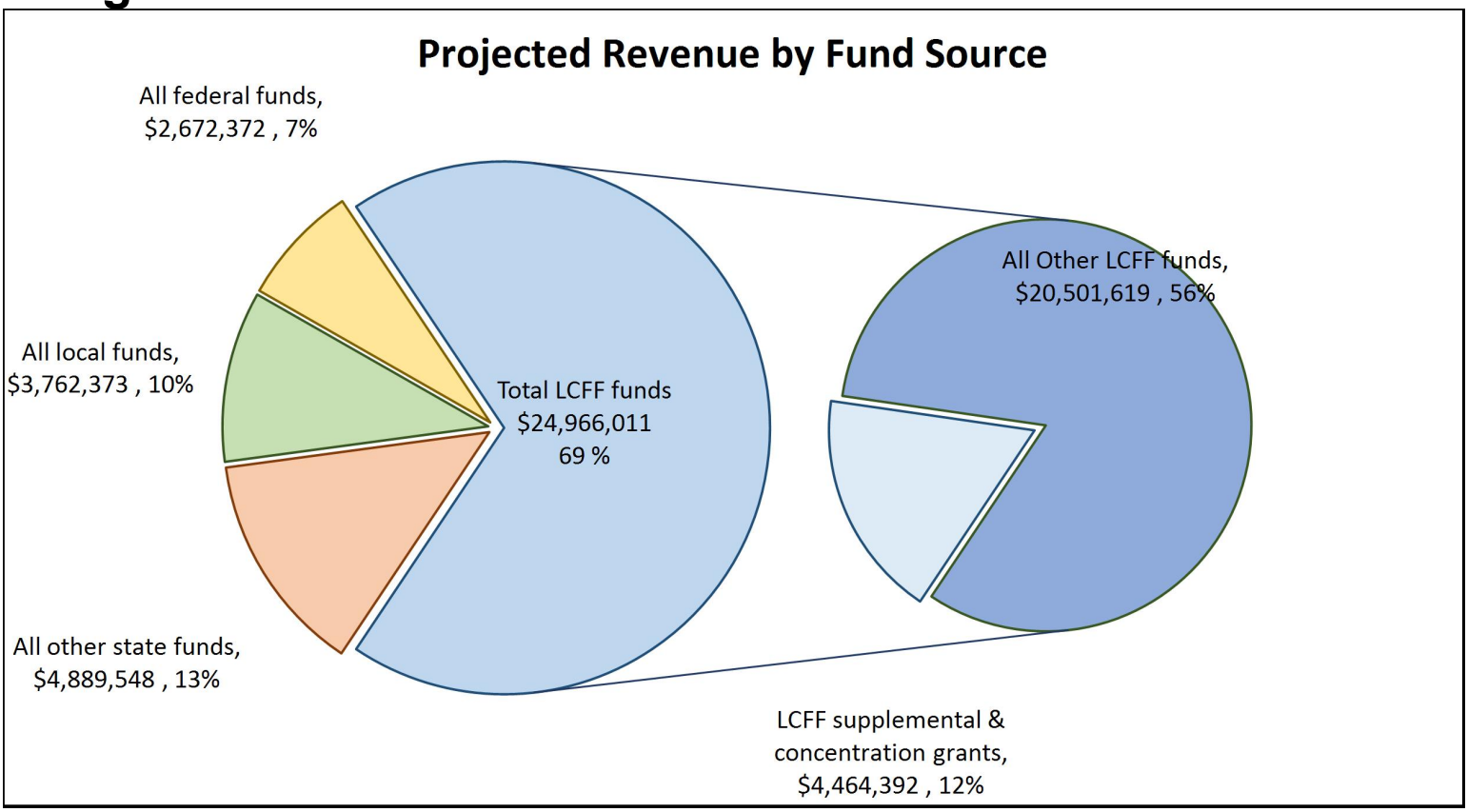
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Paradise Unified School District
CDS Code: 04615310000000
School Year: 2025-26
LEA contact information:
Betsy Amis
Interim Superintendent
bamis@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 2025-26 School Year



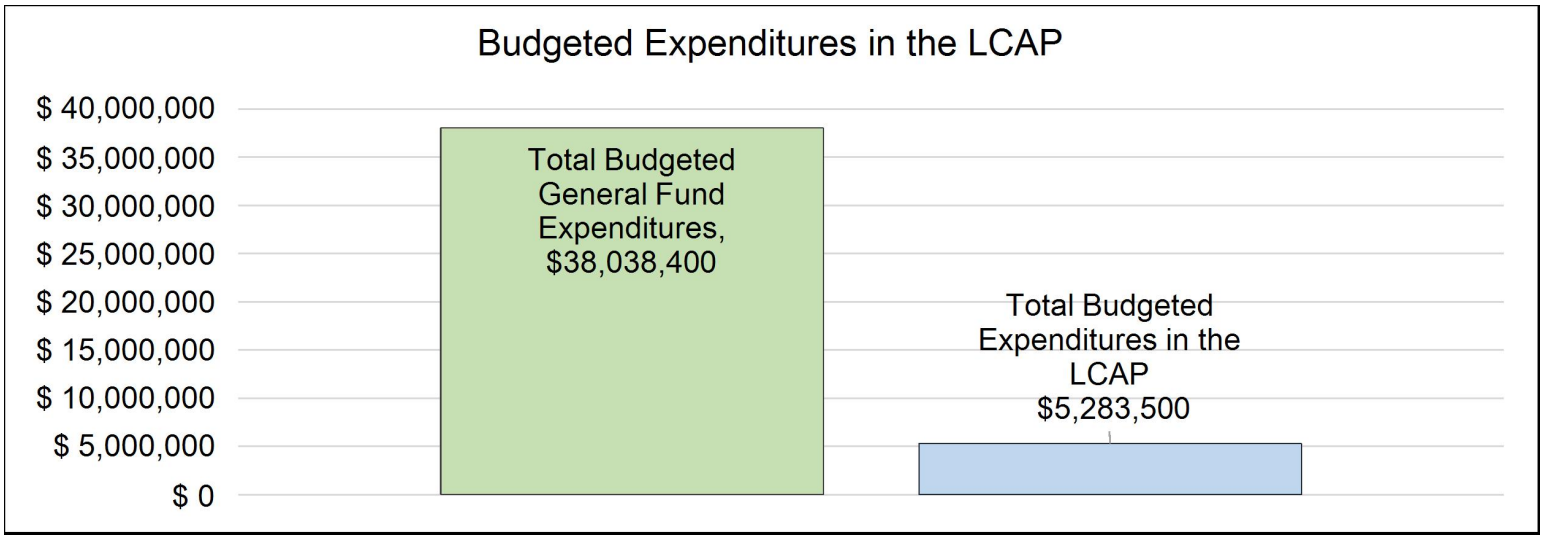
This chart shows the total general purpose revenue Paradise Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Paradise Unified School District is $36,290,304, of which $24,966,011.00 is Local Control Funding Formula (LCFF), $4,889,548.00 is other state funds, $3,762,373.00 is local funds, and $2,672,372.00 is federal funds. Of the $24,966,011.00 in

LCFF Funds, $4,464,392 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 2025-26. 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 $38,038,400.00 for the 2025-26 school year. Of that amount, $$5,283,500.00 is tied to actions/services in the LCAP and $32,754,900 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

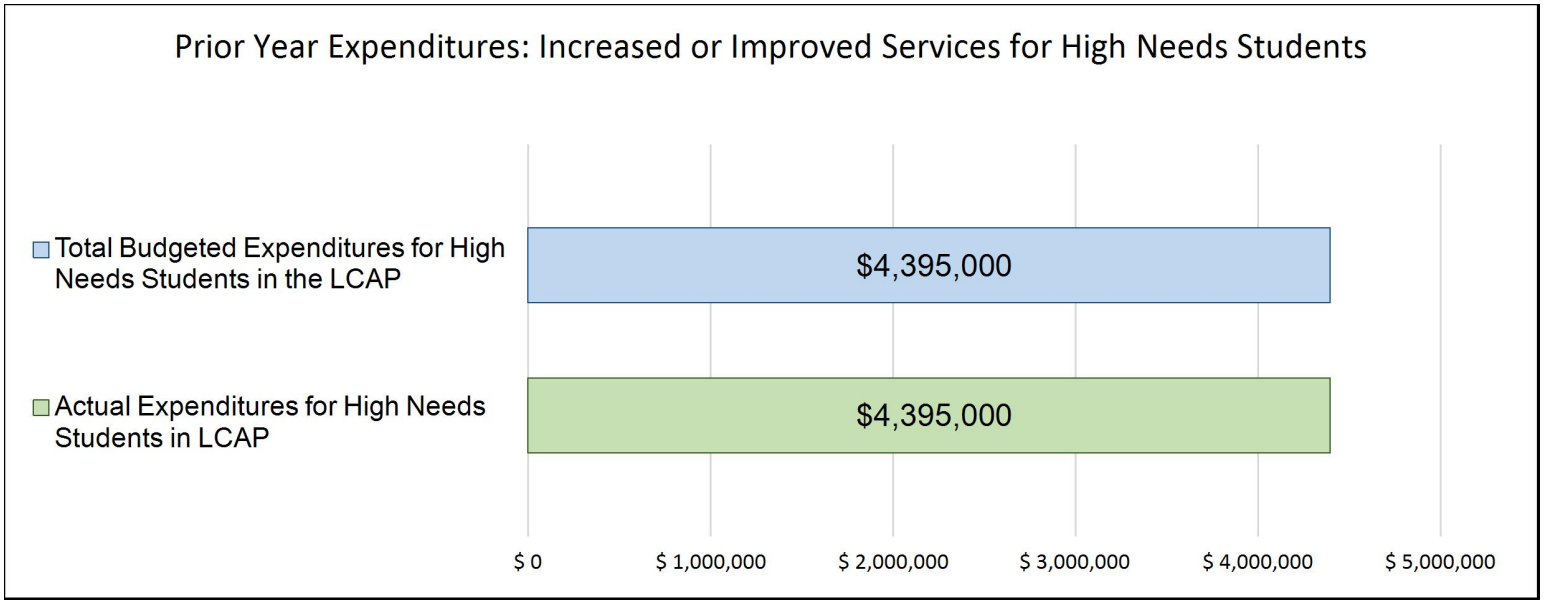
The General Fund Budget Expenditures for the school year, not covered by the LCAP, include essential areas such as staff salaries and benefits, utilities, facility maintenance, textbooks, classroom supplies, special education, and nutrition services. These funds ensure smooth school operations and a supportive educational environment beyond LCAP goals.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Paradise Unified School District is projecting it will receive $4,464,392 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 $$4,490,000.00 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 2024-25



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 2024-25, Paradise Unified School District's LCAP budgeted $$4,395,000.00 for planned actions to increase or improve services for high needs students. Paradise Unified School District actually spent $$4,395,000.00 for actions to increase or improve services for high needs students in 2024-25.

Local Control and 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	Betsy Amis Interim Superintendent	bamis@pusdk12.org (530) 872-6400

Plan Summary

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Paradise Unified School District (PUSD) is located in Butte County, California, and serves the communities of Paradise, Magalia, Stirling City, and surrounding rural areas. Spanning over 70 square miles, the district covers a diverse and geographically widespread area. Prior to the devastating Camp Fire in 2018, PUSD had an enrollment of approximately 3,500 students. The fire displaced many families and caused a significant decline in student enrollment. In recent years, enrollment has been gradually increasing but remains below pre-fire levels, with the current enrollment at approximately 1,687 students.

PUSD operates three elementary schools, one middle school, one comprehensive high school, one continuation high school, and one online learning academy. The TK-6 combined enrollment at the three elementary schools is 936 students. Paradise Junior High School serves 193 students. The combined enrollment at Paradise High School and Ridgeview Continuation High School is 498 students, and the online learning academy enrolls 60 students. The district employs 137 certificated staff and 154 classified staff members.

Despite facing significant challenges—including the long-term impact of the Camp Fire and the disruption caused by the COVID-19 pandemic—PUSD remains committed to ensuring student success. The district continues to prioritize academic achievement, student well-being, and equitable access to learning opportunities.

Three key districtwide initiatives guide PUSD’s work:

-Improving instruction and learning through collaboration in Professional Learning Communities (PLCs)

-Enhancing student attendance using individualized, tiered site attendance plans
-Strengthening social-emotional learning (SEL) through the implementation of RULER practices.

In 2024–25, the district has made a focused shift to improve academic outcomes by aligning English Language Arts (ELA) and Math instruction with identified Power Standards across all grade levels. Additionally, PUSD has launched a comprehensive assessment system that includes iReady diagnostics for TK–6 and NWEA MAP Growth assessments for grades 7–12. These tools provide timely, actionable data to support differentiated instruction, targeted interventions, and overall instructional improvement. SBAC Interim Assessments are also being used as formative tools to monitor progress toward end-of-year proficiency.

To ensure students graduate ready for college and careers, PUSD continues to expand Career Technical Education (CTE) programs across grades 7–12. These pathways provide hands-on, real-world learning experiences, and the district is actively working to increase the number of students who meet the College and Career Indicator on the California School Dashboard.

Two schools—Paradise eLearning Academy and Ridgeview Continuation High School—are currently receiving Equity Multiplier Funding. Ridgeview has implemented targeted supports for unduplicated students, including extended day programs, additional academic tutoring, and intervention services.

PUSD's commitment to continuous improvement is further strengthened through collaborative partnerships with the Butte County Office of Education (BCOE), the Special Education Local Plan Area (SELPA), and Creative Leadership Solutions. These partnerships provide essential professional development and compliance monitoring and help guide data-informed strategies that support equitable student outcomes across all grade levels.

Through resilience, innovation, and collaboration, PUSD continues to build a future in which every student is empowered to succeed academically, socially, and emotionally.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Paradise Unified School District has continued to make steady progress toward achieving its Local Control and Accountability Plan (LCAP) goals, as evidenced by a thorough review of the California School Dashboard and local benchmark data. The district's efforts to improve instructional quality, increase student achievement, boost attendance, and enhance college and career readiness are showing meaningful impact in several key areas.

In the area of academic achievement, PUSD implemented strategic initiatives to strengthen instruction and student outcomes, particularly in English Language Arts (ELA) and Mathematics. These initiatives included reducing class sizes, expanding Professional Learning Communities (PLCs), and implementing full-day transitional kindergarten and kindergarten programs to increase foundational learning time. In ELA, CAASPP results for 2023–2024 showed that 29.65% of students met or exceeded standards, a slight decline from the previous year's 32.29%. The average distance from standard for all students increased to 52.4 points below standard, keeping the district in the

Orange band on the California Dashboard. Local NWEA data, however, showed a modest gain, with 8% of students in grades 7–12 scoring in the highest achievement band (81% and above), up from 6% the prior year.

Math achievement reflected more positive gains. The percentage of students meeting or exceeding standards on the CAASPP increased from 23.09% in 2022–2023 to 25.58% in 2023–2024. The district's average distance from standard improved to 73.9 points below, and PUSD remained in the Yellow band on the Dashboard. Local NWEA scores also demonstrated progress, with 21% of students scoring in the highest band, up from 12% in the prior year. These trends suggest that math interventions, including increased secondary supports and targeted use of assessment data in PLCs, are beginning to yield results. While progress in ELA has been more limited, growth in math proficiency is encouraging and supports the district's focus on structured collaborative practices and data-informed instruction.

Attendance and pupil engagement improved significantly in 2024–2025, supported by strategic actions under LCAP Goal 2. PUSD implemented Multi-Tiered Individual Site Plans and increased transportation access, both of which directly contributed to improved daily attendance. Districtwide, the average number of days absent per student dropped from 18 in 2022–2023 to 13.8 in 2023–2024. Chronic absenteeism declined from 40.6% to 26.0%, reflecting a substantial reduction. These improvements were seen across all student groups, including high-need populations such as students with disabilities (from 47.7% to 29.5%), Hispanic students (from 45.3% to 33.3%), and homeless students (from 66.7% to 52.4%).

Suspension rates across PUSD showed a slight decline from 9.1% to 8.8%, though disparities remain among subgroups. Despite these challenges, positive trends emerged in school climate. Staff survey data showed that 90% of employees felt their site fostered a safe and supportive environment, a significant increase from 83% the previous year. Parent feedback remained strong overall, with 78% stating that their school seeks input on educational decisions and 97% of families reachable through ParentSquare.

PUSD maintained a high overall graduation rate in 2023–2024, with districtwide completion rising from 90.1% to 91.8%. Paradise High School exceeded the district average at 96.3%, while Ridgeview Continuation High School and Paradise eLearning Academy experienced slight declines to 82.1% and 81.8%, respectively. These results underscore both the district's success in supporting comprehensive high school pathways and the ongoing need for expanded support at alternative education sites. The number of students taking Advanced Placement (AP) exams increased from 46 to 60, and the percentage scoring 3 or higher rose from 39% to 41%, demonstrating improvement in access and performance. Notably, 39.65% of students enrolled in AP classes were identified as low income, a meaningful increase in representation.

College and Career Indicator (CCI) outcomes showed slight movement. In 2023–2024, 13.4% of all students were classified as prepared, down slightly from 13.8% the prior year. Additionally, 18.5% were approaching prepared, and 68.2% were not prepared. At Ridgeview, 3.7% of students were prepared, and at Paradise eLearning, 4.5% were prepared—both modest increases but still below state targets. Students with disabilities showed only 2.9% preparedness, remaining in the Red. These metrics affirm the need for continued expansion of counseling services, alignment of course access, and strategic focus on post-secondary readiness.

A-G and CTE pathway completion rates also improved incrementally. A-G completion rose from 7.2% to 10.4%, while CTE course completion increased from 7.16% to 11.29%. PUSD continues to invest in online A-G and CTE access through Edmentum and expanded academic counseling to address these barriers.

Overall, PUSD demonstrated measurable gains in attendance, mathematics, graduation rates, and AP participation. The district's strategic implementation of interventions—guided by data and aligned with state priorities—has begun to address gaps in engagement and achievement. Continued emphasis on early literacy, English Learner support, and dual pathway completion (A-G and CTE) will be essential to ensuring all students graduate prepared for college, career, and life. PUSD remains committed to continuous improvement through equitable practices, community engagement, and targeted academic support.

The district has unspent LREBG funds, which are being strategically used across multiple actions to address the academic and social-emotional needs identified in the district's LREBG needs assessment. Action 1.9 reduces class sizes and funds a TOSA to support high school ELA and Math, directly targeting student groups in the Red performance level—White and Socioeconomically Disadvantaged—through expanded instructional time and data-informed interventions. Action 1.10 funds a Wellness and Safety Coordinator and a Student Resource Officer at the secondary level to address high rates of chronic absenteeism and suspension, while providing mental health services, family referrals, and a supportive school environment, aligned with EC Section 32526(c)(2)(F). Action 1.11 continues the district's partnership with the Creative Leadership Consultant, who provides professional development and instructional coaching to TK–6 teachers and administrators focused on essential standards, curriculum, and PLC implementation. This support improves instructional quality and accelerates learning recovery in ELA and Math, in alignment with EC Section 32526(c)(2)(B).

District-Wide or Name of School	CA Dashboard Indicator	2023 Student Groups in Red	2024 Student Groups in Red	Goals and Actions
District-Wide	English Language Arts	Students with Disabilities	Homeless	1.1, 1.3, 1.5, 1.11
District-Wide	Math	Homeless	Homeless, Two or More Races	1.1, 1.5, 1.11
District-Wide	Chronic Absenteeism	Homeless, Hispanic	n/a	2.1, 2.2, 2.3
District-Wide	Suspension	Hispanic, Two or More Races	Homeless, SED, American Indian, Two or More Races, White	3.1, 3.4
District-Wide	College & Career Readiness	Students with Disabilities	Students with Disabilities	1.3, 1.4, 1.5, 1.6, 1.8, 1.10, 4.2
Cedarwood Elementary	Suspension	Hispanic	n/a	3.1
Cedarwood Elementary	Chronic Absenteeism	SED, Hispanic	n/a	2.1
Cedarwood Elementary	ELA	SED	SED	1.1, 1.2, 1.11
Paradise Ridge Elementary	Suspension	SED, SWD, White	SED, SWD, Two or More Races, White	1.3, 3.1
Paradise Ridge Elementary	Chronic Absenteeism	SWD	Two or More Races	1.3, 2.1
Pine Ridge School	Chronic Absenteeism	Hispanic	n/a	2.1, 2.2, 2.34
Pine Ridge School	Suspension	n/a	SED	3.1
Paradise Junior High School	Suspension	SED, White	SED, White	3.1
Paradise Junior High School	Chronic Absenteeism	SWD	n/a	1.3 2.2, 2.3
Paradise Junior High School	ELA	SED	SED, White	1.7
Paradise Junior High School	Math	SED, White	n/a	1.1, 1.7
Paradise Senior High	Suspension	Two or More Races	SED, Two or More Races	3.1
Paradise Senior High	ELA	White	SED	1.1, 1.10
Paradise Senior High	Math	White	SED	1.1, 1.10
Ridgeview High School	ELA	White	n/a	4.1, 4.2, 4.3

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

As a result of Differentiated Assistance, we have implemented several key actions. We have created an LCAP goal specifically focused on improving chronic absenteeism. To support these efforts, PUSD consults with the Butte County Office of Education (BCOE) to track and support initiatives for all student groups. BCOE meets with us annually, providing valuable PD and supporting us with progress monitoring.

In collaboration with the SELPA (Special Education Local Planning Area), we have developed a Compliance and Improvement Monitoring (CIM) Process aimed at enhancing student achievement. This plan addresses a problem of practice and outlines two high-leverage strategies to support College and Career readiness.

During the 2024-2025 school year, Paradise Unified School District will partner with Creative Leadership Solutions. This partnership will focus on establishing power standards in ELA and Math at each grade level, helping teachers integrate engagement opportunities into their lesson plans, and offering instructional leadership training for our administrators. Through this work, we aim to increase student engagement, reduce suspensions, and encourage consistent attendance.

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.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Superintendent Employee LCAP Committee- CSEA and TAP (Our local bargaining units of PUSD)	Our Employee LCAP Committee met in October 2024, January 2024, and March 2025 to gather feedback on our LCAP. Audience: Certificated Staff, Classified Staff, District Office Staff, Director of Technology, Director of Curriculum and Instruction, Superintendent, and Wellness Center Coordinator Topics discussed: Enrollment, PUSD Mission, Vision and Expected Behaviors, The PUSD Four LCAP Goals, Administrator Waiver, Equity Multiplier Schools, CAASSP Data Slides, Career Expo, ESY-Extended School Year, CA Community Schools Grant, Learning Recovery Emergency Block Grant, District Wide SRO, Current Events, PUSD Construction Projects, Attendance Success, Staff Development Day, All Action Items for the LCAP Goals, LCAP Budget.
Superintendent Parent/Community LCAP Agenda	Our Parent/Community LCAP Committee met in October 2024, January 2024, March 2025, May 2025. Audience: Parents, Community Members, Principals, Boys and Girls Club Representative, PUSD Counselor, Director of Curriculum and Instruction, Superintendent Topics discussed: Enrollment, PUSD Mission, Vision and Expected Behaviors, The PUSD Four LCAP Goals, Administrator Waiver, Equity Multiplier Schools, CAASSP Data Slides, Career Expo, ESY-Extended School Year, CA Community Schools Grant, Learning

Educational Partner(s)	Process for Engagement
	Recovery Emergency Block Grant, District Wide SRO, Current Events, PUSD Construction Projects, Attendance Success, Development Day, All Action Items for the LCAP Goals, LCAP Budget
District Wide Administration and Director Leadership Team Meetings	This team meets one time a month throughout the year. Audience: Principals, Directors, and Superintendent Topics Discussed: CA Dashboard, ATSI, CSI, Equity Multiplier, LCAP Goals, LCAP and Other Budgets, Learning Recovery Emergency Block Grant, District-Wide Goals, SPSAS, Student Groups in Red on Dashboard- Goals, Metrics and Actions for Student Groups in Red, Enrollment, Construction
PUSD Parents- LCAP Parent and Community Survey Spring 2025	Our LCAP survey was disseminated to PUSD families and community members.The LCAP Survey also included questions to survey barriers for our families based on our Community Schools Grant Year 1 of implementation. We gathered information on LCAP goals, focus areas for improvement, and asked open ended questions to gather ideas and feedback to support families and students educational success.
PUSD Students at Paradise Junior High School and Paradise High School- Spring 2025	We met with student leadership teams in the Spring of 2025. Audience: 7th-12th grade students at Paradise Junior High and Paradise High School Topics Discussed: We gathered feedback on what is going well at their schools, what we can offer to support their future, what additional ELA and Math support they would like, and what improvements they want to see.
PUSD Staff and Families at Equity Multiplier Schools	Surveyed staff and parents from Ridgeview Continuation High School (RDV) and Paradise eLearning (PELA) Audience: Staff and Families at Equity Multiplier Schools Topics: Areas of Improvement, Ideas and Supports for PELA and RDV, Barriers and Needs for Students and Familes

Educational Partner(s)	Process for Engagement
PUSD Staff- LCAP Employee Survey	Our LCAP survey was disseminated to all PUSD staff members. We gathered information on LCAP goals, focus areas for improvement, and asked open ended questions to gather ideas and feedback
Special Education Local Plan Area (SELPA) Consultation	Consultation with Aaron Benton, the SELPA Director of Butte County, in 2025. Audience: Director of Curriculum, Instruction and Compliance Topics Discussed: Information regarding incorporating compliance monitoring activities within the LCAP for PUSD.
Compliance and Improvement Monitoring (CIM) Team	Our CIM team met during the 2024-2025 school year to clarify and edit the CIM plan. Audience: Director of Student Services, Admin. Assistant to Student Services, Site-level administrator, and Special Education Teachers Topics Discussed: Concerns that many Students with Disabilities are not held to high academic standards in the general education classroom, root causes, survey data, implementation concerns and best ways to improve the CIM plan

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Compliance and Improvement Monitoring (CIM) Team
1. Embed PLC time into the regular workday for general education and special education teachers to collaborate and have joint Professional Development and instructional planning to use essential grade-level standards, success criteria, assessment data, student prior knowledge, and IEP goals and benchmarks to make decisions about what is most crucial to emphasize in curriculum and content.
2. Ensure alignment of curriculum to essential standards and content covered in statewide assessments.
(Action 1.3)

PUSD Parents- LCAP Parent and Community Survey Spring 2025
1. Parents see the value of academic counseling and want to make sure that students are supported when choosing appropriate classes and CTE pathways. (Action 1.4)
2. Parents have stated they would like to see more opportunities for transportation to take students home after they participate in an afterschool program. (Action 2.1)
3. Parents also suggested that we need to use less communication systems because information from the district comes to them in different ways. Sites can weave their communication system in their Multi-Tiered Plans (Goal 2)
4. PUSD parents also state they want more extracurricular and athletic events for students to build positive school culture. (Goal 3)

PUSD Students at Paradise Junior High School and Paradise High School
1. Students at the high school suggested more support from counselors to ensure they are on track for graduation and UC and CSU eligibility- (Action 1.4)

PUSD Staff- LCAP Employee Survey Spring 2025
1.Staff emphasized the importance of PLC collaboration and identifying targeted support for struggling learnings. (Goal 1-Action 1.3 and 1.5)
2. Staff want more consistent SEL program implementation with more training. (Action 3.3)
3. Staff has shared concerns about student behavior and needing more support. Action 3.3 will strengthen Tier I-3 support at schools (Action 3.3)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Improve instruction, learning, and engagement by implementing structured processes through Professional Learning Communities (PLCs) that enhance teacher efficacy. This focused approach will foster collaborative teaching strategies and data-driven instruction, ultimately increasing student achievement in ELA and Math across all grade levels.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Paradise Unified School District needs this goal to address the diverse educational needs of its students and ensure that all students have access to high-quality instruction in ELA and math. By enhancing teacher efficacy through Professional Learning Communities (PLCs), the district will create a collaborative environment where educators can share best practices, analyze student data, and implement effective teaching strategies. This goal is essential for improving academic outcomes, closing achievement gaps, and preparing students for college and career readiness. Additionally, a strong focus on TK-12th grade structured processes and continuous professional development will help sustain long-term educational improvements and support one of the district's identified initiatives.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 4: Pupil Achievement- Percentage of Paradise Unified School District students meeting or exceeding ELA	CAASPP Scores for 2022-2023 All Students (707 tested) 32.29% of students district-wide met or exceeded the standard	CAASPP Scores for 2023-2024 All Students (733 tested) 29.65% of students district-wide met or		CAASPP Scores All Students 50% of students district-wide met or exceeded the standard for ELA	District-wide ELA proficiency on the CAASPP decreased from 32.29% to 29.65%. The average distance from

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	standards on the CAASPP.	for ELA as measured by the spring 2023 CAASPP results. All students are 48.2 points below the standard measured by SBAC ELA results on the California School Dashboard. All students are an Orange on the Dashboard. Students with Disabilities are 118.6 points below standard. This student group is in the Red on the Dashboard. At Cedarwood Elementary, Socioeconomically Disadvantaged Students are in the Red. They are 71 points below standard. At Paradise Junior High, Socioeconomically Disadvantaged	exceeded the standard for ELA as measured by the spring 2024 CAASPP results. All students are 52.4 points below the standard measured by SBAC ELA results on the California School Dashboard. All students are an Orange on the Dashboard. Students with Disabilities are 108 points below standard. This student group is in the Orange on the Dashboard. At Cedarwood Elementary, Socioeconomically Disadvantaged Students are in the Red. They are 73.1 points below standard.		as measured by the CAASPP All students are 5 points below the standard measured by SBAC ELA results on the California School Dashboard. All students are a yellow or green on the Dashboard. Students with Disabilities are 59 points below standard. This student group is in the Red on the Dashboard. At Cedarwood Elementary, Socioeconomically Disadvantaged Students are in the Red. They are 35 points below standard. At Paradise Junior High, Socioeconomically Disadvantaged	standard increased from 48.2 to 52.4 points below. However, Students with Disabilities improved from Red to Orange on the Dashboard. White student groups at Paradise High School improved from Red to Yellow, showing notable progress.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students are in the Red. They are 75.5 points below standard. At Paradise High School, white student groups are in the Red. They are 61.6 points below standard.	At Paradise Junior High, Socioeconomically Disadvantaged Students are in the Red. They are 73.7 points below standard. At Paradise High School, white student groups are in the Yellow. They are 44.5 points below standard.		Students are in the Red. They are 35 points below standard. At Paradise High School, White students are in the Red. They are 30 points below standard.	
1.2	Percentage of students at Paradise Unified School District on grade level for Reading in iReady for K-6 and on grade level in NWEA MAP for 7th-12th grade.	NWEA Spring Scores from 2023-2024 in Reading (519Tested) 81% and up- 6% 61%-80%- 17% 41%-60%- 22% 21%-40%- 29% 1%-20%- 26%	NWEA Spring Scores from 2024-2025 in Reading (494Tested) 81% and up- 8% 61%-80%- 18% 41%-60%- 21% 21%-40%- 25% 1%-20%- 28%		7th-12th Grade NWEA Spring Scores 81% and up- 16% 61%-80%- 30% 41%-60%- 30% 21%-40%- 15% 1%-20%- 9%	In the NWEA Reading assessment, there was a slight positive shift in the top performance bands: students scoring 81% and above increased from 6% to 8%, and those in the 1%-20% band increased slightly from 26% to 28%. Overall, data trends indicate minimal movement across performance tiers, with room for significant growth.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Priority 4: Pupil Achievement- Percentage of Paradise Unified School District students meeting or exceeding Math standards on the CAASPP.	Math CAASPP Scores from 2022-2023 All Students (703 tested) 23.09% of students district-wide met or exceeded the standard for Math as measured by the spring 2023 CAASPP results. All students are 77.7 points below the standard measured by SBAC Math results on the California School Dashboard. All students are in Yellow on the Dashboard. Homeless students are 147.6 points below standard. This student group is in the Red on the Dashboard. At Paradise Junior High, socioeconomically disadvantaged students and White students are in the Red. They are 123.9 points below standard.	Math CAASPP Scores from 2023-2024 All Students (727 tested) 25.58% of students district-wide met or exceeded the standard for Math as measured by the spring 2024 CAASPP results. All students are 73.9 points below the standard measured by SBAC Math results on the California School Dashboard. All students are in Yellow on the Dashboard. Homeless students are 158.4 points below standard. This student group is in the Red on the Dashboard. At Paradise Junior High, no students are in the red. socioeconomically disadvantaged		Math CAASPP Scores All Students 50% of students district-wide met or exceeded the standard math test in CAASPP All students are 25 points below standard, as measured by SBAC Math results on the California School Dashboard. All students are in the yellow or the green. Homeless students are 25 points below standard. This student group will be in yellow on the Dashboard. At Paradise Junior High, socioeconomic students and the white student groups are in the Red. They are 25 points below standard.	Math proficiency improved from 23.09% to 25.58% district-wide. The average distance from standard decreased from 77.7 to 73.9 points below. White and socioeconomically disadvantaged students at Paradise Junior High moved from Red to Yellow, indicating academic progress. However, scores for homeless and White students at Paradise High School remained in the Red.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		At Paradise High School, the White students are in the Red. They are 130.2 points below standard.	students and White students are in the Red. SED- 94.4 points below standard, white- 91.1 points below standard. Yellow At Paradise High School, the White students are in the Red. They are 132.4 points below standard. SED- 148.6 points below Red		The white student group at Paradise High School is in the Red. They are 25 points below standard.	
1.4	Percentage of students at Paradise Unified School District on grade level for Math in iReady for K-6 and on grade level in NWEA MAP for 7th-12th grade.	NWEA Spring Scores from 2023-2024 in Math (534Tested) 81% and up- 12% 61%-80%- 17% 41%-60%- 22% 21%-40%- 24% 1%-20%- 25%	NWEA Spring Scores from 2024-2025 in Math (385 Tested) 81% and up- 21% 61%-80%- 19% 41%-60%- 22% 21%-40%- 20% 1%-20%- 18%		NWEA Spring Scores 81% and up- 20% 61%-80%- 30% 41%-60%- 30% 21%-40%- 15% 1%-20%- 10%	Students scoring in the highest math performance band (81% and up) increased from 12% to 21%, and those in the lowest band (1%-20%) decreased from 25% to 18%. This shift shows a strong upward trend in math achievement across tested grade levels.
1.5	Priority 4: Pupil Achievement- Percentage of English	2022-2023 Summative ELPAC Test Results (19 students enrolled)	2023-2024 Summative		Level 4-70% Well Developed	Progress toward English language proficiency slightly

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	learner pupils who progress toward English proficiency as measured by the English Language Proficiency Assessments for California.	Level 4- 22.22% Well Developed Level 3- 66.67% Moderately Developed Level 2- 5.56% Somewhat Developed Level 1- 5.56% Beginning to Develop 2023 Dashboard Data 66.7% making progress towards English language proficiency	ELPAC Test Results (23 students enrolled) Level 4- 17.39% Well Developed Level 3- 39.13% Moderately Developed Level 2- 26.09% Somewhat Developed Level 1- 17.39% Beginning to Develop 2024 Dashboard Data 64.3% making progress towards English language proficiency		Level 3- 30% Moderately Developed Level 2- 0% Somewhat Developed Level 1-0% Beginning to Develop Dashboard Data 80% making progress towards English language proficiency	declined. The Dashboard shows a drop from 66.7% to 64.3% of English Learners making progress. The percentage of students at Level 4 ("Well Developed") decreased from 22.22% to 17.39%, while those at Level 1 ("Beginning to Develop") increased, indicating a need for enhanced EL support.
1.6	Priority 1: Basic- Percentage of pupils in the school district having sufficient access to the standards-aligned instructional materials.	100% of pupils in PUSD have sufficient access to the standards-aligned instructional materials. PUSD has Chromebooks in all their classrooms for all students.	100% of pupils in PUSD have sufficient access to the standards-aligned instructional materials. PUSD has Chromebooks in all their classrooms for all students. During the 2024-2025		100% of pupils in PUSD have sufficient access to the standards-aligned instructional materials. PUSD has Chromebooks in all their classrooms for all students.	Access remained at 100%. A notable improvement is that PUSD expanded 1-to-1 device access to include grades 7–12 during the 2024–2025 school year, strengthening equity and digital learning opportunities.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			school year PUSD went 1-to-1 7th-12th grade.			
1.7	Priority 2: State Standards—The percentage of implementation of state board-adopted academic content and performance standards for all students.	Based on the staff survey results from Spring 2024, the percentages below indicate the staff's responses regarding PUSD's full implementation of each state board-adopted standard for all students, ordered from greatest to least: ELA (English Language Arts) – 61% Math – 59% PE (Physical Education) – 58% VAPA (Visual and Performing Arts) – 43% ELD (English Language Development) – 37% CTE (Career Technical Education) – 30% History/Social Science – 30%	Based on the staff survey results from Spring 2025, the percentages below indicate the staff's responses regarding PUSD's full implementation of each state board-adopted standard for all students, ordered from greatest to least: PE (Physical Education) – 82% ELA (English Language Arts) – 78% Math – 73% History/Social Science – 46% ELD (English Language Development) – 42%		Based on the staff survey results from Spring 2024, the percentages below indicate the staff's responses regarding PUSD's full implementation of each state board-adopted standard for all students. In three years, PUSD should score 80% or higher in each state board-adopted standard.	Compared to the previous year, all subject areas showed improvement except for VAPA, which declined slightly by 3 percentage points (from 43% to 40%). The most significant gains were in PE, which increased by 24 points (58% to 82%), ELA with a 17-point rise (61% to 78%), and Math, which improved by 14 points (59% to 73%). History/Social Science also saw a strong 16-point increase, while NGSS, Health, CTE, and ELD showed more modest growth ranging from 4 to 10 percentage points. Overall, the current year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		NGSS (Next Generation Science Standards) – 24% Health – 23%	VAPA (Visual and Performing Arts) – 40% NGSS (Next Generation Science Standards) – 34% CTE (Career Technical Education) – 34% Health – 29%			reflects positive growth across nearly all content areas.
1.8	Priority 2: State Standards- How the programs and services will enable English learners to access the CCSS and the ELD standards to gain academic content knowledge and English language proficiency.	2023 Dashboard Data 66.7% making progress towards English language proficiency	2024 Dashboard Data 64.3% making progress towards English language proficiency		All staff will attend EL training once a year based on staff sign-in sheets for EL training. Dashboard Data 80% making progress towards English language proficiency	Progress toward English proficiency declined slightly from 66.7% to 64.3%, indicating a minor dip in student advancement. All staff continued attending EL training annually, sustaining support practices despite the performance decline.
1.9	Priority 4: Pupil Achievement- PUSD's English learner reclassification rate.	2023-2024 33 English Learners 50 Reclassified Fluent English Proficient	2024-2025 45 English Learners 43 Reclassified Fluent English Proficient		Increase of 10% in our reclassification rate.	Reclassification rate dropped from 60% to 49%, indicating fewer students achieved English fluency in Year 1 compared

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Our reclassification rate is 60%	Our reclassification rate is 49%			to baseline. This represents a 11-percentage-point decrease and highlights the need for strengthened reclassification supports.
1.10	Priority 4: Pupil Achievement- Percentage of pupils prepared for college and career according to the College and Career Indicator on the CA Dashboard.	2022-2023 All Students District-wide, 13.8% of all students are prepared, as measured by the College and Career Indicator (CCI) on the CA Dashboard. District-wide, 11.8% of all students are approaching prepared, as measured by the College and Career Indicator (CCI) on the CA Dashboard. District-wide, 74.3% of all students are not prepared, as measured by the College and Career Indicator (CCI) on the CA Dashboard.	2023-2024 All Students District-wide, 13.4% of all students are prepared, as measured by the College and Career Indicator (CCI) on the CA Dashboard. District-wide, 18.5% of all students are approaching prepared, as measured by the College and Career Indicator (CCI) on the CA Dashboard. District-wide, 68.2% of all		75% of our student population measuring prepared by the CCI on the CA Dashboard.	Student preparedness on the College and Career Indicator decreased slightly from 13.8% to 13.4%, while the "approaching prepared" group increased from 11.8% to 18.5%. Fewer students are unprepared, suggesting small but positive movement toward readiness.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities are measuring very low on the CA State Dashboard. They are 6.5% prepared. Ridgeview Continuation High School has two student groups that measure very low on the CA State Dashboard. They are Socioeconomically Disadvantaged and White students. According to the College and Career Indicator, both student groups are 0% prepared.	students are not prepared, as measured by the College and Career Indicator (CCI) on the CA Dashboard. Students with Disabilities are measuring Red on the CA State Dashboard. They are 2.9% prepared. Ridgeview Continuation High School has two student groups that measure very low on the CA State Dashboard. They are no longer RED on the dashboard. No groups in Red and 3.7 prepared.			
1.11	Priority 5: Pupil Engagement- PUSD's graduation rate.	2022-2023 School Year Students graduating with their cohort district-wide was 90.1%, as measured by The CA Dashboard.	2023- 2024 School Year Students graduating with their cohort district-wide was 91.8%, as measured by		District Wide- 95% and above High schools at 95% graduation rate or higher.	The graduation rate improved from 90.1% to 91.8% district-wide. Paradise High School increased from 94% to 96.3%, indicating

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Paradise High School- 94% Paradise eLearning- 96.3% Ridgeview Continuation High School- 84.6%	The CA Dashboard. Paradise High School- 96.3% Paradise eLearning- 81.8% Ridgeview Continuation High School- 82.1%			overall steady improvement in graduation outcomes.
1.12	Priority 1: Basic—Teachers in the local educational agency (LEA) are appropriately assigned and fully credentialed in their subject area and for the pupils they teach.	2021-2022 Teacher Assignments 84% - Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) 1.2%- Intern Credential Holders Properly Assigned 1.3% Ineffective 3.9% Incomplete 5% Credentialed Teachers Assigned Out-of-Field .5% Unknown	2022-2023 Teacher Assignments % - Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) %- Intern Credential Holders Properly Assigned % Ineffective % Incomplete % Credentialed Teachers Assigned Out-of-Field % Unknown		Teacher Assignments for PUSD 90% and above fully credentialed for subject and student placement.	
1.13	Priority 7: Course Access- A broad course of study: AP Class	2022-2023	2023-2024		Increase in students talking AP classes and an	AP enrollment decreased from 94 to 58 students.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	enrollment for low-income students	There were 94 total students enrolled in an AP class in 2022-023 32.97% of them were Total Free and Reduced students (31 students) 26.59% of them were Total Free (25 students)	There were 58 total students enrolled in an AP class in 2023-2024 39.65% of them were Total Free and Reduced students (23 students) 27.58% of them were Total Free (16 students)		increase of low income students enrolled.	However, the proportion of low-income students increased from 32.97% to 39.65%, showing more equitable access despite fewer overall participants.
1.14	Priority 4: Pupil Achievement- Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University;	In the 2022-2023 school year, 11 out of 152 students met the a-g UC/CSU requirements. (PELA and PHS) 7.2% of the seniors completed A-G- requirements.	In the 2023-2024 school year, 13 out of 125 students met the a-g UC/CSU requirements. (PELA and PHS) 10.4% of the seniors completed A-G- requirements		At least 25% of the seniors completing A-G requirements.	A-G completion improved from 7.2% to 10.4%, a 3.2-point gain. This indicates increased academic readiness among graduating seniors.
1.15	Priority 4: Pupil Achievement- Percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE-approved career technical	In the 2022-2023 school year, out of all 9th-12th graders (at PHS and PELA 544 students) 39 students completed CTE Courses (31 concentrators & 8 completers).	In the 2023-2024 school year, out of all 9th-12th graders (at PHS and PELA 540 students) 61 students completed CTE Courses		At least 25% of high school students completing CTE classes.	CTE completion increased from 7.16% to 11.29%, reflecting greater student participation in approved pathways, with more students becoming

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	education standards and frameworks	7.16% of all high school students completed CTE courses from approved pathways.	(52 concentrators & 9 completers). 11.29% of all high school students completed CTE courses from approved pathways.			concentrators and completers.
1.16	Priority 4: Pupil Achievement- Percentage of pupils who have completed both courses described in Metric 1.14 and Metric 1.15.	In the 2022-2023 school year, 11 out of 152 students (.1%) met the a-g UC/CSU requirements. (PELA and PHS) 1 of those students also successfully completed at least one CTE Pathway.	In the 2023-2024 school year, there were no full-time seniors enrolled at PELA who completed any A-G courses. However, three seniors who were enrolled part-time at PELA did complete A-G coursework, but they were reported under PHS since they were full-time students there.		An increase in students meeting A-G and a CTE pathway requirements. Hoping 10 or more students will successfully complete these two areas.	There was not an increase in students completing a-g UC/CSU requirements.
1.17	Priority 4: Pupil Achievement- Percentage of pupils who have passed an advanced placement examination with a score of 3 or higher	During the 2022-2023 year, 46 students took at least one AP exam. Out of the 46 students who tested, 78 exams were taken. Out of the 78 exams, the average score was 2.0 39% of the exams were scores of 3 or higher.	During the 2023-2024 year, 60 students took at least one AP exam. Out of the 60 students who tested, 93 exams were taken. Out of the 93 exams, the		50% or more of the exams scoring 3 or higher	The percentage of AP exams scoring 3 or higher increased slightly from 39% to 41%, and the average score rose from 2.0 to 2.3, indicating marginal improvement.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			average score was 2.3 41% of the exams were scores of 3 or higher.			
1.18	Priority 7: Course Access- A broad course of study: Enrollment in a CTE Class for students with disabilities, low-income and English learners	During the 2022-2023 school year: 39 students were enrolled/completed a C CTE pathway in 2022-2023 7.16% of students were enrolled/completed a CTE pathway in 2022-2023 The info below is only for the 8 completers 2 students with disabilities were enrolled 25% 3 students were economically disadvantaged 37.5% 0 English learners	During the 2023–2024 school year: 80 students were enrolled in a Career and Technical Education (CTE) pathway course (introductory, concentrator, or capstone). This represents 13.49% of the total 593 students in grades 9–12. Of those 80 students, 9 completed a full CTE pathway and were reported as CTE completers. This represents 11.25% of all students enrolled in CTE courses.		Increase the number of completers who are students with disabilities, and/or economically disadvantaged, and/or EL.	CTE enrollment rose from 39 to 80 students.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Demographics of the 9 CTE Completers: 0 had a documented disability. 5 were identified as economically disadvantaged (55.55%). 0 were English Learners.			
1.19	Priority 4: Percentage of Pupils who demonstrate college preparedness pursuant to CAASSPP assessment in 11th grade for ELA and Math	11th Grade ELA CAASPP Standard Exceeded- 9.45% Standard Met- 25.2% Standard nearly Met- 23.62% Standard Not Met- 41.73% 11th Grade Math- CAASPP Standard Exceeded- 7.32% Standard Met- 8.94% Standard Nearly Met- 15.45% Standard Met- 68.29%	11th Grade ELA CAASPP 2024 Standard Exceeded- 10.52%% (9.45%) Standard Met- 19.13% (25.2%) Standard nearly Met- 24.86% (23.62%) Standard Not Met- 45.49% (41.73%) 11th Grade Math- CAASPP Standard Exceeded- 7.29% (7.32%) Standard Met- 18.29% (8.94%)		Increase Standard Met and Exceeded by 15% (5% each year)	ELA scores slightly declined (Standard Met dropped from 25.2% to 19.13%), while Math scores saw improvement in "Standard Met" (from 8.94% to 18.29%). Overall, Math showed stronger gains than ELA.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Standard Nearly Met- 27.51%(15.45%) Standard Met- 46.91% (68.29%)			

Goal Analysis

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2024–25 school year, Paradise Unified School District implemented all planned actions under Goal 1 with fidelity, focusing on improving instruction, learning, and engagement through structured Professional Learning Communities (PLCs) and targeted supports. Class sizes were successfully reduced to 25:1 in TK–3 and secondary core classes and 32:1 in grades 4–6. Full-day TK and Kindergarten were offered at all elementary sites, increasing instructional time for foundational literacy and social-emotional learning. Embedded PLC collaboration time was strengthened across schools, with teachers using CAASPP, iReady/NWEA, IEP goals, and essential standards to guide instruction. Academic counseling was expanded to all secondary sites, supporting course planning, graduation tracking, and college and career guidance. Paradise High and Paradise Junior High implemented site-based intervention supports using aides and dedicated intervention blocks, and full 1:1 device access was achieved in grades 7–12.

Implementation successes included an increase in Math CAASPP proficiency from 23.09% to 25.58%, with the average distance from standard improving from 77.7 to 73.9 points below. Graduation rates improved from 90.1% to 91.8% district-wide, and both A–G completion and CTE pathway completion rose to 10.4% and 11.29% respectively. At Paradise Junior High, socioeconomically disadvantaged students improved from Red to Yellow in Math performance on the Dashboard, demonstrating the impact of targeted supports. However, ELA performance declined, with CAASPP proficiency dropping from 32.29% to 29.65% and average distance from standard increasing from 48.2 to 52.4 points below. Staff surveys highlighted inconsistencies in ELA curriculum implementation and an over-reliance on digital programs like IXL and Amplify, rather than engaging, standards-based instruction. Student feedback also indicated a desire for more hands-on learning and clarity in instruction over digital worksheets. While structural implementation was strong, the data reveal a need to deepen instructional impact in ELA, reinforce curriculum fidelity, and increase support for teachers to deliver high-quality, engaging instruction through PLCs.

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 was no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The effectiveness of actions under Goal 1 during the 2024–25 school year was mixed. Notable progress was made in mathematics, where student performance improved on both CAASPP and NWEA assessments. These gains are likely attributed to smaller class sizes, focused PLC work around standards, and targeted supports implemented at Paradise High School and Paradise Junior High. Graduation rates and college and career readiness also showed improvement, demonstrating the positive impact of expanded counseling services and structured intervention systems. Staff feedback indicated that PLC collaboration improved overall, with increased alignment between instruction, assessments, and IEP goals.

However, the goal was less effective in raising performance in English Language Arts. ELA scores declined overall, with particularly limited progress among students with disabilities and English Learners. Educational partner feedback emphasized a need for more engaging, hands-on instruction and greater opportunities for collaboration and student discussion. Additionally, staff survey results indicated that implementation of ELD standards was only at 42% across classrooms, highlighting a clear area for growth. These results suggest a need to strengthen instructional practices and professional development, especially to better support language development and reading comprehension for underserved student groups.

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

Based on reflections from the 2024–25 school year and the outcomes observed, several revisions have been made to improve the effectiveness of Goal 1 for the 2025–26 plan. The district is placing a stronger emphasis on literacy by introducing a TK–6 literacy intervention strategy and screener grounded in the Science of Reading. Professional development efforts will be expanded to include more coaching and peer-led learning focused on engaging ELA strategies, particularly those that support hands-on instruction, collaborative learning, and writing development. In response to the need for more engaging pedagogy, PLC design cycles will now explicitly encourage active learning practices. To better serve English Learners, the district will expand EL-specific supports, including targeted professional development for both integrated and designated ELD, and reassess curriculum fidelity to ensure students are receiving rigorous and language-appropriate instruction. Additionally, PLC expectations under Action 1.3 have been refined to strengthen the use of ELA data analysis and standards alignment in instructional planning. These changes aim to better support student achievement in ELA and Math by addressing gaps identified through student performance data, staff input, and engagement feedback.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Increasing student services by	Based on the needs of our unduplicated students and those in red on the CA Dashboard, PUSD will reduce class sizes to allow for more individualized instruction, support social and emotional learning, mitigate	$1,110,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	decreasing class average	learning loss, and close the ELA/literacy and math achievement gaps for English Learners, Foster Youth, Homeless students, and students with disabilities. TK-3rd grade classes will average 25:1, 4th-6th grade classes will average 32:1 students, and 7th-12th grade math and English classes will average 25:1. This reduction aims to improve academic performance for students with disabilities, homeless students, and socioeconomically disadvantaged students, who are currently in red on the academic performance indicator for ELA and Math.		
1.2	Full Day Transitional Kindergarten and Kindergarten	Based on the needs of our unduplicated students, PUSD will implement full-day transitional kindergarten (TK) and kindergarten (K) programs to enhance student learning and achievement. PUSD employs three TK teachers, one at each elementary school and a total of six K teachers across the district. By extending instructional time for our youngest learners, we aim to establish a strong foundation in literacy and other critical skills, thereby setting students toward long-term academic success. This initiative aligns with our overarching objective to improve student outcomes and address the unique requirements of our diverse student population.	$620,000.00	Yes
1.3	Compliance and Improvement Monitoring Process (CIM)	The CIM team's work identified a problem of practice and has identified two high-leverage strategies to improve achievement for Students with Disabilities. 1. Embed PLC time into the regular workday for general education and special education teachers to collaborate and have joint Professional Development and instructional planning to use essential grade-level standards, success criteria, assessment data, student prior knowledge, and IEP goals and benchmarks to make decisions about what is most crucial to emphasize in curriculum and content. 2. Ensure alignment of curriculum to essential standards and content covered in statewide assessments.	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Academic Counselors at the Secondary Level	Based on the needs of our unduplicated students and the student groups identified in red on the California Dashboard, PUSD will provide three academic counselors to support College and Career Readiness at the secondary level. District-wide, students with disabilities are in the red on the dashboard for being underprepared, according to the College and Career Indicator. At Ridgeview Continuation School, socioeconomically disadvantaged students and the white student group are also in the red for College and Career Readiness. These targeted supports aim to address the specific challenges these student groups face and improve their readiness for college and careers.	$330,000.00	Yes
1.5	Math and ELA Interventions at Paradise High School	Based on the needs of our unduplicated students and the student groups identified in red on the California Dashboard, Paradise High School will enhance support for students needing intervention in ELA and Math. Paradise High School's white student group is in the red for ELA and Math achievement. To address this, Paradise High School will hire instructional aides to assist in classrooms, provide ELA and Math intervention during the day, and offer tutoring. PHS will offer additional support before and after school to strengthen student intervention efforts. These targeted supports aim to address these student groups' specific challenges and improve their academic achievement.	$225,000.00	Yes
1.6	Information Technology Services District Wide	Based on the needs of our unduplicated student groups, it is essential to provide up-to-date technology and the necessary skills for 21st-century learning. This support can also benefit our student groups, which are identified in red on the dashboard for College and Career Readiness. Ensuring all students have access to technology, including one-to-one devices for secondary students, can provide strong assessments and intervention opportunities. This approach supports academic progress and equity, addressing the specific challenges these student groups face.	$320,000.00	Yes
1.7	Paradise Junior High Support (PJHS)	Paradise Junior High School will implement strategic steps to improve academics based on our unduplicated students' needs. The school received a red indicator on the CA Dashboard for ELA and Math during the 2022-2023 school year, with economically disadvantaged students scoring	$100,000.00	No

Action #	Title	Description	Total Funds	Contributing
		particularly low. To address this, PJHS will introduce intervention courses, curriculum enhancements, and an engagement incentive program to support and motivate students, aiming to close the achievement gap. Additionally, Title I staff will be hired to support ELA and Math interventions during the school day, focusing on flexible grouping and monitoring progress, particularly for students with disabilities and those who are socioeconomically disadvantaged.		
1.8	College and Career Readiness at the Secondary Level	Based on the needs of our unduplicated student groups, including students with disabilities who are in the red on the dashboard, access to resources and opportunities is crucial for developing the skills required for college and career readiness. The Paradise Unified School District dashboard shows that while all students are performing low, students with disabilities are performing very low. At Ridgeview Continuation High School, socioeconomically diverse students are performing very low across the board. Increasing Career Technical Education (CTE) and Pathway programs and services for grades 7-12 is essential to addressing these needs. These programs provide targeted support and skill development opportunities that prepare students for post-secondary success, helping them thrive in their future endeavors.	$340,000.00	Yes
1.9	Tk-6th Grade Curriculum Guides	For the 2024-2025 school year, TK-6th grade teachers have developed comprehensive Curriculum Guides for both ELA and Math. Each grade level has identified essential standards in these subjects, common assessments from the core curriculum, and resources to support instructional units. These Curriculum Guides will support all TK-6th grade teachers and will be a key component in driving PLC work throughout the year.	$0.00	No
1.10	High School Academic Intervention via Reduced Class Size and TOSA Support	Paradise Unified School District will use LREBG funds to improve academic outcomes at the high school, where students are performing 49.3 points below standard in English Language Arts and 133.2 points below in Math, with White and Socioeconomically Disadvantaged students identified in the Red performance level on the California School Dashboard. To address these needs, the district will fund additional ELA	$75,000.00	No

Action #	Title	Description	Total Funds	Contributing
		and Math class sections to reduce student-teacher ratios and hire a full-time Teacher on Special Assignment (TOSA) to support teachers, analyze student data, and guide targeted interventions. This action aligns with EC Section 32526(c)(2) by increasing instructional time and providing evidence-based academic supports, and it directly addresses the areas of greatest need identified in the required LREBG needs assessment.		
1.11	TK–6 Instructional Support through Creative Leadership Consultant	Action 1.11 uses unspent LREBG funds to continue the district's partnership with the Creative Leadership Consultant to support TK–6 teachers and administrators in strengthening instruction and accelerating learning recovery in ELA and Math. Through professional development and coaching on essential standards, curriculum, and PLC practices, the consultant helps improve instructional quality and address gaps identified in the LREBG needs assessment. This action aligns with EC Section 32526(c)(2)(B) by providing evidence-based learning supports and staff development focused on student achievement.	$110,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Improve attendance by creating Multi-Tiered Individual Site Plans tailored to meet the specific needs of students at each school. Provide personalized support and interventions to promote consistent school attendance and reduce barriers for students and families. Implement comprehensive outreach to engage all families.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Paradise Unified School District (PUSD) has developed the goal of improving attendance by creating Multi-Tiered Individual Site Plans and providing personalized support and interventions due to significant absenteeism and chronic absenteeism rates. The 2022-2023 data reveals that the average number of days absent per student is 18, with 40.6% of students being chronically absent. Particularly concerning are the high absenteeism rates among specific student groups: American Indian (55%), Students with Disabilities (47.7%), Foster Youth (54.5%), Hispanic students (45.3%), and Homeless students (66.7%).
In addition, parents are asking for clear communication systems to increase parent engagement. They stated this could be built into the Multi-Tiered Individual plans.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 3: Parental Involvement and Family Engagement- Efforts PUSD makes to seek parent input in making decisions for the school district and each school site.	2023-2024 Spring Survey (82 Families) Parent and Community LCAP Survey 77% of families that responded stated they Strongly Agree or Agree with this statement: My child's school actively	2024-2025 Spring Survey (128 Families) Parent and Community LCAP Survey 78% of families that responded stated they		Percentage for each question is 90% or higher.	Parental input remained relatively stable. Responses indicating agreement with the school's engagement efforts shifted slightly:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		seeks my input into decisions about my child's education. 90% of families that responded stated they Strongly Agree or Agree with this statement: PUSD supports family members' effective engagement in advisory groups and decision-making. 87% of families that responded stated they Strongly Agree or Agree with this statement: PUSD provides families with opportunities to provide input on policies and programs and implement strategies to reach and seek input from all in the school community.	Strongly Agree or Agree with this statement: My child's school actively seeks my input into decisions about my child's education. 83% of families that responded stated they Strongly Agree or Agree with this statement: PUSD supports family members' effective engagement in advisory groups and decision-making. 76% of families that responded stated they Strongly Agree or Agree with this statement: PUSD provides families with opportunities to provide input on policies and programs and implement strategies to reach and seek input			“Actively seeks input” increased from 77% to 78%, “Engagement in advisory groups” declined from 90% to 83%, “Opportunities to provide input” declined from 87% to 76%. While participation remained strong, some declines in advisory engagement and input opportunities show a need for renewed outreach efforts.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			from all in the school community.			
2.2	Priority 3: Parental Involvement and Family Engagement—PUSD will promote parental participation in programs for low-income, English-learning, and foster-youth pupils.	Aeries Communication Parent Square- Spring 2024 2,099 Students' Families- 94% contactable 1,971 students- Contactable 42 students- Non-Contactable 86 students- No Contact Information (This number includes incoming for next year) Aeries Communication Parent Square also has a translation function.	Aeries Communication Parent Square- Spring 2025 2,153 Students' Families- 97% contactable 2,084 students- Contactable 27 students- Non-Contactable 42 students- No Contact Information (This number includes incoming for next year) Aeries Communication Parent Square also has a translation function.		All families are contactable, 97% or higher for contactable.	Contactable families increased from 94% (1,971 out of 2,099) to 97% (2,084 out of 2,153). The number of students without contact information decreased from 86 to 42. This demonstrates improved communication access and outreach effectiveness.
2.3	Priority 3: Parental Involvement and Family Engagement- PUSD will promote parental participation in programs for students with disabilities.	SEIS- Special Education Information System Parent Involvement in IEP Process Report May 29, 2024	SEIS- Special Education Information System Parent Involvement in IEP Process Report June 2, 2025		Parent involvement at 95% or greater for the IEP process.	Parental involvement in the IEP process slightly improved from 93% (386 of 417 students) to 93.1% (429 of 461

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		417 eligible students 386 students had parent involvement in the IEP Process 93% have parental involvement in the IEP Process	461 Eligible SpEd Students 429 Students had parental involvement in the IEP Process 93.1% parental involvement			students). While the percentage increase is modest, maintaining a consistently high rate reflects sustained engagement efforts.
2.4	Priority 5: Pupil Engagement- PUSD school attendance rates.	Data Quest 22-23 Absenteeism (Average days absent and percentage excused) PUSD- 18 average days absent- 55% excused PRES- 13.5 average days absent- 55.4% excused PHS- 13.8 average days absent- 65.4% excused CDW- 17.5 average days absent- 75.1% excused PJHS-18.4 average days absent- 51.2% excused PRS- 18.6 average days absent- 70.1% excused	Data Quest 23-24 Absenteeism (Average days absent and percentage excused) PUSD- 13.8 average days absent- 51.3% excused PRES- 10.6 average days absent- 50% excused PHS- 12.3 average days absent- 55.5% excused CDW- 12.8 average days		Average days absent less than 10 times a year.	District-wide, average absences improved from 18 days to 13.8 days per student. All sites reported reduced absenteeism. For example: Cedarwood: 17.5 ? 12.8 days Paradise Ridge: 18.6 ? 12.9 days Ridgeview: 35.6 ? 31.2 days While rates are still above the goal of fewer than 10 absences, the year-over-year reduction signals strong

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		PELA- 29.4 average days absent RDV- 35.6 average days absent- 41.1% excused	absent- 78.1% excused PJHS-14.2 average days absent- 45.2% excused PRS- 12.9 average days absent- 64.1% excused PELA- 25.6 average days absent RDV- 31.2 average days absent- 34% excused			improvement efforts across schools.
2.5	Priority 5: Pupil Engagement- PUSD chronic absenteeism rates.	PUSD 2022-2023 Chronic Absenteeism- All Students 40.6% American Indian- 55% Students with Disabilities (SWD)- 47.7% ELs- 33.3%	PUSD 2023-2024 Chronic Absenteeism 26.0% - All Students 52.4% Homeless 33.3% - Hispanic 31.0% Two or More Races		All students, chronically absent, less than 30%. Cedarwood needs to move students out of the red on the Dashboard and move them to orange or yellow for the	Chronic absenteeism declined from 40.6% to 26.0% district-wide. Several student groups showed improvement:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth- 54.5% Hispanic- 45.3% (District-wide in the Red) Socioeconomically Disadvantaged(SED)-43% Two or More Races-35.6% White- 39.4% Homeless-66.7% (District-wide in the Red) Cedarwood- Hispanic and SED student groups are in the Red Pine Ridge- The Hispanic student group is in the Red Paradise Ridge Elementary- SWD are in the Red Paradise Junior High-SWD are in the Red	29.5% Students with Disabilities 23.0% White 29.0% Socioeconomically Disadvantaged Cedarwood-Hispanic and SED Pine Ridge-Hispanic Paradise Ridge Elementary- SWD, New- Two or More Races Paradise Junior High- SWD		individualized student groups.	Students with Disabilities: 47.7% ? 29.5% Hispanic students: 45.3% ? 33.3% Homeless students: 66.7% ? 52.4% Though improvements are evident, some subgroups (notably homeless students) still exceed the district's target of <30%. Continued support is needed at schools like Cedarwood and Ridgeview where red indicators persist on the Dashboard.

Goal Analysis

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

In 2024–25, Paradise Unified School District fully implemented Goal 2 through a comprehensive system of individualized, site-based attendance plans that addressed the unique needs of students and families. The district emphasized personalized outreach and support, prioritizing student groups with historically high rates of absenteeism, including foster youth, low-income students, homeless students, Hispanic students, and students with disabilities. Key actions included the assignment of a Teacher on Special Assignment (TOSA) to

oversee a districtwide attendance monitoring system, the expansion of K–12 transportation services to eliminate access barriers, and sustained multilingual family communication using Aeries and ParentSquare. Each school site developed and implemented its own customized attendance improvement plan, supported by monthly data reviews and tiered intervention strategies. School teams also received training on evidence-based chronic absenteeism practices, enhancing the consistency and quality of implementation across the district.

This coordinated approach led to several successes. Multi-tiered, site-specific attendance systems were developed and monitored monthly, while the district's attendance lead successfully managed SARB coordination, family engagement, and ongoing data cycles. The transportation expansion significantly improved school access for foster youth and low-income students. Family engagement increased, with the contact rate rising to 97%, and 93.1% of parents participated in IEP meetings, an improvement from the previous year. Parent surveys reflected strong trust and engagement, with 78% of families reporting that schools seek their input, 83% confirming involvement in advisory roles, and 76% agreeing they have opportunities to influence policy decisions.

Despite these improvements, challenges remain. In particular, homeless and Hispanic student groups maintain high rates of absenteeism despite targeted outreach efforts. Maintaining consistent implementation and momentum at the site level will be a continued focus in the upcoming year.

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 was no material difference between Budgeted Expenditures and Estimated Actual Expenditures.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions implemented under Goal 2 have demonstrated clear and measurable effectiveness in reducing chronic absenteeism and strengthening connections between students, families, and schools. The district's comprehensive strategy—featuring transportation expansion, site-based tiered interventions, and consistent multilingual family outreach—resulted in tangible improvements in student attendance across nearly all campuses. The average number of absences per student declined from 18 to 13.8 days, and chronic absenteeism dropped significantly from 40.6% to 26.0% districtwide. Notable campus-level gains included reductions in average absences at Paradise Junior High (from 18.4 to 14.2), Cedarwood Elementary (from 17.5 to 12.8), Paradise High (from 13.8 to 12.3), Paradise eLearning Academy (from 29.4 to 25.6), and Ridgeview High School (from 35.6 to 31.2). Family engagement was also strong, with a 97% contact rate through ParentSquare and 93.1% participation in IEP meetings. Despite these successes, persistent challenges remain. Chronic absenteeism among homeless students remains high at 52.4%, and the Hispanic student subgroup also exceeds targets at 33.3% chronically absent. These gaps highlight the need for more intensive, differentiated supports for specific student groups to ensure equitable progress across the district.

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

In response to implementation data and stakeholder feedback, Paradise Unified School District will refine and deepen its Goal 2 actions for the 2025–26 school year to address persistent equity gaps and strengthen school-level practices. Monthly leadership meetings will now include subgroup-specific data analysis and targeted progress monitoring to ensure more precise support for students with the highest absenteeism rates. The district will maintain its expanded transportation offerings and, based on survey feedback, will implement after-school transportation routes at high-need sites to further reduce access barriers. Additionally, ELD-focused professional development and coaching will continue through the EL TOSA role to better support English Learners. These adjustments are intended to sustain positive attendance momentum while sharpening the district's focus on reducing chronic absenteeism below 30% and lifting all student subgroups out of red status on the California Dashboard.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Transportation K-12	Based on the needs of our unduplicated students, transportation is vital for all students in PUSD, particularly foster youth and those from low-income backgrounds. It ensures equitable access to education, enhances safety, and promotes regular attendance. Additionally, training transportation staff to identify situations of homelessness will help student groups in the red for Chronic Absenteeism, including Homeless and Hispanic students.	$450,000.00	Yes
2.2	Attendance Services to support student absenteeism and chronically absent students.	Based on the needs of our unduplicated students, PUSD will provide attendance services, including SARB support, to help chronically absent students. A teacher on special assignment will act as a lead teacher, tracking attendance data and assisting schools and families with these students. Special attention will be given to student groups marked in red on the CA Dashboard for chronic absenteeism. These groups include homeless and Hispanic students, as well as socioeconomically disadvantaged and Hispanic students at Cedarwood Elementary, Hispanic students at Pine Ridge School, and students with disabilities at Paradise Ridge Elementary and Paradise Junior High.	$130,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	EL Support	Based on the needs of our unduplicated students, this funding will support a teacher on special assignment who will serve as a lead teacher, focusing on testing and supporting English Learner (EL) students. This teacher will assess EL students and collaborate with their teachers. The funds will also be used to provide English Language Development (ELD) training, enhancing support for EL students in testing and language development.	$30,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Use RULER and trauma-informed practices to help students manage emotions, making sure they feel safe and valued. Create a positive, inclusive school culture where students can thrive academically and emotionally.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

PUSD needs to develop this goal to address the emotional and academic needs of students by integrating RULER and trauma-informed practices. The 2022-2023 suspension rate of 9% for all students, with particular concerns for Hispanic and Two or More Races student groups, indicates a need for a more supportive and inclusive school culture. Schools like Paradise Junior High (17.4% suspension rate) and Ridgeview Continuation High School (18.1% suspension rate) show high suspension rates, underscoring the necessity for strategies that help students manage emotions and reduce disciplinary actions. The Healthy Kids Survey further highlights that feelings of school connectedness decrease significantly as students progress to higher grades, with only 37% of 9th graders and 41% of 11th graders feeling connected to their school. This disconnection can lead to increased disciplinary issues and decreased academic performance, making it essential to create an environment where students feel safe, valued, and part of the school community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 1: Basic- Percentage of school facilities maintained in good or excellent repair.	2023-2024 School Year 100% of schools district-wide were ranked in good condition, as measured by the spring 2024 F.I.T. reports.	2024-2025 School Year 100% of schools district wide were ranked in good condition, as measured by the		Continue receiving 100% of our schools were ranked in good condition.	There was no change. Facilities continued to meet the 100% “good” condition rating district-wide in both baseline and Year 1, maintaining a high

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			spring 2025 F.I.T. reports.			standard of facility upkeep
3.2	Priority 5: Pupil Engagement- PUSD middle school dropout rate.	2022-2023 school year CALPADS 1.8 Dropouts Paradise Junior High had one dropout. .61%	2023-2024 school year CALPADS 1.8 Dropouts Paradise Junior High had one dropout. .57%		0 drop outs from all schools.	The number of dropouts remained the same: one student dropout at Paradise Junior High in both baseline and Year 1. There has been no change in the middle school dropout rate
3.3	Priority 5: Pupil Engagement- PUSD high school dropout rates.	2022-2023 school year CALPADS 1.8 Dropouts Paradise eLearning Academy- 3 students 4.48% Paradise High School- 6 students 1.26% Ridgeview Continuation High School- 2 students 3.51%	2023-2024 school year CALPADS 1.8 Dropouts Paradise eLearning Acadamy- 4 students 8.33% Paradise High School- 1 student .2% Ridgeview Continuation High School- 0 students 0%		0 drop outs from all schools.	The total number of dropouts decreased from 11 to 5. Paradise High School saw a significant drop from 6 to 1 student. Ridgeview dropped from 2 to 0, while Paradise eLearning increased slightly from 3 to 4. Overall, a positive downward trend in high school dropouts district-wide
3.4	Priority 6: School Climate- PUSD's pupil suspension rates.	According to the California Dashboard, the 2022-2023	According to the California Dashboard, the		Less than 9% district wide. Need CDW, PRES,	The district-wide suspension rate decreased slightly

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		suspension rate for all students in PUSD was 9%. District-wide: Hispanic and Two or More Races student groups were in the Red. CDW- 5.7% PELA- 0% PJH- 17.4% PRES- 6.3% PHS- 8.9% PRS- 7.9% RDV- 18.1% CDW- Hispanic student group in Red PRES- SED, SWD, and the White student groups are in Red PJHS- SED and the White student groups are in Red PHS- Two or more races of student groups are in Red	2023-2024 suspension rate for all students in PUSD was 8.8%. District-wide: Hispanic, Two or More Races, Homeless, SED, White and American Indian student groups were in the Red. CDW- 4.3% PELA- 1% PJH- 15.5% PRES- 7.8% PHS- 8.1% PRS- 7.8% RDV- 17.1% CDW (2023)Hispanic student group in Red. (2024) No students groups in Red. PRES- (2023) SWD, and the White student groups are in Red. (2024) Two or More Races, Socioeconomically		PJHS and PHS move students out of Red on the CA Dashboard to orange or yellow.	from 9% to 8.8%. Some improvement occurred at CDW (5.7% to 4.3%) and PJHS (17.4% to 15.5%), though suspension rates remained high in secondary schools and among subgroups. The number of schools with Red subgroup indicators also increased, showing the need for intensified intervention

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Disadvantaged, SWD, and the White student groups are in Red. PJHS- (2023) SED and the White student groups are in Red. (2024) SED and the White student groups are in Red. PHS- (2023) Two or more races of student groups are in Red. (2024) Two or more races and SED student groups are in Red. PRS- (2024) SED student group is in Red. RDV- (2024)SED and White Student groups are in Red.			
3.5	Priority 6: School Climate- PUSD's pupil expulsion rates.	According to Data Quest, the expulsion rate for all students from 2022 to 2023 was 0%. There were 0 expulsions during the 2022-2023 school year.	According to Data Quest, the expulsion rate for all students from 2023 to 2024 was .1%. There was 1 expulsion during		Continue low expulsion rate.	Expulsions increased slightly from 0 to 1 across the district. While the increase is minor, it ended a zero-expulsion

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			the 2023-2024 school year.			record from the previous year
3.6	Priority 6: School Climate—Local measures, LCAP Survey for Parents on safety and school connectedness.	Spring 2024- LCAP Parent Survey 96% of parents responded Strongly Agreeing or Agreeing: Your child's school creates a welcoming environment for all families in the community.	Spring 2025 LCAP Parent Survey 91% of families that responded stated they Strongly Agree or Agree with this statement: Your child's school creates a welcoming environment for families in the community.		Maintain or increase from 96%	Parent agreement that schools are welcoming dropped from 96% to 91%.
3.7	Priority 6: School Climate- Local measures, LCAP Survey for Staff on safety and school connectedness.	Spring 2024- LCAP Staff Survey 83% of staff that responded to the survey responded that they either Strongly Agree or Agree with this statement: My school climate fosters a feeling of safety, security, and support.	Spring 2025- LCAP Staff Survey 90% of staff that responded to the survey responded that they either Strongly Agree or Agree with this statement: My school climate fosters a feeling of safety, security, and support.		Increase to 90% or more	Staff agreement that the school fosters safety and support increased from 83% to 90%, marking a 7-point gain. This indicates growing staff confidence in school climate improvements
3.8	Priority 6: School Climate- Local measures Healthy Kids Survey on	Spring 2024 Healthy Kids Survey School Connectedness	Spring 2025 Healthy Kids Survey		Increase all scores to over 75%	Between Spring 2024 and Spring 2025, overall

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	safety and school connectedness.	Average reporting "Agree" or "Strongly Agree" with the following questions. Do you feel close to people at school? Are you happy to be at this school? Do you feel like you are part of this school? Do teachers treat students fairly at school? Do you feel safe at school? Grade 5- 62% Grade 6- 63% Grade 7- 55% Grade 8- 43% Grade 9- 37% Grade 10- 44% Grade 11- 41% Grade 12- 47% RDV-45%	School Connectedness Average reporting "Agree" or "Strongly Agree" with the following questions. Do you feel close to people at school? Are you happy to be at this school? Do you feel like you are part of this school? Do teachers treat students fairly at school? Do you feel safe at school? Grade 7- 44% Grade 8- 42% Grade 9- 36% Grade 10- 38% Grade 11- 39% Grade 12- 44%			student feelings of school connectedness declined across most secondary grades. The largest drops were in Grade 7 (from 55% to 44%) and Grade 10 (from 44% to 38%). Grades 8, 9, and 11 saw smaller declines of 1–2 percentage points.

Goal Analysis

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

In 2024–25, Paradise Unified School District implemented Goal 3 with a clear focus on student well-being and the creation of emotionally safe, inclusive school environments. The district operationalized this goal through three primary actions: campus supervision staffing (Action 3.1), a comprehensive athletics program for grades 6–12 (Action 3.2), and trauma-informed discipline strategies aligned with AB 1729 (Action 3.3). These actions were designed to support student engagement, reduce behavioral incidents, and foster positive student-adult relationships, particularly for socioeconomically disadvantaged and underserved students. Implementation was strong across all sites. All schools maintained adequate supervision coverage, facilities were rated 100% in good condition per spring 2025 F.I.T. reports, and athletics programming expanded participation opportunities. Additionally, administrators received training in alternative discipline approaches and continued using the RULER framework to support emotional regulation and relationship-building. However, suspension rates, while slightly improved, remained elevated at key secondary sites such as Paradise Junior High (15.5%) and Ridgeview High School (17.1%). Multiple student subgroups—including Hispanic, Socioeconomically Disadvantaged (SED), White, and students identifying as Two or More Races—remained in the Red on the California Dashboard. These results suggest that although the foundational structures were implemented effectively, additional emotional and relational supports are still needed to produce more equitable outcomes, particularly in secondary schools.

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 planned actions under Goal 3 were implemented as intended. The district successfully allocated resources toward supervision, athletics, and trauma-informed discipline supports as outlined in the LCAP. There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

A major success was the consistent implementation of adult supervision and the maintenance of all school facilities in “good” condition, fostering safe campus environments. The athletics program expanded extracurricular access, with positive feedback especially from middle and high school students, and helped build stronger school-community ties. The RULER program continued as a foundational SEL framework, and administrators were trained to apply AB 1729-aligned discipline practices. However, implementation challenges were also apparent. Suspension rates, though slightly reduced from 9.0% to 8.8% districtwide, remained above state targets for multiple subgroups. Schools like Paradise Junior High, Ridgeview, and Paradise High still had student groups in the Red on the Dashboard, indicating that foundational strategies alone are insufficient to shift deeper behavioral and engagement outcomes. Additionally, student survey data revealed lower levels of school connectedness at the secondary level, highlighting the continued need to enhance Tier II and III supports to reach students more meaningfully. Staff perception of school safety and climate improved meaningfully, increasing from 83% to 90% on the spring LCAP staff survey. Parent perception also remained high, with 91% of families reporting that their child’s school is welcoming. Yet, these positive adult outcomes were not mirrored as strongly in student data. School connectedness scores from the California Healthy Kids

Survey were significantly lower for grades 7–12 than for elementary students, and chronic absenteeism and suspension rates remained high for multiple subgroups. In particular, SED, White, Hispanic, and Two or More Races student groups continued to appear in the Red on the Dashboard for suspension at key secondary sites. This variance between investment and impact signals the need for more focused, differentiated strategies to address the emotional and behavioral needs of students in higher grades.

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

Based on 2024–25 outcomes and stakeholder feedback, Paradise Unified School District has refined Goal 3 for the 2025–26 school year to deepen emotional and behavioral support systems and reduce suspension disparities among student subgroups. The district will expand implementation of RULER strategies by increasing staff coaching and ensuring consistent delivery of social-emotional learning (SEL) lessons across all school sites. In addition, the district will add Tier II and Tier III behavioral supports to more effectively address the complex needs of students who continue to experience dysregulation, disengagement, and conflict in the school setting. Suspension data will be reviewed monthly as part of a districtwide equity monitoring process, with targeted support plans developed for sites or student groups demonstrating persistently high suspension rates. These refinements aim to move beyond foundational structures—such as supervision and facility safety—to a more integrated model of student wellness and relationship-based intervention, particularly in grades 7–12 where Dashboard data continues to highlight urgent need.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	District Wide School Supervision	Based on the needs of our unduplicated students, district-wide school supervision, including Campus Supervisors for junior and senior high schools and Yard Supervisors for TK-6, is essential. This enhances safety and creates a conducive learning environment. Unduplicated students, including foster youth and those from low-income backgrounds, benefit from a safer environment, which is crucial for their well-being. Dedicated supervisors also improve supervision during breaks, reducing issues and conflicts and leading to better attendance and a positive school climate. They provide support and guidance to students who need it.	$225,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	PUSD Athletics Program for 6th through 12th Grade	Based on the needs of our unduplicated students, we will offer athletics to students in grades 6-12. This initiative aims to support positive adult relationships and strong school ties for the students involved in athletics. Providing athletic programs for this age group has been shown to improve student engagement, achievement, and overall success. To ensure the success of this program, we will provide assistant athletic coaches, uniforms, supplies, and transportation and cover entrance fees for games and tournaments for all students.	$450,000.00	Yes
3.3	Strengthen Discipline Supports for Tier I, II and III	PUSD will implement alternative correction strategies district-wide, aligning with AB 1729. Administrators will receive training on these options, with the principal of Paradise Ridge Elementary receiving specialized training in Tier II and Tier III behavior interventions. TK-12 principals will review discipline data monthly in district-wide meetings to identify patterns and trends. There will be a particular focus on improving outcomes for Hispanic students, students with two or more races, and socioeconomically disadvantaged students who are flagged in the red area on our district-wide dashboard.	$6,000.00	No
3.4	Wellness and Safety Supports for Secondary Students	Paradise Unified School District will use unexpended LREBG funds to support two critical positions: a Wellness and Safety Coordinator and a Student Resource Officer (SRO), aimed at addressing the high levels of chronic absenteeism, suspension, and social-emotional challenges at our secondary schools. Our LREBG needs assessment identified that many secondary students face significant barriers to learning—such as trauma, mental health needs, family instability, and disengagement—that are impacting readiness to learn and contributing to low performance in ELA and Math. Staff and families have also expressed a strong need for more structured support, guidance with referrals, and help managing student behavior. The Wellness and Safety Coordinator will lead systems of support for students and families, manage referrals, and collaborate with community agencies to reduce barriers to learning. The SRO will contribute to a safe, supportive environment through mentoring, positive relationship-building, restorative practices, and proactive intervention. Together, these positions	$115,000.00	No

Action #	Title	Description	Total Funds	Contributing
		form a coordinated response to students' social-emotional and behavioral needs. This action aligns with EC Section 32526(c)(2)(F) by integrating mental health services, trauma-informed care, and social-emotional supports, while responding directly to priority areas identified in the district's LREBG needs assessment (EC 32526(d)). These supports are essential to improving academic engagement and performance, particularly for students most affected by these challenges.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By June 2025, Ridgeview Continuation High School and Paradise eLearning Academy will enhance college and career readiness by increasing the percentage of students completing A-G courses and/or CTE pathways by 5%. Ridgeview Continuation High School will also improve its graduation rate by 5%, while Paradise eLearning Academy will maintain or increase its graduation rate above 96.3%. This will be achieved through targeted academic interventions, expanded course offerings, and dedicated support for unduplicated students, with progress regularly assessed.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

PUSD received Equity Multiplier funding for Ridgeview Continuation High School (RDV) and Paradise eLearning Academy (PELA). This funding was due to both schools qualifying for non-stability and socioeconomically disadvantaged student thresholds in the prior year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Priority 4: Pupil Achievement- Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University.	In the 2022-2023 school year, no students met the a-g UC/CSU requirements at PELA and RDV.	In the 2023-2024 school year, no students met the a-g UC/CSU requirements at PELA and RDV.		Seniors completing A-G classes will increase by 6% at RDV and PELA.	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Priority 4: Pupil Achievement- Percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE-approved career technical education standards and frameworks	In the 2022-2023 school year, PELA and RDV do not offer CTE classes.	In the 2023-2024 school year, PELA offers CTE classes. The plan is for RDV to start a CTE pathway next year.		All high school students completing CTE courses from approved pathways at PELA and RDV will increase by 6%	PELA offers CTE classes now.
4.3	Priority 4: Pupil Achievement- Percentage of pupils who have completed both courses described in Metric 4.1 and Metric 4.2.	In the 2022-2023 school year, 0 students completed both of these at PELA and RDV)	In the 2022-2023 school year, 0 students completed both of these at PELA and RDV)		There will be an increase of students at PELA and RDV that complete a-g requirements and one CTE pathway.	No Change
4.4	Priority 5: Pupil Engagement- PUSD's graduation rate.	2022-2023 School Year Paradise eLearning- 96.3% Ridgeview Continuation High School- 84.6%	2023-2024 School Year Paradise eLearning- 81.8% Ridgeview Continuation High School- 82.1%		PELA will maintain graduation rate or increase. RDV will increase grade rate by 6%.	At Paradise eLearning Academy (PELA), the graduation rate declined from a baseline of 96.3% to 81.8%, a decrease of 14.5 percentage points. At Ridgeview Continuation High School (RDV), the rate dropped slightly from 84.6% to 82.1%, a decrease of 2.5 percentage points.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.5	Priority 4: Pupil Achievement- Percentage of pupils prepared for college and career according to the College and Career Indicator on the CA Dashboard.	2022-2023 Paradise eLearning Academy All students- 3.7% prepared Ridgeview Continuation High School All students- 0% prepared (39 students) Ridgeview Continuation High School has two student groups that measure very low on the CA State Dashboard. They are Socioeconomically Disadvantaged and White students. According to the College and Career Indicator, both student groups are 0% prepared.	2024- CA Dashboard Paradise eLearning Academy All students- 4.5% prepared Ridgeview Continuation High School All students- 3.7% prepared (2023)Ridgeview Continuation High School has two student groups that measure very low on the CA State Dashboard. They are Socioeconomically Disadvantaged and White students. According to the College and Career Indicator, both student groups are 0% prepared. (2024) There are no student groups in Red for College		Both PELA and RDV need to increase College and Career Readiness at least by15%.	PELA showed a slight improvement in college and career readiness, increasing from 3.7% to 4.5%, a gain of 0.8 percentage points. RDV improved from 0% to 3.7%, an increase of 3.7 percentage points.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			and Career at RDV.			
4.6	Priority 5: Pupil Engagement- PUSD high school dropout rates.	2022-2023 school year CALPADS 1.8 Dropouts Paradise eLearning Academy- 3 students Ridgeview Continuation High School- 2 students	2023-2024 school year CALPADS 1.8 Dropouts Paradise eLearning Academy- 4 students Ridgeview Continuation High School- 0 students		Decrease all drops to 0.	In 2023–2024, Ridgeview Continuation High School reduced its dropout count from 2 to 0 students, showing a positive improvement. Meanwhile, Paradise eLearning Academy saw a slight increase in dropouts, rising from 3 to 4 students.
4.7	Priority 5: Pupil Engagement- PUSD school attendance rates.	Data Quest 22-23 Absenteeism (Average days absent and percentage excused) PELA- 29.4 average days absent RDV- 35.6 average days absent- 41.1% excused	Data Quest 23-24 Absenteeism (Average days absent and percentage excused) PELA- 25.6 average days absent RDV- 31.2 average days absent- 41.1% excused		Decrease absenteeism rate by 15%.	Average days absent at PELA decreased from 29.4 to 25.6 days, a reduction of 3.8 days. At RDV, the average dropped from 35.6 to 31.2 days, a reduction of 4.4 days, with the percentage of excused absences remaining the same at 41.1%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.8	Priority 5: Pupil Engagement- PUSD chronic absenteeism rates.	PUSD 2022-2023 Paradise eLearning Academy Chronic Absenteeism Indicator on the CA Dashboard 37.5 chronically absent	PUSD 2023-2024 Paradise eLearning Academy Chronic Absenteeism Indicator on the CA Dashboard 26.3 chronically absent		Decrease chronic absenteeism rate by 10%.	PELA's chronic absenteeism rate improved significantly, decreasing from 37.5% to 26.3%, a reduction of 11.2 percentage points.

Goal Analysis

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

In 2024–25, PUSD launched implementation of Goal 4 using Equity Multiplier funds to support historically underserved students at RDV and PELA. All planned actions were implemented. These included hiring a part-time administrator at PELA (Action 4.1) to address chronic absenteeism and coordinate college readiness initiatives; purchasing Edmentum curriculum to offer A–G and CTE coursework at both schools (Action 4.2); partnering with Creative Leadership Solutions for instructional coaching at RDV (Action 4.3); and launching an extended-day academic support program at RDV (Action 4.4).

Despite strong implementation, challenges persisted. Neither RDV nor PELA offered live CTE courses in 2023–24. Graduation rates declined at both schools—PELA dropped from 96.3% to 81.8%, and RDV from 84.6% to 82.1%. These outcomes highlighted a persistent need for earlier and more intensive academic supports. On the positive side, student engagement increased significantly, with PELA's chronic absenteeism improving from 37.5% to 26.3% and average days absent dropping at both schools.

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 the budgeted and actual expenditures for Goal 4. All planned funds were allocated as intended.

However, while the inputs were fully funded, the percentage of improved services fell short of goals. The percentage of students meeting College and Career Indicator (CCI) readiness remained low: only 4.5% at PELA and 3.7% at RDV. Graduation rates also declined rather than improved.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions implemented under Goal 4 produced mixed results, showing improvement in attendance and engagement but limited gains in academic completion and college readiness. At Paradise eLearning Academy (PELA), chronic absenteeism decreased significantly from 37.5% to 26.3%, and the average number of days absent dropped from 29.4 to 25.6. Ridgeview High School (RDV) also saw a reduction in average absences, from 35.6 to 31.2 days. These gains were supported by equity-focused outreach and expanded services that increased student contact and engagement. However, critical academic indicators showed little progress. College and Career Indicator (CCI) "prepared" rates remained low, with only 4.5% of students meeting the benchmark at PELA and 3.7% at RDV, including 0% for White and Socioeconomically Disadvantaged (SED) student groups. Graduation rates also declined, falling from 96.3% to 81.8% at PELA and from 84.6% to 82.1% at RDV. Although foundational systems like online curriculum and expanded learning opportunities were established, the short-term effectiveness of these efforts was limited, and key student outcome metrics remain below district targets.

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

For the 2025–26 school year, Paradise Unified School District will transition from foundational setup to more targeted academic and pathway support at Ridgeview High School (RDV) and Paradise eLearning Academy (PELA). The district plans to expand in-person Career Technical Education (CTE) offerings to reduce reliance on online-only options and to strengthen student engagement in hands-on learning. Credit recovery and college planning will begin earlier in students' academic journeys, particularly at RDV, to increase on-time graduation and postsecondary preparedness. Improved tracking systems will be implemented to more closely monitor students' graduation progress and CCI readiness. Additionally, targeted interventions will be provided for subgroups with 0% CCI readiness, such as White and Socioeconomically Disadvantaged students at RDV. These refinements are designed to improve academic outcomes while sustaining recent improvements in 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.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Part time administrator at Paradise eLearning.	The part-time admin at Paradise eLearning Academy will utilize Equity Multiplier funds to address chronic absenteeism and boost college and career readiness. They will implement targeted interventions to engage chronically absent students and their families to improve attendance rates.	$87,500.00	No

Action #	Title	Description	Total Funds	Contributing
		Additionally, they will monitor counseling services to equip students with the skills and resources.		
4.2	Edmentum Curriculum- CTE package and A-G package	To increase college and career opportunities at RDV and PELA, students will be offered online a-g coursework and CTE classes. By purchasing Edmentum, students can take these classes with an online teacher. We also hope to have a teacher on site for CTE for RDV during the 2025-2026 school year. This action uses Equity Multiplier funds to ensure all students have access to essential educational resources and support, bridging gaps and promoting equitable opportunities for post-secondary success.	$80,000.00	No
4.3	Hire an educational specialist from Creative Leaders Solutions to focus on engagement and increasing rigor in the classroom to increase College and Career Readiness at Ridgeview Continuation High School (RDV)	We are partnering with an educational expert from Creative Leadership Solutions to enhance ELA and Math achievement at RDV. This collaboration will focus on identifying power standards, planning student engagement in lessons, and implementing project-based learning at RDV. This action directly addresses RDV's critical needs, ensuring all students receive targeted, effective support to boost academic outcomes.	$110,000.00	No
4.4	Ridgeview Increased Programs	Based on the needs of our unduplicated student groups, Ridgeview Continuation High School will implement specific strategies to address the academic challenges these students face. Ridgeview is red on the dashboard indicator for College and Career Readiness for the White and socioeconomically disadvantaged (SED) student groups. Ridgeview will provide an extended day instructional schedule to support these students, allowing for more flexible student learning and personalized academic support. As a school eligible for CSI funding and classified as an Equity Multiplier school, Ridgeview emphasizes improving outcomes in ELA and Math while enhancing college and career readiness for its student population.	$260,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.5	Full Time Academic Counselor At Ridgeview Continuation High School	To improve Ridgeview High School's performance on the College and Career Indicator (CCI), a full-time counselor is essential to provide consistent academic, college, and career guidance to all students. In addition, a dedicated College and Career Advisor is working directly with students to support postsecondary planning, including career exploration, college applications, and financial aid. Together, these roles strengthen our support systems and ensure every student is prepared for life after high school.	$60,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$4,464,392	$410,519

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
22.754%	0.000%	$0.00	22.754%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Increasing student services by decreasing class average **Need:** Our low-income students have specific needs that require targeted intervention. Due to diverse learning needs and language barriers, our low-income students often benefit from more personalized instruction. The specific needs of Low Income: Glass and Smith	Decreasing the class average for K-3 classes is designed to address these identified needs by enabling teachers to provide more individualized attention and instruction. This fosters a more engaging and supportive classroom environment, fostering better participation and interaction. Smaller class sizes have improved academic outcomes, particularly for disadvantaged students, helping close the achievement gap early on. Importantly, while this action primarily targets unduplicated students, it benefits all students by	The effectiveness of this action will be measured using academic performance metrics 1.1, 1.2, 1.3, and 1.4. Academic performance will be tracked through iReady assessment scores in reading and math for K-3 students, focusing on the

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	(1978), concluded that small class sizes were associated with improved academic performance. Effects were strongest in the early primary grades and among low-income students. A review by Zyngier (2014) of the research literature showed that smaller classes had a strong positive impact on student achievement and narrowing the achievement gap in the vast majority of studies. Early intervention is critical to address learning gaps promptly, which can be more effectively managed in smaller classes. According to Spring 2024 iReady data, Math and Reading scores decreased from K-2nd. We need scores to improve each year. Paradise Unified School District should implement smaller class sizes in K-3 to provide more personalized instruction and early intervention, enhancing academic outcomes and closing the achievement gap, especially for unduplicated students. Smaller classes foster better student engagement and positive social-emotional development by enabling stronger teacher-student relationships and effective classroom management. **Scope:** Schoolwide	enhancing the overall learning environment and providing individualized instruction.	progress of low-income students. ELA and Math performance trends will also be monitored using CAASPP scores.
1.2	**Action:** Full Day Transitional Kindergarten and Kindergarten	Implementing full-day transitional kindergarten (TK) and kindergarten programs is specifically designed to support low-income students by	The effectiveness of this action will be measured using academic

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Low-income students benefit from full-day transitional kindergarten (TK) and kindergarten programs, which address their diverse learning needs and language barriers. Full-day programs provide the necessary time for individualized instruction and comprehensive support, making them essential for addressing the unique challenges faced by unduplicated students. In addition, full-day TK and K programs are important to our educational partners and PUSD families. Full-day kindergarten helps narrow the achievement gap by offering more instructional time and enrichment activities, crucial for children lacking early educational resources. According to iReady data, only 50% of our Kindergarten students meet their annual typical growth goal. We want to see all students meet their annual typical group goal. **Scope:** Schoolwide	providing increased instructional time. This extended time allows teachers to offer individualized attention, reinforce learning, and address specific needs more effectively. This is crucial for students facing additional challenges due to their economic backgrounds. Full-day programs also enhance social-emotional development by creating a stable and nurturing environment where students can form stronger connections with their teachers and peers. Additionally, PUSD will closely monitor early literacy assessments to ensure that these programs effectively boost literacy rates among low-income students, addressing a critical area of need and setting a strong foundation for future academic success.	performance metrics 1.1, 1.2, 1.3, and 1.4. Close attention will be given to low-income students by monitoring typical and stretch growth in reading and math for kindergarten students.
1.4	**Action:** Academic Counselors at the Secondary Level **Need:** In Paradise Unified School District's secondary schools, academic counselors are essential for providing personalized academic support and guidance to students for college and career	Providing academic counselors in Paradise Unified's secondary schools is designed to address the unique needs of unduplicated students by offering personalized academic, college, and career guidance. Counselors can encourage unduplicated students to navigate these challenges effectively by providing academic counseling services. This action is provided	The effectiveness of this action will be measured using pupil achievement and engagement metrics 1.11, 1.14, and 1.15. Firstly, graduation rates are closely monitored,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	readiness, particularly low-income, foster youth, and English Learners. Many low-income students and their families are not fully aware of the college admissions process, financial aid options, and the long-term benefits of higher education. This lack of information can result in missed opportunities and lower college enrollment rates. Our counselors play a crucial role in preparing students for post-secondary success by ensuring students have the correct classes, offering them choices and schedule options, and supporting career options. Our parents and students want to see more counselors reaching out and checking in on secondary students. PUSD will increase student contact with our academic counselors to ensure all students, especially our unduplicated students, are on the right track for college and career readiness. Paradise Unified School District parents also state the importance of students getting the support they need from academic counseling to help guide them on the right CTE pathway. **Scope:** Schoolwide	schoolwide to ensure that all PUSD secondary students, not just unduplicated students, benefit from our high schools' college and career focus. Counselors will also form an organized system where they reach out to students at least once, hopefully more each year.	comparing the rates of unduplicated students against district averages to assess progress. Secondly, A-G completion rates are tracked, indicating the percentage of unduplicated students who fulfill the A-G requirements, which signifies their readiness for college. Lastly, the percentage of the unduplicated students completing courses that satisfy the requirements for career technical education programs will be analyzed, too.
1.5	**Action:** Math and ELA Interventions at Paradise High School **Need:** Low-income students at Paradise High School have specific academic needs that require	By implementing this action, it will directly support our low-income students. Providing instructional aides, after-school interventions, and additional support in ELA and Math classrooms at Paradise High School are specifically designed to address the identified needs of low-income student groups. By placing instructional aides in ELA and Math	The effectiveness of these actions will be measured using pupil achievement metrics 1.1, 1.2, 1.3, 1.4, 1.14, and 1.15. Grades at the secondary level will also be tracked.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	targeted intervention. Many low-income students and their families are not fully aware of the college admissions process, financial aid options, and the long-term benefits of higher education. This lack of information can result in missed opportunities and lower college enrollment rates. Some students need additional support to meet grade-level standards in subjects like Math and ELA. Additionally, incoming freshmen may need extra support to adjust to high school academic expectations, especially those who are the first in their families to attend high school or face other challenges that could impact their transition. To address these needs, Paradise High School is implementing several key actions. Firstly, they will provide academic support in Math and ELA classrooms by placing instructional aides in classes to offer additional assistance. This will ensure that students needing extra help receive personalized support within the classroom environment. Secondly, Math and ELA interventions will be built into the schedule to provide targeted support for students who need more time and assistance in these subjects. This will help students master key concepts and stay on track academically. Additionally, before-school and after-school help will be offered for ELA and Math, providing students with additional opportunities to receive support outside regular class time.	classes, the school aims to provide personalized support to students who need additional assistance to meet grade-level standards. This approach ensures that low-income students can access the support they need in the classroom, helping them grasp challenging concepts and stay on track academically. Additionally, integrating Math and ELA interventions into the schedule and offering before-school and after-school help for these subjects provides targeted support for students who may need more time and assistance. By providing these interventions schoolwide, Paradise High School ensures all low-income students have equal access to these resources. This approach helps create a supportive and inclusive learning environment that promotes academic success for all students.	Improving outcomes for unduplicated student groups will be measured through various metrics. Improved grades will be tracked to assess whether low-income students are making progress in ELA and Math classes. Assessment scores will determine whether low-income students meet grade-level standards in ELA and Math. A-G classes will be tracked along with the percentage of English Learner pupils progressing toward English proficiency.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The decision to implement these actions was based on input from students, staff, and families at Paradise High School, all of whom expressed a need for more support in completing A-G classes. Math, in particular, has been identified as an area where students need additional support. Educational partners have also requested more tutors after school, indicating a broader community need for additional academic support. These actions are designed to provide unduplicated students with the support they need to succeed academically and ensure they have the resources and assistance necessary to achieve their full potential. **Scope:** Schoolwide		
1.6	**Action:** Information Technology Services District Wide **Need:** Low-income students need up-to-date technology and the necessary skills for 21st-century learning. PUSD can provide strong assessments and intervention opportunities by ensuring all students can access current technology, including one-to-one devices for secondary students, supporting academic progress and equity. Access to modern technology is essential for low-income students to bridge the digital divide, enhance their learning experiences, and prepare them for future academic and career opportunities.	This action focuses on providing Information Technology (IT) services district-wide, based on feedback from educational partners who emphasize the importance of prioritizing IT in 21st-century learning. Equipping students with up-to-date technology and skills is crucial for their academic success. By providing IT support services, the district ensures that staff and students have the necessary resources for effective learning, especially for low-income students. Due to high chronic absenteeism rates among these students, technology is an effective tool to help close the achievement gap. Ensuring all students have access to technology, including	The effectiveness of the IT services district-wide action will be measured using several metrics. Surveys and feedback from staff, students, and parents will be collected to gauge the impact of the technology on learning and teaching experiences. Attendance rates will be closely monitored to assess whether increased access to technology correlates with improved attendance among

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	one-to-one devices for secondary students, ensures that strong assessments and intervention opportunities are available. Implementing this action on a schoolwide basis guarantees that all students, particularly those from unduplicated groups, have equal access to technology, promoting an inclusive and equitable learning environment. By enabling continuous learning through digital platforms, the district can mitigate the effects of absenteeism, ensuring students do not fall behind academically. Monitoring this action through surveys and feedback helps to gauge its impact on staff, students, and parents. The district expects increased attendance and improved student assessment scores by focusing on up-to-date technology.	unduplicated students. Additionally, student assessment scores will be tracked to determine the effectiveness of technology in enhancing academic performance. By focusing on these metrics, the district can evaluate the success of the IT initiative in closing the achievement gap and supporting the academic progress of unduplicated student groups.
1.8	**Action:** College and Career Readiness at the Secondary Level **Need:** Socioeconomically diverse students and students with disabilities need access to resources and opportunities to develop college and career readiness skills. Research shows that Career Technical Education (CTE) programs significantly improve academic and employment outcomes for these groups. Increasing CTE and Pathway programs for grades 7-12 is essential, providing targeted support and skill development that prepare these students for post-secondary success. **Scope:**	Increasing Career Technical Education (CTE) and Pathway programs and services for grades 7-12 is designed to address the specific needs of unduplicated student groups by ensuring they graduate with the skills required for globally competitive college and career readiness. PUSD offers agricultural mechanics, Cabinetmaking, Millwork, Woodworking Engineering Design, and Product Innovation and Design. Emergency Medical Service will be added during the 2024-2025 school year. Based on input from educational partners, this action focuses on equipping students with practical skills and knowledge that are directly applicable to various career paths. By providing these programs on a schoolwide basis, all students, particularly those from unduplicated groups, have equal access to high-quality career and technical education. In addition, Paradise High School will also offer support before, after, and	The effectiveness of increasing Career Technical Education (CTE) and Pathway programs will be measured using several metrics. Attendance and grades will be monitored. Students completing CTE pathways will be tracked, specifically focusing on increasing the percentage of unduplicated students who complete these programs.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide	throughout the day. The focus will be supporting ELA and math and helping all students complete A-G classes.	
2.1	**Action:** Transportation K-12 **Need:** Foster Youth and low-income students in Paradise Unified School District (PUSD) often face significant barriers to regular school attendance due to unreliable transportation and other family challenges. These students are at a higher risk of chronic absenteeism, which can severely impact their academic success and overall educational experience. Ensuring Foster Youth and low-income students have reliable school transportation is essential to addressing this critical need. Providing dependable transportation supports their consistent attendance and learning engagement, helping close the achievement gap and improve their educational outcomes. In addition, parents would like to see more after-school options with transportation. **Scope:** LEA-wide	Providing more transportation opportunities is specifically designed to address the challenges faced by Foster Youth and low-income students in PUSD. By offering reliable transportation, the district ensures that these students can consistently attend school, reducing barriers related to distance and safety concerns. Implementing this action on a schoolwide basis ensures that all students who need transportation support, especially Foster Youth and low-income students, have equal access to education. This action enhances safety, promotes regular attendance, and creates a more inclusive learning environment where all students can thrive. Transportation support through LCFF funding is crucial in achieving these goals and ensuring students have the necessary academic resources to succeed.	The effectiveness of providing increased transportation opportunities will be monitored through attendance and chronic absenteeism data. Monthly attendance reports will be used to monitor attendance rates. The CA Dashboard, Chronic Absenteeism Indicator, will also be utilized to track changes in chronic absenteeism rates for these student groups. By closely monitoring these metrics, the district can assess the impact of the transportation initiative on improving attendance and reducing absenteeism among unduplicated students, ensuring that the action effectively supports their academic success and overall well-being.
2.2	**Action:** Attendance Services to support student absenteeism and chronically absent students. **Need:**	To address the high chronic absenteeism rate, PUSD will enhance its attendance services by providing additional support, including Student Attendance Review Board (SARB) services. A dedicated teacher will be the lead contact, tracking and sharing attendance data and providing	The effectiveness of enhancing attendance services will be measured through attendance data, and the Chronic Absenteeism Indicator

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Our English learners, Hispanic, low-income, and homeless students, are disproportionately affected by chronic absenteeism. According to the 2023 CA State Dashboard, the overall chronic absenteeism rate for all students is 40%. Still, these groups face unique challenges, such as economic hardship, instability, and lack of support, which contribute to higher absenteeism rates. Addressing chronic absenteeism is crucial for improving their academic outcomes and overall well-being. Our educational partners unanimously agree that regular school attendance is essential for all students. **Scope:** LEA-wide	targeted support to schools and families with chronically absent students. This action addresses unduplicated student groups' barriers to regular attendance by offering personalized interventions and support. Chronically absent students are reviewed monthly at staff meetings, with Tier I, Tier II, and Tier III support in place. Constant focus on attendance is one of our initiatives. Implementing this schoolwide ensures that all students benefit from improved attendance services, fostering a supportive environment that encourages regular attendance and reduces absenteeism. By enhancing attendance services and involving SARB, the district aims to create a comprehensive approach to address the underlying issues contributing to chronic absenteeism.	data will be closely monitored to track changes in absenteeism rates among unduplicated student groups. Additionally, feedback from the leadership team will provide insights into the implementation and impact of the strategy. By analyzing these metrics, the district can assess the success of the attendance initiatives in increasing student attendance and decreasing chronic absenteeism rates. This data-driven approach will enable the district to make informed decisions and adjust the strategy, ensuring it effectively supports unduplicated students' academic success and well-being.
3.1	**Action:** District Wide School Supervision **Need:** Low socioeconomic status student groups need support within all school environments. Ensuring a secure and safe learning environment is essential for their well-being and academic success. These students can be more vulnerable to safety issues and disruptions, negatively impacting their ability to	LCFF funding is being utilized to fund Supervision, which supports the staffing of Campus Supervisors for junior and senior high schools and Yard Supervisors for TK-6 schools. These supervisors are responsible for maintaining a secure environment by overseeing student activities, ensuring safety protocols are followed, and addressing issues during school hours. By providing these supervision resources on an LEA or schoolwide basis, the district ensures that all students, including those from unduplicated	The effectiveness of Supervision will be monitored through discipline referrals, which indicate safety and behavioral issues within the school. The district expects to decrease discipline referrals by at least 5% in the coming year due to these

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	focus on learning and feel secure at school. Addressing these safety concerns is crucial for fostering a supportive and conducive educational environment for all students, especially those from low-income backgrounds. **Scope:** LEA-wide	groups, benefit from a safe and well-supervised learning environment.	enhanced supervision measures. By tracking and analyzing discipline referral data, the district can assess the impact of the supervision program on improving the school environment and reducing incidents that disrupt learning. This data-driven approach will help the district make informed decisions about further improvements and adjustments to the supervision program to ensure it continues to meet the needs of all students, particularly those from unduplicated groups.
3.2	**Action:** PUSD Athletics Program for 6th through 12th Grade **Need:** Low socioeconomic status students often face barriers to participating in extracurricular activities like sports. These students may lack the resources necessary to join and engage in athletic programs, which are vital for their overall development and school engagement. Participation in sports is linked to better attendance, improved behavior, and higher academic achievement. Addressing these needs is crucial to ensure that low-income students have equal opportunities to benefit	Based on educational partner feedback, attendance data, and grades, this action aims to provide the necessary resources to ensure all low-income students can participate in athletics. By offering support for athletic teams and services, PUSD addresses the needs of student engagement, attendance, discipline, and academic achievement. This support includes funding for equipment, uniforms, transportation, and other necessary resources to remove barriers to participation. Providing these opportunities on an LEA or schoolwide basis ensures that all students can engage in athletics regardless of their background.	The effectiveness of this action will be monitored through educational partner feedback, attendance data, and grades. By collecting and analyzing this data, PUSD can assess how well the athletic resources improve student engagement, attendance, behavior, and academic success. The district will track the participation rates of unduplicated students in athletic programs and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	from the positive impacts of extracurricular activities. PUSD parents also state they want more extracurricular and athletic events for students to build positive school culture. **Scope:** Schoolwide		observe any corresponding changes in their attendance and academic performance. This data-driven approach will help the district make informed decisions about continuing or adjusting the support provided to ensure it meets the needs of all students, particularly those from unduplicated groups.
4.4	**Action:** Ridgeview Increased Programs **Need:** Low-income and foster youth student groups at Ridgeview Continuation High School face specific challenges that impact their academic success, often requiring additional support and interventions. The extended day program provides targeted interventions and resources to benefit these students academically. The extended day program offers more time for flexible student learning, allowing for personalized support and additional academic resources. Ridgeview Continuation High School, eligible for CSI funding and classified as an Equity Multiplier school, strongly emphasizes improving outcomes in ELA and Math. Next year, the school will further focus on enhancing college and career readiness among its student population by offering A-G classes online. **Scope:**	The extended day program and lead teacher initiative are designed to provide unduplicated students at Ridgeview Continuation High School with intensive interventions and resources to support their academic success. The extended day program offers students additional time and support outside regular school hours to catch up on coursework, receive individualized instruction, and access academic resources. Providing these interventions schoolwide ensures that all low-income and foster-youth students have equal access to these resources.	The extended day program to improve outcomes for low-income and foster youth student groups will be measured through the CA Dashboard College and Career Indicator, pupil achievement, and pupil engagement metrics 1.1, 1.2, 1.3, 1.4, 1.14. Progress will be monitored through the CA Dashboard College and Career Indicator and the CAASPP assessments, providing valuable insights into students' academic growth and areas for improvement. Additionally, we will track A-G classes that students will have the opportunity to complete

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		online and get support for completion.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.3	**Action:** EL Support **Need:** English Learner (EL) students in PUSD, spanning from Transitional Kindergarten (TK) through 12th grade, face unique challenges in language acquisition and academic performance. These students require tailored instructional strategies and additional support to develop their English language skills and succeed academically. Ensuring that students receive appropriate English Language Development (ELD) instruction and support is critical for their integration into the broader curriculum and overall academic success. **Scope:** Limited to Unduplicated Student Group(s)	PUSD is committed to ongoing support for EL students by designating a lead teacher with specialized responsibilities. The lead teacher conducts all necessary testing for EL students, collaborates closely with other teachers to support ELD instruction, and fosters open communication with families. This role also involves actively engaging in brainstorming sessions to explore innovative ways to incorporate ELD support into the curriculum. These collaborative efforts aim to identify effective instructional methods and techniques that enhance language acquisition and facilitate the integration of ELD instruction across all subjects. By implementing this action schoolwide, PUSD ensures that all EL students receive consistent and high-quality support, promoting equity and improving educational outcomes. The lead teacher's comprehensive approach addresses the specific needs of EL students and supports their academic and language development throughout their educational journey.	The effectiveness of the support provided to EL students will be monitored using iReady and NWEA MAP Reading and Math growth reports. In addition, we will use the initial and summative test results to help support the students. These reports will track EL students' language acquisition and academic performance progress. By analyzing growth data, the district can assess the impact of the lead teacher's efforts and the effectiveness of the ELD support strategies implemented.

For any limited 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, as applicable.

Additional Concentration Grant Funding

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.

The additional concentration grant add-on funding will be utilized in PUSD to increase the staff providing direct services to students at schools with a high concentration (above 55 percent) of foster youth, English learners, and low-income students. This funding will primarily support additional certificated staffing for smaller class sizes. This initiative aligns with Goal 1, Action 1: Increasing Student Services by Decreasing Class Averages, aiming to decrease class averages for grades K-12. This targeted approach provides increased teacher-student instructional time, benefiting English learners, foster youth, and low-income students. The implementation of smaller class averages and reinforced student services has already resulted in a growth in reading and math scores, indicating the effectiveness of this approach in narrowing the achievement gap.

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	1:43	1:43
Staff-to-student ratio of certificated staff providing direct services to students	1:15	1:14

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	19,620,562	4,464,392	22.754%	0.000%	22.754%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,490,000.00	$637,500.00	$50,000.00	$106,000.00	$5,283,500.00	$4,956,500.00	$327,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Increasing student services by decreasing class average	Low Income	Yes	School wide	Low Income	Specific Schools: Cedarwood, Pine Ridge School, Paradise Ridge Elementary TK-3rd Grade		$1,110,000.00	$0.00	$1,110,000.00				$1,110,000.00	
1	1.2	Full Day Transitional Kindergarten and Kindergarten	Low Income	Yes	School wide	Low Income	Specific Schools: Cedarwood, Pine Ridge School, Paradise Ridge Elementary TK and K		$620,000.00	$0.00	$620,000.00				$620,000.00	
1	1.3	Compliance and Improvement Monitoring Process (CIM)	Students with Disabilities	No			All Schools		$0.00	$50,000.00			$50,000.00		$50,000.00	
1	1.4	Academic Counselors at the Secondary Level	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Paradise Junior High, Paradise High School, Ridgeview High School 7th-12th		$330,000.00	$0.00	$330,000.00				$330,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Grade									
1	1.5	Math and ELA Interventions at Paradise High School	Low Income	Yes	School wide	Low Income	Specific Schools: Paradise High School 9th-12th grade		$225,000.00	$0.00	$225,000.00				$225,000.00	
1	1.6	Information Technology Services District Wide	Low Income	Yes	LEA-wide	Low Income	All Schools		$320,000.00	$0.00	$320,000.00				$320,000.00	
1	1.7	Paradise Junior High Support (PJHS)	All Students with Disabilities Socioeconomically disadvantaged	No			Specific Schools: Paradise Junior High School 7th and 8th grade students		$50,000.00	$50,000.00				$100,000.00	$100,000.00	
1	1.8	College and Career Readiness at the Secondary Level	Low Income	Yes	School wide	Low Income	Specific Schools: Paradise High School, Ridgeview Continuation High School, Paradise Junior High and Paradise eLearning 7th-12th grade		$340,000.00	$0.00	$340,000.00				$340,000.00	
1	1.9	Tk-6th Grade Curriculum Guides	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
1	1.10	High School Academic Intervention via Reduced Class Size and TOSA Support	All	No			Specific Schools: Paradise High School 9th- 12th		$75,000.00	$0.00		$75,000.00			$75,000.00	
1	1.11	TK–6 Instructional Support through Creative Leadership Consultant	All	No			All Schools TK-6th		$110,000.00	$0.00		$110,000.00			$110,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.1	Transportation K-12	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		$450,000.00	$0.00	$450,000.00				$450,000.00	
2	2.2	Attendance Services to support student absenteeism and chronically absent students.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$130,000.00	$0.00	$130,000.00				$130,000.00	
2	2.3	EL Support		Yes	Limited to Unduplicated Student Group(s)		All Schools		$30,000.00	$0.00	$30,000.00				$30,000.00	
3	3.1	District Wide School Supervision	Low Income	Yes	LEA-wide	Low Income	All Schools		$225,000.00	$0.00	$225,000.00				$225,000.00	
3	3.2	PUSD Athletics Program for 6th through 12th Grade	Low Income	Yes	School wide	Low Income	All Schools Specific Schools: Paradise Junior High and Paradise High School 7th-12th grade		$303,000.00	$147,000.00	$450,000.00				$450,000.00	
3	3.3	Strengthen Discipline Supports for Tier I, II and III	All	No			All Schools		$6,000.00	$0.00				$6,000.00	$6,000.00	
3	3.4	Wellness and Safety Supports for Secondary Students	All	No			Specific Schools: Paradise Junior High School, Ridgeview High School, Paradise High School Main focus will be 6th-12th		$115,000.00	$0.00		$115,000.00			$115,000.00	
4	4.1	Part time administrator at Paradise eLearning.	All	No			Specific Schools: Ridgeview		$87,500.00	$0.00		$87,500.00			$87,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Continuation High School and Paradise eLearning 9th-12th grade									
4	4.2	Edmentum Curriculum-CTE package and A-G package	All	No			Specific Schools: Ridgeview Continuation High School and Paradise eLearning 9th-12th Grade Students		$0.00	$80,000.00		$80,000.00			$80,000.00	
4	4.3	Hire an educational specialist from Creative Leaders Solutions to focus on engagement and increasing rigor in the classroom to increase College and Career Readiness at Ridgeview Continuation High School (RDV)	All	No			Specific Schools: Ridgeview Continuation High School 10th-12th Grade		$110,000.00	$0.00		$110,000.00			$110,000.00	
4	4.4	Ridgeview Increased Programs	Foster Youth Low Income	Yes	School wide	Foster Youth Low Income	Specific Schools: Ridgeview Continuation High School 10th-12th grade		$260,000.00	$0.00	$260,000.00				$260,000.00	
4	4.5	Full Time Academic Counselor At Ridgeview Continuation High School	All	No			Specific Schools: Ridgeview Continuation High School 10-12		$60,000.00	$0.00		$60,000.00			$60,000.00	

2025-26 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
19,620,562	4,464,392	22.754%	0.000%	22.754%	$4,490,000.00	0.000%	22.884 %	**Total:**	$4,490,000.00
								LEA-wide Total:	$1,125,000.00
								Limited Total:	$30,000.00
								Schoolwide Total:	$3,335,000.00

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	Low Income	Specific Schools: Cedarwood, Pine Ridge School, Paradise Ridge Elementary TK-3rd Grade	$1,110,000.00	
1	**1.2**	Full Day Transitional Kindergarten and Kindergarten	Yes	Schoolwide	Low Income	Specific Schools: Cedarwood, Pine Ridge School, Paradise Ridge Elementary TK and K	$620,000.00	
1	**1.4**	Academic Counselors at the Secondary Level	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Paradise Junior High, Paradise High School, Ridgeview High School 7th-12th Grade	$330,000.00	
1	**1.5**	Math and ELA Interventions at Paradise High School	Yes	Schoolwide	Low Income	Specific Schools: Paradise High	$225,000.00	

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 (%)
						School 9th-12th grade		
1	1.6	Information Technology Services District Wide	Yes	LEA-wide	Low Income	All Schools	$320,000.00	
1	1.8	College and Career Readiness at the Secondary Level	Yes	Schoolwide	Low Income	Specific Schools: Paradise High School, Ridgeview Continuation High School, Paradise Junior High and Paradise eLearning 7th-12th grade	$340,000.00	
2	2.1	Transportation K-12	Yes	LEA-wide	Foster Youth Low Income	All Schools	$450,000.00	
2	2.2	Attendance Services to support student absenteeism and chronically absent students.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$130,000.00	
2	2.3	EL Support	Yes	Limited to Unduplicated Student Group(s)		All Schools	$30,000.00	
3	3.1	District Wide School Supervision	Yes	LEA-wide	Low Income	All Schools	$225,000.00	
3	3.2	PUSD Athletics Program for 6th through 12th Grade	Yes	Schoolwide	Low Income	All Schools Specific Schools: Paradise Junior High and Paradise High School 7th-12th grade	$450,000.00	
4	4.4	Ridgeview Increased Programs	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Ridgeview Continuation High School 10th-12th grade	$260,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,765,732.00	$4,765,732.00

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**	Increasing student services by decreasing class average	Yes	$1,215,000.00	$1,215,000.00
1	**1.2**	Full Day Transitional Kindergarten and Kindergarten	Yes	$605,000.00	$605,000.00
1	**1.3**	Compliance and Improvement Monitoring Process (CIM)	No	$50,000.00	$50,000.00
1	**1.4**	Academic Counselors at the Secondary Level	Yes	$330,000.00	$330,000.00
1	**1.5**	Math and ELA Interventions at Paradise High School	Yes	$200,000.00	$200,000.00
1	**1.6**	Information Technology Services District Wide	Yes	$300,000.00	$300,000.00
1	**1.7**	Paradise Junior High Support (PJHS)	No	$100,000.00	$100,000.00
1	**1.8**	College and Career Readiness at the Secondary Level	Yes	$340,000.00	$340,000.00
1	**1.9**	Tk-6th Grade Curriculum Guides	No	$0.00	$0.00
2	**2.1**	Transportation K-12	Yes	$450,000.00	$450,000.00

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)
2	**2.2**	Attendance Services to support student absenteeism and chronically absent students.	Yes	$130,000.00	$130,000.00
2	**2.3**	EL Support	Yes	$30,000.00	$30,000.00
3	**3.1**	District Wide School Supervision	Yes	$215,000.00	$215,000.00
3	**3.2**	PUSD Athletics Program for 6th through 12th Grade	Yes	$350,000.00	$350,000.00
3	**3.3**	Strengthen Discipline Supports for Tier I, II and III	No	$6,000.00	$6,000.00
4	**4.1**	Part time administrator at Paradise eLearning.	No	$87,500.00	$87,500.00
4	**4.2**	Edmentum Curriculum- CTE package and A-G package	No	$67,232.00	$67,232.00
4	**4.3**	Hire an educational specialist from Creative Solution Tree to focus on engagement and increasing rigor in the classroom to increase College and Career Readiness at Ridgeview Continuation High School (RDV)	No	$60,000.00	$60,000.00
4	**4.4**	Ridgeview Increased Programs	Yes	$230,000.00	$230,000.00

2024-25 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)
4,395,000	$4,395,000.00	$4,395,000.00	$0.00	0.000%	0.000%	0.000%

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	Increasing student services by decreasing class average	Yes	$1,215,000.00	$1,215,000.00		
1	1.2	Full Day Transitional Kindergarten and Kindergarten	Yes	$605,000.00	$605,000.00		
1	1.4	Academic Counselors at the Secondary Level	Yes	$330,000.00	$330,000.00		
1	1.5	Math and ELA Interventions at Paradise High School	Yes	$200,000.00	$200,000.00		
1	1.6	Information Technology Services District Wide	Yes	$300,000.00	$300,000.00		
1	1.8	College and Career Readiness at the Secondary Level	Yes	$340,000.00	$340,000.00		
2	2.1	Transportation K-12	Yes	$450,000.00	$450,000.00		
2	2.2	Attendance Services to support student absenteeism and chronically absent students.	Yes	$130,000.00	$130,000.00		
2	2.3	EL Support	Yes	$30,000.00	$30,000.00		
3	3.1	District Wide School Supervision	Yes	$215,000.00	$215,000.00		
3	3.2	PUSD Athletics Program for 6th through 12th Grade	Yes	$350,000.00	$350,000.00		
4	4.4	Ridgeview Increased Programs	Yes	$230,000.00	$230,000.00		

2024-25 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)
	4,395,000		0.000%	$4,395,000.00	0.000%	0.000%	$0.00	0.000%

Local Control and Accountability Plan 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code Section 52064). 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). 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 the nature of some LCAP template sections 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, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064 and).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064, , and).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- 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

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064). 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 to 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.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is 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 target 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 students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - 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.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 Section 15496 in the Increased or Improved Services section of the LCAP.

***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.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07, *EC* Section

52064; 5 *CCR* Section 15496). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **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 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 plus 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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