 2020-2021.</p> <p>10% of them were Total Free and Reduced students. (6 students)</p> <p>30% of them were Total Free (18 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>
<p>Priority 7: Course Access/ Local Metric: A Broad Course of Study/ Enrollment in a CTE Class</p>	<p>63 students were enrolled in a CTE class in 2019-2020.</p> <p>10.5% of students were enrolled in a CTE course last year.</p> <p>3 Students with Disabilities were enrolled</p>	<p>108 students were enrolled in a CTE course in 2020-2021</p> <p>25% of students were enrolled in a CTE course last year.</p> <p>14 students with disabilities were enrolled- 13%</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,</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>31 students were economically disadvantaged</p> <p>0 English Learners were enrolled</p>	<p>61 students were economically disadvantaged- 56%</p> <p>1 English Learner was enrolled</p>			economically disadvantaged, English learners`
Priority 8: Other Pupil Outcomes: 6th grade and 8th-grade iReady/Local Assessment	<p>44% of 6th Grade Students are Entering Middle School early, mid or above grade level in Reading according to Spring 2021 Diagnostic Growth Report.</p> <p>29% of 6th Grade Students Entering Middle School early, mid or above grade level in Math according to Spring 2021 Diagnostic Growth Report.</p> <p>17% of 8th Grade Students Entering High School early, mid or above grade level in Reading according to Spring 2021</p>	<p>30% of 6th Grade Students are Entering Middle School early, mid or above grade level in Reading according to Spring 2022 Diagnostic Growth Report.</p> <p>24% of 6th Grade Students Entering Middle School early, mid or above grade level in Math according to Spring 2022 Diagnostic Growth Report.</p> <p>50% of 8th Grade Students Entering High School early, mid or above grade level in Reading according to Spring 2022</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>Diagnostic Growth Report.</p> <p>11% of 8th Grade Students Entering High School early, mid or above grade level in Math according to Spring 2021 Diagnostic Growth Report.</p>	<p>Diagnostic Growth Report.</p> <p>16% of 8th Grade Students Entering High School early, mid or above grade level in Math according to Spring 2022 Diagnostic Growth Report.</p>			
<p>Priority 8: Other Pupil Outcomes/iReady Math and Reading Diagnostic Growth Results for ELs and Foster Youth</p>	<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>Reading Overall Placement- 33% on or above grade level, 17% one grade level below or early on grade level, 28% two</p>	<p>Spring 2022 iReady Reading and Math Diagnostic English Learners District-Wide (11 Total)</p> <p>Reading Growth- The median percent progress towards Typical Growth for ELs is 89%. Five students met 100% of their progress towards Typical Growth.</p> <p>Reading Overall Placement- 27% on or above grade level, 20% one grade level below or early on grade level, 33% two</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>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 Foster Youth District-Wide (10 total)</p> <p>Reading Growth- The median percent progress towards</p>	<p>or more grade level below, 20% not completed.</p> <p>Math Growth- The median percent progress towards Typical Growth for ELs is 123%. Seven students met 100% of their progress towards Typical Growth.</p> <p>Math Overall Placement- 20% on or above grade level, 40% one grade level below or early on grade level, 20% two or more grade level below, 20% not completed.</p> <p>There are a total of 3 Foster Youth in PUSD, due to this, we are not listing scores.</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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, 10% one grade level below or early on grade level, 30% two or more grade level</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	below, 10% not completed.				

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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.	\$750,000.00	Yes
1.2	Full Day Transitional Kindergarten and Kindergarten	Provide full-day transitional kindergarten and kindergarten programs to increase student learning and achievement. PUSD has 3 TK teachers (one at each elementary school) and 4 total K teachers in the district.	\$480,000.00	Yes
1.3	Intervention and Support Classes at Paradise High School	Increase intervention and support classes at Paradise High School to support learning loss in math and ELA and increase the graduation rate. PHS 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. This pays for 4 teachers for 6 periods serving 124 students.	\$85,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Provide a five hour classified staff member to each PUSD school to support student academics and social emotional learning.	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 member will focus on supporting students in the classroom and provide academic or SEL interventions. This is a total of 6 aides.	\$95,000.00	Yes
1.5	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
1.6	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	\$250,000.00	Yes
1.7	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. Each site will use funds to continue to build their STEAM labs.	\$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Visual and Performing Arts (VAPA)	Strengthen VAPA services and supports in all grades to improve student success, achievement and engagement. This will support band at 6th through 12th grade and also offer VAPA supplies district wide.	\$130,000.00	Yes
1.9	ELD Support for EL students	This will help support the costs for one teacher on special assignment acting as a lead teacher who will focus on testing and supporting EL students by connecting with teachers who have EL students.	\$34,000.00	No
1.10	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.	\$250,000.00	Yes
1.11	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.	\$246,000.00	No
1.13	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 at Paradise Junior High School.	\$40,000.00	No
1.14	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.	\$390,000.00	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.

Overall, PUSD was able to implement this goal. TK and K classes took place at two elementary schools, and TK-12 continued lower-class averages. PUSD focused on interventions to support learning loss from Covid 19. All schools had aide support for students that provided academic or SEL support. Multiple classes were created at the secondary level to support target students. Courses at Paradise High School and Paradise Junior High School supported student learning and closed the learning gap. Ridgeview had a lead teacher who helped support the school's students and staff.

PUSD focused on student engagement, implemented CTE and Pathway supports at the high school and implemented STEAM and VAPA. PUSD used COVID grant money to help with school learning, summer school, and enrichment classes. Schools eligible for CSI implemented their CSI plan that focused on areas of improvement.

One challenge during the school year was Covid-19 and its impact on student and staff attendance. Students were supported with school work at home, but being at school is vital for learning. When staff was sick, sometimes getting substitutes was hard, and administrators had to cover classes when teachers were unavailable. For a large portion of the year, all staff and students had to wear masks, bringing up other challenges and issues.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

All goal one's LCAP budget expenditures matched the estimated actual expenditures. ESSER III and Expanded Learning Opportunities grant funding were not all spent during this school year for actions under this goal. Funding was allocated towards after-school classes for remediation and engagement. Due to limited staff participation, offering classes after school was difficult. Schools offered classes after school, but it was limited.

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

The following actions will be grouped: increasing student services by decreasing class average, interventions and support at Paradise High School and Paradise Junior High, aide support for academic and SEL interventions, and CSI plans for school improvement. Due to PUSD focusing on learning loss from the Camp Fire and Covid 19, the above actions positively impacted students socially, emotionally, and academically. According to iReady growth reports, K-8th grade students made growth in the math and reading diagnostic administered at the beginning and end of the year. Paradise Elearning Academy and Paradise Junior High School made significant growth and improvement in math and reading. The math assessment used at PHS, NWEA MAP, showed an increase in Math.

When we compared 8th graders last year (2020-2021) to 8th graders this year (2021-2022), their on-level percentages went from 17% to 50% on grade level. In addition, EL students improved in Math according to the iReady growth report. The median percent progress towards Typical Growth for these students last year was 88%, and this year it is 123%.

Strengthening and supporting Career Technical Education and Pathways for 7-12 increased the percentage of all high school students completing CTE courses. In addition, more Special Education students, low income, and one more EL student participated than in 2019-2020 compared to last year in 2020-2021. In addition graduate rate improved from 84.4% to 91.1% in 2020-2021. Lastly, more low-income students participated in AP classes in 2020-2021.

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.

The goal, metrics, and desired outcomes remain the same for the upcoming 2022-2023 school year. We had to remove the action item labeled additional transportation from goal one. This transportation supported transferring students that lived in Durham or Chico due to the Camp Fire. Since these students had not relocated back to PUSD, PUSD was offering rides to these students. After the PUSD School Board formed a committee to look at the impact of this service on all Paradise students that are bussed in town, the decision was made to stop transporting because it put a strain on bussing in Paradise.

PUSD altered budgeted items for some actions due to readjusting for smaller class sizes and increased funding from ESSER and the Expanded Learning Opportunities Grant. We were able to shift some money to ensure action items continued that PUSD educational partners feel are important and want to see continue.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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 schools district-wide were ranked in good condition, as measured by the spring 2022 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.	PUSD has Chromebooks in all their classrooms for all students.			100% of all students will have a Chromebook to use in the classroom.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5: Pupil/Engagement/Chronic Absenteeism/Local Indicator/CALPADS Report	<p>PUSD 2019-2020/Total Chronically 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</p>	<p>PUSD 2020-2021/Totally Chronically Absent/CALPADS Report 14.2</p> <p>Paradise eLearning Academy- 235 students are Chronically Absent (Dataquest H)</p> <p>Paradise Ridge Elementary- 55 students are Chronically Absent (Dataquest H)</p> <p>Cedarwood Elementary School-82 students are Chronically Absent (Dataquest H)</p> <p>Pine Ridge School-95 students are Chronically Absent (Dataquest H)</p> <p>Paradise Senior High-148 students are Chronically Absent (Dataquest H)</p>			Overall decrease in students who are chronically absent.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>are Chronically Absent (Dataquest H)</p> <p>Ridgeview Continuation High School- 96 students are Chronically Absent (Dataquest H)</p>	<p>Paradise Junior High School- 69 students are Chronically Absent (Dataquest H)</p> <p>Ridgeview Continuation High School- 79 students are Chronically Absent (Dataquest H)</p>			
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>	<p>(This data is not available from the CA Dashboard for the 2020-2021 school year.</p>			<p>PUSD will decrease Chronically Absent students to 10% or less to get a rating of Yellow or better on the California School Dashboard</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5: Pupil Engagement/Attendance Rate/Local Indicator/CALPADS report	<p>PUSD 2019-2020/CalPads Report 14.1</p> <p>Average for Students Absent <5% = 45%</p> <p>Average for Students Absent >=5% and <10% = 23%</p> <p>Average for Students Absent >=10% and 20% = 14%</p> <p>Average for Students Absent >=20% = 18%</p>	<p>PUSD 2020-2021/CalPads Report 14.1</p> <p>Average for Students Absent <5% = 39.72%</p> <p>Average for Students Absent >=5% and <10% = 20.63%</p> <p>Average for Students Absent >=10% and 20% = 17.66%</p> <p>Average for Students Absent >=20% = 21.99%</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 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.	During the 2020-2021 school year, there was one junior high drop out.			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</p>	<p>During the 2020-2021 school year, 16 high school students dropped out.</p> <p>1.12 Dropout CalPads</p> <p>Paradise eLearning Academy- 3 students</p> <p>Paradise High School- 2 students</p> <p>Ridgeview Continuation High School- 11 students</p>			PUSD will decrease the high school dropout rate. PUSD would like the dropout rate to be less than 5%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	School- 18 students (29.5) (According to CalPads 15.1)				
Priority 6: School Climate/ Suspension Rate	In 2019-2020, the suspension rate for all students was 9.1% according to Data Quest. CDW- .3% PELA- 5.1% PINT- 18.1% PRES- 3.1% PHS- 10.8% PRS- 8% RDV- 17.7%	In 2020-2021, the suspension rate for all students was 1.7% according to Data Quest. CDW- 1.5% PELA- 0% PINT- 4% PRES- 0% PHS- 2.3% PRS- 2.5% RDV- 0%			PUSD will decrease the suspension rate. PUSD would like the suspension rate to be less than 5%.
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.	In 2020-2021, the expulsion rate for all students was 0% according to Data Quest. There were 0 expulsions during the 2020-2021 school year.			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 (206 responded) :	According to the 2021-2022 PUSD LCAP Survey for Students given in Spring 2022 (292 students responded)			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
	<p>76% of the students who responded stated they strongly agree or agree they belong and feel safe at school</p> <p>12% of the students who responded chose "I don't know" when asked if they belong and feel safe at school</p> <p>12% of the students who responded chose strongly disagree or disagree when asked if they feel safe at school.</p>	<p>66% of the students who responded stated they strongly agree or agree they belong and feel safe at school</p> <p>14% of the students who responded chose "I don't know" when asked if they belong and feel safe at school</p> <p>19% of the students who responded chose strongly disagree or disagree when asked if they feel safe at school.</p>			
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</p>	<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</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>True” to the above questions: Grade 7- 62% Grade 8- 57% Grade 9- 59% Grade 10- 55% Grade 11-70% Grade 12- 77% RDV- 71%</p> <p>2. Students were asked if there is a teacher or some other adult from their school...who tells them when they do a good job... who always wants them to do their best... who believes that they will be a success. The averages below reflect students reporting “Pretty Much True” or “Very Much True to the above questions”: Grade 7- 67% Grade 8- 71% Grade 9- 63% Grade 10- 65% Grade 11- 78% Grade 12- 80% RDV- 79%</p>	<p>True” to the above questions: Grade 7- 49 % Grade 8- 59 % Grade 9- 47% Grade 10- 62% Grade 11 63% Grade 12- 64% RDV- 64 %</p> <p>2. Students were asked if there is a teacher or some other adult from their school...who tells them when they do a good job... who always wants them to do their best... who believes that they will be a success. The averages below reflect students reporting “Pretty Much True” or “Very Much True to the above questions”: Grade 7- 60% Grade 8- 69% Grade 9- 54% Grade 10- 61% Grade 11- 67% Grade 12- 72% RDV- 69%</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>3. Students were asked how strongly they agree or disagree with the following statements... I feel close to people at this school... I am happy to be at this school... I feel like I am part of this school... The teachers at this school treat students fairly... I feel safe in my school. The averages below reflect students reporting “Agree” or “Strongly Agree” to the above statements:</p> <p>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</p>	<p>3. Students were asked how strongly they agree or disagree with the following statements... I feel close to people at this school... I am happy to be at this school... I feel like I am part of this school... The teachers at this school treat students fairly... I feel safe in my school. The averages below reflect students reporting “Agree” or “Strongly Agree” to the above statements:</p> <p>Grade 7- 55% Grade 8- 52% Grade 9- 35% Grade 10- 44% Grade 11- 51% Grade 12- 47% RDV- 63%</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</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>doing some usual activities. Students responded either Yes or No.</p> <p>Grade 7- 63% said No, 37% said Yes</p> <p>Grade 8- 49% said No, 51% said Yes</p> <p>Grade 9- 40% said No, 60% said Yes</p> <p>Grade 10- 51% said No, 49% said Yes</p> <p>Grade 11- 40% said No, 60% said Yes</p> <p>Grade 12- 47% said No, 53% said Yes</p> <p>RDV- 41 % said No, 59% said Yes</p>	<p>doing some usual activities. Students responded either Yes or No.</p> <p>Grade 7- 49% said No, 51% said Yes</p> <p>Grade 8- 43% said No, 57% said Yes</p> <p>Grade 9- 41% said No, 59% said Yes</p> <p>Grade 10- 42% said No, 58% said Yes</p> <p>Grade 11- 52% said No, 48% said Yes</p> <p>Grade 12- 50% said No, 50% said Yes</p> <p>RDV- 42% said No, 58% said Yes</p>			

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Attendance Services to support student absenteeism and chronically absent students.	Provide attendance services, including SARB services to support students who are chronically absent. A teacher on special assignment acting as a lead teacher will track data, support sites and families with students who are chronically absent.	\$28,000.00	No
2.3	Information Technology Services District Wide	Provide Information Technology Services to ensure district wide technology and communication services are adequate and	\$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		appropriate. PUSD will focus on making sure target students have access to technology at each school site.		
2.4	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.	\$100,000.00	Yes
2.5	PUSD Athletics Program for 6th through 12th Grade	To help support positive adult relationships and strong school ties to the 65% of students involved in athletics, we will offer athletics to 6th through 12th grade. Providing athletic programs for students in grades 6-12 will improve student engagement, achievement, and overall success. We will provide assistant athletic coaches, uniforms, supplies, transportation, and entrance fees for games/tournaments, etc.	\$250,000.00	Yes
2.6	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
2.7	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.	\$740,905.00	No
2.8	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	\$200,653.00	No

Action #	Title	Description	Total Funds	Contributing
		campuses without contributing to further displacement and provides year-to-year continuity with their case manager.		
2.11	Title I Program	Provide Administrative Services to oversee Title 1 Program.	\$17,300.00	No
2.12				

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.

Overall, PUSD was able to implement goal two. PUSD continues to implement social and emotional support for students and staff. Staff continues to work on building relationships and creating safe environments for students to learn. In 2020-2021, PUSD improved by lowering dropout rates, suspension, and expulsion rates. Many students joined and participated in athletics to help support engagement and overall campus connectedness. In addition, high school students implemented Get Focused Stay Focused, a comprehensive career planning process.

The challenge for PUSD was the impact Covid-19 had on attendance for students. Students continued to miss school due to getting sick with Covid-19. In addition, since the Camp Fire and the Covid-19 pandemic, PUSD has not sent the Chronic Absenteeism letter. This will be a primary focus area for PUSD next year.

Another top focus for PUSD will be implementing the RULER Approach for all staff. Looking at the SEL scores from the HKS, this is an area we need to support more, and the RULER program will be an excellent program for staff to use and have as a resource.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between budgeted expenditures and estimated actual expenditures.

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

Implementing safe support for technology and safe support for our school properties continues to be a top focus for PUSD. Now that the athletic program is in place, we know students are more engaged with school, and attendance improves with engagement. Paradise High School's Get Focused and Stay Focused is strong support for students and their future. Special Education continues to offer student support at home campuses to provide year-to-year continuity with their case managers.

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.

PUSD will continue to support TK-3 class size reduction, and PUSD will allocate more LCAP money to continue that support. Moving LCAP money to focus on PUSD priorities has allowed us to use other funds to support some areas. We used ESSER and ELO grant money to help district-wide social and emotional support for students and will continue to do that next year. A focus next year will be to roll out RULER so all staff can access this incredible resource. While reviewing data on students and staff, we were able to cancel one action item. Since our schools have been smaller since the Camp Fire, we do not need to continue to fund vice principals at Cedarwood and Pine Ridge. This money has been moved to support VAPA programs in PUSD schools.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Goal #3- Create exceptional connections by effectively engaging all educational partners 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 educational partners' feedback as they rebuild multiple school campuses and strive to support all students academically, socially, and emotionally. Educational partners have valuable perspectives and insights that help create strong schools and identify goals and actions for the district. Educational partners' 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	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.	PUSD classrooms have sufficient instructional materials.			100% of PUSD classrooms will have sufficient instructional materials, as verified by the Williams Report.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 2: Implementation of CCSS for all students/Staff Training and Professional Development Survey	<p>Top Areas of Interest for Staff Training</p> <ol style="list-style-type: none"> 1. 39% - Writing Instruction 2. 35%- Restorative Justice 3. 33%- Trauma-Informed Practices 4. 32%- Project-Based Learning 5. 29%- Reading Instruction 6. 26%- Math Instruction 7. 22%- UDL (Universal Design for Learning) 8. 22%- RTI (Response to Intervention) 9. 20%- Mindfulness 10. 20%- MTSS (Multi-Tiered System of Support) <p>Top training and professional development opportunities in the last two years that staff found to be the most effective.</p> <ol style="list-style-type: none"> 1. Capturing Kids Hearts 	<p>Top Areas of Interest for Staff Training</p> <ol style="list-style-type: none"> 1. 30.8%- Trauma-Informed Practices 2. 30.8%- MTSS (Multi-Tiered Systems of Support) 3. 28.2%- UDL (Universal Design for Learning) 4. 23.1%- Writing Instruction 5. 20.5% NGSS (Next Generation Science Standards) 6. 20.5%- Reading Instruction 7. 20.5%- Restorative Justice 8. 20.5%- RULER 9. 17.9%- RTI 10. 17.9%-Developing Common Assessments <p>Top training and professional development opportunities in the last two years that staff found to be the most effective.</p> <ol style="list-style-type: none"> 1. 32.4%- Trauma-Informed Practices 			Continue gathering areas of interest from 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
	2. Trauma-Informed Practices 3. Restorative Justice 4. Lots of different distance-learning trainings to help teach online	2. 21.6%- Writing Instruction 3. 18.9% iReady Reading Instruction and/or Intervention 4. 18.9% iReady Math Instruction and/or Intervention			
Priority 2: Implementation of CCSS for all students/Spring 2021 Employee LCAP Survey	<p>Employee 2020-2021 LCAP Survey Results (77 responses)</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</p>	<p>Employee 2021-2022 LCAP Survey Results (44 responses)</p> <p>81% 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>5% of the employees who responded chose "I don't know" when asked if the district and site leadership support instructional strategies, curriculum implementation, and</p>			<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.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>ongoing professional development opportunities.</p> <p>7% of the employees who responded strongly disagreed or disagreed when asked if the district and site leadership support instructional strategies, curriculum implementation, and ongoing professional development opportunities.</p>	<p>ongoing professional development opportunities.</p> <p>14% of the employees who responded strongly disagreed or disagreed when asked if the district and site leadership support instructional strategies, curriculum implementation, and ongoing professional development opportunities.</p>			
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.	All schools were able to have a Back-To-School Night this year.			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>For the 2021-2022 school year, 84.8% of parents had a parent portal account.</p> <p>Paradise High - 99.51%</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 Junior High - 92.36% Ridgeview High - 95.45% Paradise Ridge Elementary - 35.06% Pine Ridge - 89.78% Cedarwood Elementary - 22.73% Paradise eLearning Academy - 84.43%	Paradise Junior High - 100% Ridgeview High - 100% Paradise Ridge Elementary - 42.65% Pine Ridge - 93.10% Cedarwood Elementary - 65.91% Paradise eLearning Academy - 92.31%			
Priority 3: Parent Involvement/Parent Input in Decision Making/Superintendent LCAP Advisories	PUSD holds monthly meetings for Superintendent Parent & Employee LCAP Advisory and Superintendent Employee LCAP Advisory. PUSD holds Superintendent Student LCAP Advisory three times a year.	PUSD has been able to continue Parent and Employee LCAP Advisory Meetings. PUSD has also scheduled meetings to meet with students from all schools in the district.			PUSD will hold monthly meetings for Superintendent Parent & Employee LCAP Advisory and Superintendent Employee LCAP Advisory. PUSD will hold Superintendent Student LCAP Advisory three times a year.
Priority 3: Parent Involvement/Local Indicator/Parent Input in Decision Making/Two Parent	PUSD maintained their average of two parent decision-making meetings a month (SSC and	PUSD maintained their average of two parent decision-making meetings a month (SSC and			PUSD will maintain their average of two parent decision-making meetings a month (SSC and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Decision-Making Meetings a Month	Parent Club) as measured by school site agendas through ZOOM.	Parent Club) as measured by school site agendas.			Parent Club) as measured by school site agendas.
Priority 3: Parent Involvement/Local Indicator/Parent and Student Completion of the LCAP Survey	<p>Student Completion of 2020-2021 LCAP survey 17% of 4th-12th grade students completed 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) 50% of parents state their child is from</p>	<p>Student Completion of 2021-2022 LCAP survey 28 % of 4th-12th grade students completed the LCAP Survey (292 students)</p> <p>31.7% Paradise Junior High School Paradise High School 9.4% Ridgeview Continuation High School 28.2% Paradise Ridge Elementary School 0% Paradise eLearning 5.6% Cedarwood Elementary School 11.5% Pine Ridge School</p> <p>Parent Completion of 2021-20212 LCAP survey (99 total surveys completed)</p>			PUSD will see an increase in Parent and Student completion of the LCAP survey as measured by annual parent/guardian survey results.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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 7.5% of parents state their child is from Cedarwood 5% of parents state their child is from Paradise eLearning 2.5% of parents state their child is from Ridgeview Continuation High School	7.1% of parents state their child is from Paradise Junior High School 32.3% of parents state their child is from Paradise High School 43.4% of parents state their child is from Paradise Ridge Elementary 6.1% of parents state their child is from Pine Ridge School 11.1% of parents state their child is from Cedarwood 3% of parents state their child is from Paradise eLearning 2% of parents state their child is from Ridgeview Continuation High School			
Priority 3: Parent Involvement/Parent Input in Decision Making/Parent LCAP Survey Results	Parent 2020-2021 LCAP Survey Results (80 responses) 77% of the parents who responded stated they strongly agree or agree their child's school actively seeks	Parent 2021-2022 LCAP Survey Results (99 responses) 78% of the parents who responded stated they strongly agree or agree their child's school actively seeks			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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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 disagree when asked if their child’s school actively seeks their input into decisions related to their child’s education</p>	<p>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>17% of the parents who responded chose strongly disagree or disagree when asked if their child’s school actively seeks their input into decisions related to their child’s education</p>			related to their child's education.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Training for Staff for District Initiatives	Training and professional development opportunities for RULER, PLC, Positive Attendance Strategies, Rural School Awareness Strategies, and EL training on the most effective ways to support and monitor English Learners.	\$170,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	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
3.3	District Wide Communication Plan	Continue supporting a communication plan centered around recovery and rebuilding our schools. Videos will be created to share all the important work that takes place at PUSD and also help with recruitment.	\$30,000.00	No
3.4	Beginning Teacher Support and Assessment Program- BTSA	Beginning Teacher support for California Induction Program for two years to help support new teachers.	\$25,000.00	Yes
3.5	Tier II Training for Administrators	Provide Tier II supports for new administrators. This is offered to principals who are in a current administration position and they need to complete Tier II of their credential.	\$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.

Overall, goal three was implemented, and we successfully got more educational partners involved in our school decisions. With our district communication plan reach out, we have been able to have videos created that were on TV to share all the great things happening in PUSD and encourage recruitment. We were able to support two administrators with their Tier II program. Most exciting is due to the reduction of

Covid restrictions, we were able to hold in-person meetings at sites, and we were able to invite families to our school for special programs and events.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In goal three, we didn't have any differences in budgeted expenditures and estimated actual expenditures.

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

Staff benefited from different trainings that were offered throughout the school year. Staff participated in PBIS training, Ruler training, UDL training, and BCOE staff worked with schools to help with school improvement. This action helps create positive change in the classroom.

Holding district-wide special education meetings continue to be strong support for all case managers in the district.

PUSD was also able to support beginning teachers with the California Teacher Induction Program, and due to so many new teachers, we have increased the budget for next year.

There was an increase in parent portal use from 73.8% to 84.8%. There was an increase in parents taking our LCAP survey, from 80 families to 90 families filling out the survey. There was an increase in students taking our LCAP survey, from 203 last year to 292 this year.

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.

PUSD listed multiple district training opportunities last year and this coming year we are focusing on three focus areas: implementing RULER, reestablishing PLC's and a focusing on attendance.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$2,582,475	\$194,785

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
19.21%	0.00%	\$0.00	19.21%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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 educational partner 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 8: 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 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 3, Action 4: Beginning Teacher Support through the California Induction Program

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 \$2,582,475 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 19.21%. Our district has demonstrated that it has met the 19.21% 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.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

In PUSD, 1 school has an Unduplicated Pupil Percentage (UPP) below 55% and 6 schools have an Unduplicated Pupil Percentage (UPP) above 55%. The additional concentration grant add-on funding will be used to provide additional staffing support to high-needs schools (those with Unduplicated Pupil Percentages above 55%). This will primarily provide additional certificated staffing for smaller class sizes and increased support for target students at our alternative high school. In addition, each school site will have a 5-hour classified staff member to focus on supporting the unduplicated students to improve achievement levels in math and ELA.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:21	1:20
Staff-to-student ratio of certificated staff providing direct services to students	1:15	1:15

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,595,000.00	\$1,405,558.00		\$1,504,300.00	\$5,504,858.00	\$4,330,858.00	\$1,174,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Increasing student services by decreasing class average	English Learners Foster Youth Low Income	\$750,000.00				\$750,000.00
1	1.2	Full Day Transitional Kindergarten and Kindergarten	English Learners Foster Youth Low Income	\$480,000.00				\$480,000.00
1	1.3	Intervention and Support Classes at Paradise High School	English Learners Foster Youth Low Income	\$85,000.00				\$85,000.00
1	1.4	Provide a five hour classified staff member to each PUSD school to support student academics and social emotional learning.	English Learners Foster Youth Low Income	\$95,000.00				\$95,000.00
1	1.5	Comprehensive Support and Improvement (CSI)	All				\$1,000,000.00	\$1,000,000.00
1	1.6	Creating and supporting CTE and Pathway Supports and Services.	English Learners Foster Youth Low Income	\$250,000.00				\$250,000.00
1	1.7	Provide funding for school sites to support STEAM (Science, Technology, Engineering, Arts, and Math) in	English Learners Foster Youth Low Income	\$25,000.00				\$25,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		classrooms, schools or STEAM labs.						
1	1.8	Visual and Performing Arts (VAPA)	English Learners Foster Youth Low Income	\$130,000.00				\$130,000.00
1	1.9	ELD Support for EL students	English Learners All		\$34,000.00			\$34,000.00
1	1.10	Ridgeview Continuation High School (RDV) Extended Day and Lead Teacher	English Learners Foster Youth Low Income	\$250,000.00				\$250,000.00
1	1.11	MTSS for Math and ELA Supports and Interventions	All				\$246,000.00	\$246,000.00
1	1.13	Intervention and Support Classes at Paradise Junior High	All				\$40,000.00	\$40,000.00
1	1.14	Expanded Learning Opportunities	All		\$390,000.00			\$390,000.00
2	2.1	Attendance Services to support student absenteeism and chronically absent students.	All				\$28,000.00	\$28,000.00
2	2.3	Information Technology Services District Wide	English Learners Foster Youth Low Income	\$150,000.00				\$150,000.00
2	2.4	District Wide School Security	English Learners Foster Youth Low Income	\$100,000.00				\$100,000.00
2	2.5	PUSD Athletics Program for 6th through 12th Grade	English Learners Foster Youth Low Income	\$250,000.00				\$250,000.00
2	2.6	Academic Targeted Support	All		\$10,000.00			\$10,000.00
2	2.7	Workability- Support Special Education Students 9-12	Students with Disabilities		\$740,905.00			\$740,905.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.8	Supporting Special Education Students TK-6th Grade	Students with Disabilities		\$200,653.00			\$200,653.00
2	2.11	Title I Program	All				\$17,300.00	\$17,300.00
2	2.12							
3	3.1	Training for Staff for District Initiatives	All	\$5,000.00			\$165,000.00	\$170,000.00
3	3.2	District Wide Special Education Meeting and Student Assessment	All		\$0.00			\$0.00
3	3.3	District Wide Communication Plan	All		\$30,000.00			\$30,000.00
3	3.4	Beginning Teacher Support and Assessment Program- BTSA	English Learners Foster Youth Low Income	\$25,000.00				\$25,000.00
3	3.5	Tier II Training for Administrators	All				\$8,000.00	\$8,000.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$13,442,689	\$2,582,475	19.21%	0.00%	19.21%	\$2,590,000.00	0.00%	19.27 %	Total:	\$2,590,000.00
								LEA-wide Total:	\$525,000.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$2,065,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Increasing student services by decreasing class average	Yes	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 TK-3	\$750,000.00	
1	1.2	Full Day Transitional Kindergarten and Kindergarten	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Paradise Ridge Elementary School, Pine Ridge School,	\$480,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						Cedarwood Elementary School TK and K		
1	1.3	Intervention and Support Classes at Paradise High School	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Paradise High School 9-12	\$85,000.00	
1	1.4	Provide a five hour classified staff member to each PUSD school to support student academics and social emotional learning.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-12	\$95,000.00	
1	1.6	Creating and supporting CTE and Pathway Supports and Services.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Paradise Junior High School, Paradise High School, and Ridgeview Continuation High School 7-12	\$250,000.00	
1	1.7	Provide funding for school sites to support STEAM (Science, Technology, Engineering, Arts, and Math) in classrooms, schools or STEAM labs.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-12	\$25,000.00	
1	1.8	Visual and Performing Arts (VAPA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-12	\$130,000.00	
1	1.10	Ridgeview Continuation High School (RDV) Extended Day and Lead Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Ridgeview Continuation High School 10-12	\$250,000.00	
2	2.3	Information Technology Services District Wide	Yes	LEA-wide	English Learners Foster Youth	All Schools TK-12	\$150,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.4	District Wide School Security	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	
2	2.5	PUSD Athletics Program for 6th through 12th Grade	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Paradise Junior High School, Paradise High School 6-12	\$250,000.00	
3	3.4	Beginning Teacher Support and Assessment Program-BTSA	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	\$25,000.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$7,076,410.00	\$6,428,363.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	TK/K-3 Class Size Reduction	Yes	\$760,200.00	\$760,200.00
1	1.2	TK/K Full Day Kindergarten Program	Yes	\$550,000.00	\$550,000.00
1	1.3	Paradise High School Targeted Students	Yes	\$85,000.00	\$85,000.00
1	1.4	Provide a five hour classified staff member to each PUSD school to support student academics and social emotional learning.	Yes	\$190,022.00	\$190,022.00
1	1.5	Comprehensive Support and Improvement (CSI)	No	\$1,000,000.00	\$980,200.00
1	1.6	Creating and supporting CTE and Pathway Supports and Services.	Yes	\$300,000.00	\$300,000.00
1	1.7	Provide funding for school sites to support STEAM (Science, Technology, Engineering, Arts, and Math) in classrooms, schools or STEAM labs.	Yes	\$50,000.00	\$50,000.00
1	1.8	Visual and Performing Arts (VAPA)	Yes	\$80,000.00	\$80,000.00
1	1.9	ELD Support at Paradise High School	No	\$34,000.00	\$34,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.10	Ridgeview Continuation High School (RDV) Extended Day and Lead Teacher	Yes	\$240,000.00	\$240,000.00
1	1.11	MTSS for Math and ELA Supports and Interventions	No	\$1,040,000.00	794,000
1	1.12	Additional Transportation	No	\$12,000.00	\$12,000.00
1	1.13	Intervention and Support Classes at Paradise Junior High	No	\$40,000.00	\$40,000.00
1	1.14	Expanded Learning Opportunities	No	\$780,000.00	\$390,000.00
1	1.16				
2	2.1	Implement District-Wide Social and Emotional Support for Students	Yes	\$150,000.00	\$150,000.00
2	2.2	Fund Child Welfare and Attendance Services to support student absenteeism and chronically absent students.	No	\$28,000.00	\$28,000.00
2	2.3	Information Technology Services District Wide	Yes	\$145,000.00	\$145,000.00
2	2.4	District Wide School Security	Yes	\$125,000.00	\$125,000.00
2	2.5	PUSD Athletics Program for 6th through 12th Grade	Yes	\$300,000.00	\$300,000.00
2	2.6	Academic Targeted Support	No	\$10,000.00	\$10,000
2	2.7	Workability- Support Special Education Students 9-12	No	\$688,303.00	\$740,905

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.8	Supporting Special Education Students TK-6th Grade	No	\$173,585.00	\$200,653
2	2.9				
2	2.11	Title I Program	No	\$17,300.00	\$17,300.00
2	2.12	Administrative Services for Cedarwood and Pine Ridge	Yes	\$60,000.00	\$60,000.00
3	3.1	Training for Staff for District Initiatives	No	\$170,000.00	\$99,683
3	3.2	District Wide Special Education Meeting and Student Assessment	No	\$0.00	\$0.00
3	3.3	District Wide Communication Plan	No	\$30,000.00	\$30,000
3	3.4	Beginning Teacher Support and Assessment Program- BTSA	Yes	\$10,000.00	\$10,000.00
3	3.5	Tier II Training for Administrators	No	\$8,000.00	\$6,400

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$3,045,222	\$3,045,222.00	\$3,045,222.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	TK/K-3 Class Size Reduction	Yes	\$760,200.00	\$760,200.00		
1	1.2	TK/K Full Day Kindergarten Program	Yes	\$550,000.00	\$550,000.00		
1	1.3	Paradise High School Targeted Students	Yes	\$85,000.00	\$85,000.00		
1	1.4	Provide a five hour classified staff member to each PUSD school to support student academics and social emotional learning.	Yes	\$190,022.00	\$190,022.00		
1	1.6	Creating and supporting CTE and Pathway Supports and Services.	Yes	\$300,000.00	\$300,000.00		
1	1.7	Provide funding for school sites to support STEAM (Science, Technology, Engineering, Arts, and Math) in classrooms, schools or STEAM labs.	Yes	\$50,000.00	\$50,000.00		
1	1.8	Visual and Performing Arts (VAPA)	Yes	\$80,000.00	\$80,000.00		
1	1.10	Ridgeview Continuation High School (RDV) Extended Day and Lead Teacher	Yes	\$240,000.00	\$240,000.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.1	Implement District-Wide Social and Emotional Support for Students	Yes	\$150,000.00	\$150,000.00		
2	2.3	Information Technology Services District Wide	Yes	\$145,000.00	\$145,000.00		
2	2.4	District Wide School Security	Yes	\$125,000.00	\$125,000.00		
2	2.5	PUSD Athletics Program for 6th through 12th Grade	Yes	\$300,000.00	\$300,000.00		
2	2.12	Administrative Services for Cedarwood and Pine Ridge	Yes	\$60,000.00	\$60,000.00		
3	3.4	Beginning Teacher Support and Assessment Program-BTSA	Yes	\$10,000.00	\$10,000.00		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$15,096,656	\$3,045,222		20.17%	\$3,045,222.00	0.00%	20.17%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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 Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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 or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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