



LCFF Budget Overview for Parents

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

CDS Code: 04615310000000

School Year: 2024-25

LEA contact information:

Tom Taylor

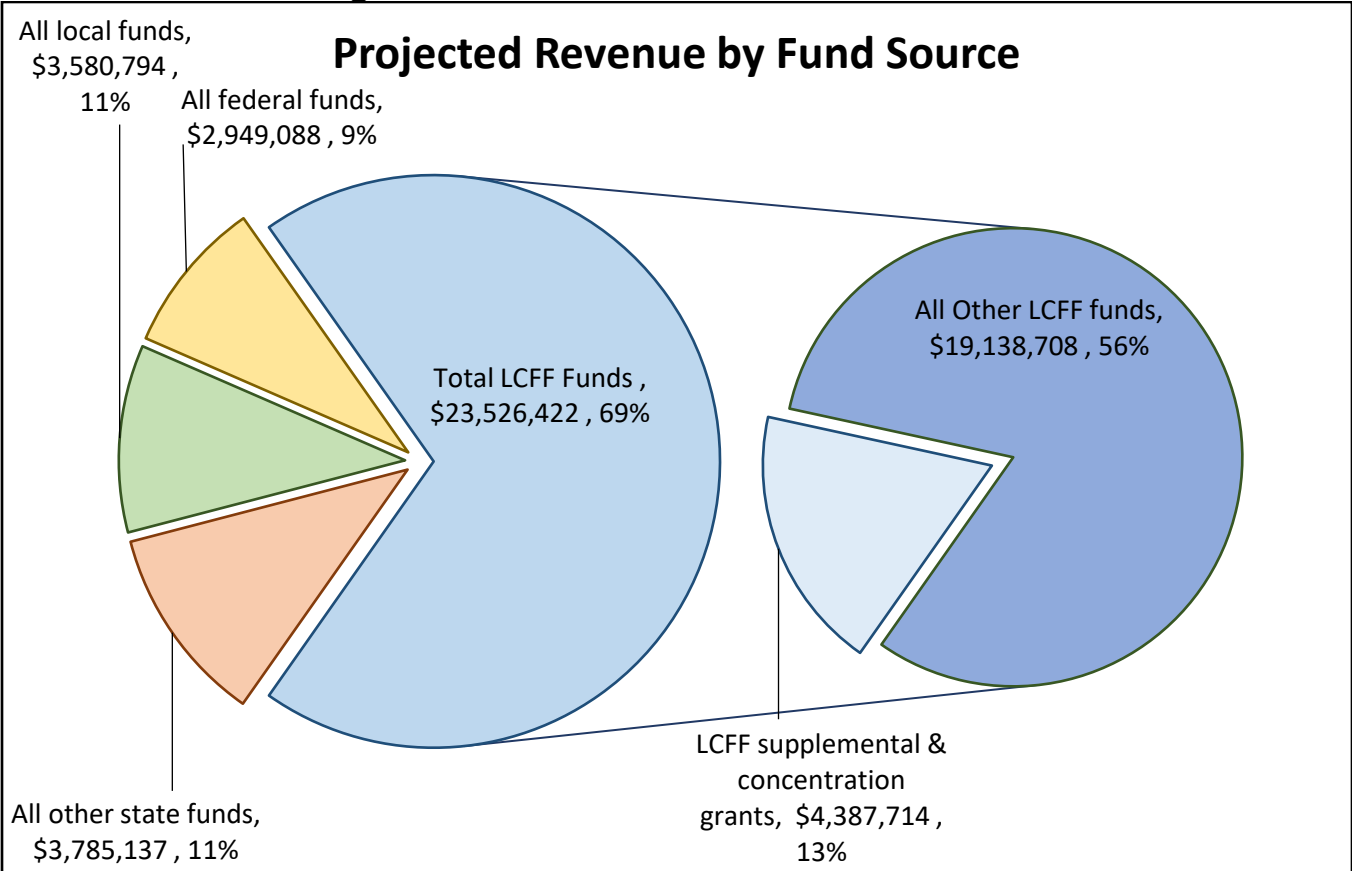
Superintendent

ttaylor@pusdk12.org

(530) 872-6400

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

Budget Overview for the 2024-25 School Year

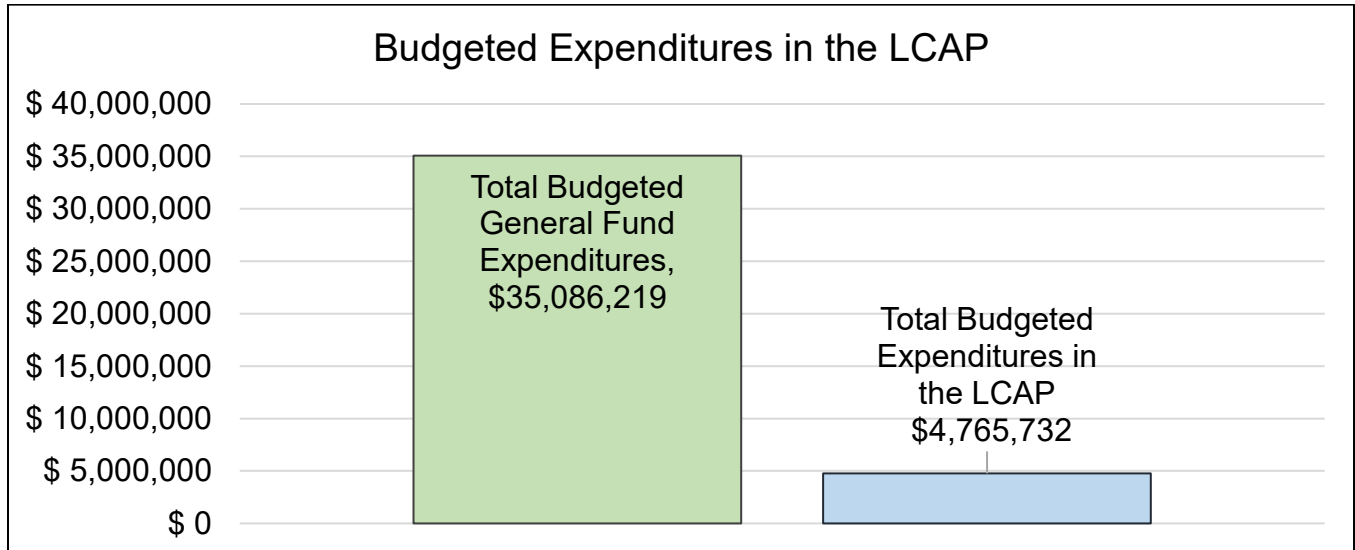


This chart shows the total general purpose revenue Paradise Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Paradise Unified School District is \$30,056,341, of which \$23,526,422.00 is Local Control Funding Formula (LCFF), \$3,785,137 is other state funds, \$3,580,794.00 is local funds, and \$2,949,088.00 is federal funds. Of the \$23,526,422.00 in LCFF Funds, \$4,387,714 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 2024-25. 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 \$35,086,219 for the 2024-25 school year. Of that amount, \$4,765,732 is tied to actions/services in the LCAP and \$30,090,487 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

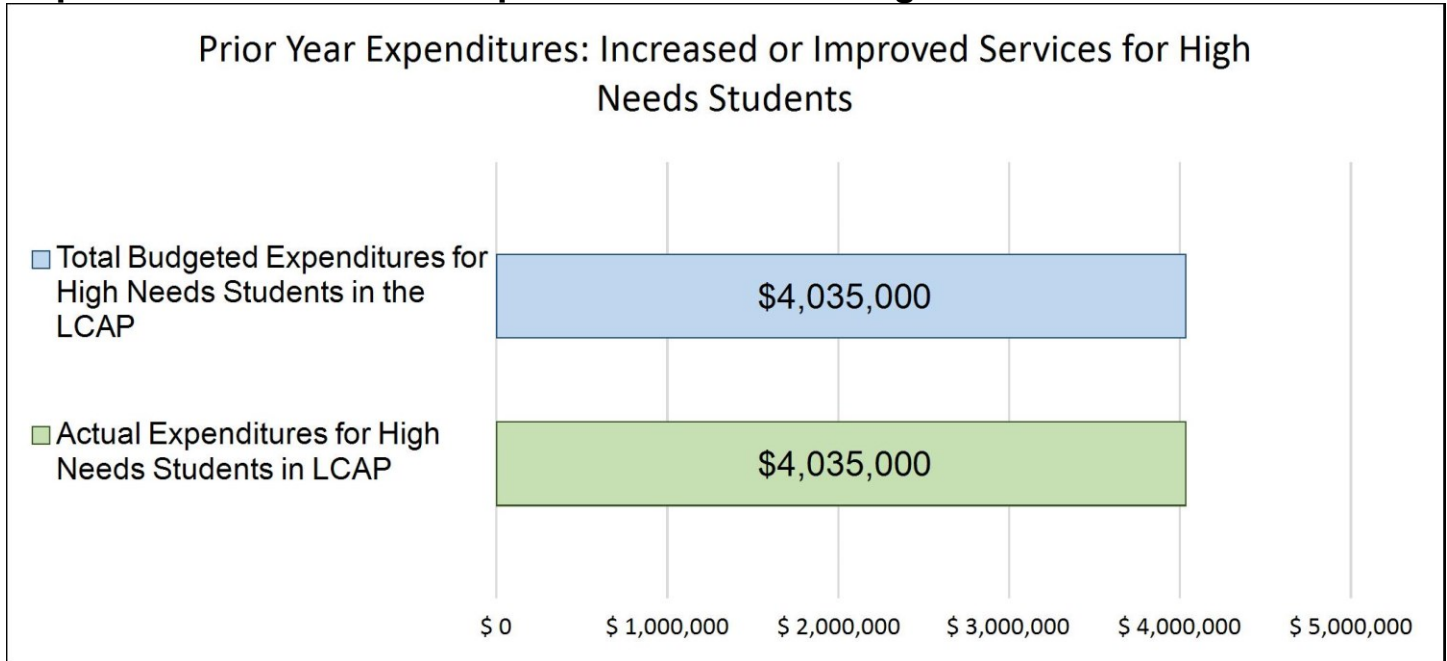
The General Fund Budget Expenditures for the school year, not covered by the LCAP, include essential areas such as staff salaries and benefits, utilities, facility maintenance, textbooks, classroom supplies, special education, and nutrition services. These funds ensure smooth school operations and a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

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Paradise Unified School District is projecting it will receive \$4,387,714 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 \$4,395,000 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



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 2023-24, Paradise Unified School District's LCAP budgeted \$4,035,000 for planned actions to increase or improve services for high needs students. Paradise Unified School District actually spent \$4,035,000 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4: Pupil Achievement/ 2017-2018 ELA Statewide Assessment/CAASPP	<p>CAASPP Scores from 2017-2018 All Students 39.86% of students district-wide met or exceeded the standard for ELA as measured by the spring 2018 CAASPP results.</p> <p>All students are 26.3 points below the standard measured by SBAC ELA results on the California School Dashboard. (Yellow)</p> <p>11th Grade ELA-CAASPP Standard Exceeded- 17.95% Standard Met- 34.8%</p>	<p>CAASPP Scores for 2020-2021 All Students (198 out of 732 tested) 37.37% of students district-wide met or exceeded the standard for ELA as measured by the spring 2021 CAASPP results.</p> <p>11th Grade ELA-CAASPP Standard Exceeded- 14.89% Standard Met- 24.82%</p>	<p>CAASPP Scores for 2021-2022 All Students (651 out of 699 tested) 32.10% of students district-wide met or exceeded the standard for ELA as measured by the spring 2022 CAASPP results.</p> <p>All students are 46.9 points below the standard measured by SBAC ELA results on the California School Dashboard.</p> <p>11th Grade ELA-CAASPP</p>	<p>CAASPP Scores for 2022-2023 All Students (737 out of 769 tested) 32.29% of students district-wide met or exceeded the standard for ELA as measured by the spring 2023 CAASPP results.</p> <p>All students are 48.2 points below the standard measured by SBAC ELA results on the California School Dashboard.</p> <p>11th Grade ELA-CAASPP</p>	<p>CAASPP ELA All Students 55% of students district wide will meet or exceed state standard for ELA.</p> <p>All students will increase 37 points as measured by the CA School Dashboard.</p> <ul style="list-style-type: none"> 26.3 to 10.7 (Green) <p>English Learners will increase by 45 points as measured by the CA School Dashboard.</p> <ul style="list-style-type: none"> 77.1 to -32.1 (Yellow) <p>Students with</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Standard Nearly Met- 25.27% Standard Not Met- 21.98%</p> <p>English Learners PUSD English Learner student achievement in ELA declined 20.4 points. English Learners are 77.1 points below the standard measured by SBAC ELA results on the California School Dashboard. (Red)</p> <p>Students with Disabilities The ELA achievement of students with disabilities declined 3 points. Students with disabilities are 115.1 points below the standard measured by SBAC ELA results on the California School Dashboard. (Red)</p> <p>Socioeconomically Disadvantaged Socioeconomically disadvantaged student achievement</p>	<p>Standard Nearly Met- 33.33% Standard Not Met- 26.95%</p> <p>(Data not available for subgroups due to the small size of students testing.)</p>	<p>Standard Exceeded- 13.51% Standard Met- 18.02% Standard Nearly Met- 33.33% Standard Not Met- 35.14%</p> <p>(Data not available for subgroups due to the small size of students testing.)</p>	<p>Standard Exceeded- 9.45% Standard Met- 25.2% Standard Nearly Met- 23.62% Standard Not Met- 41.73%</p> <p>(Data not available for subgroups due to the small size of students testing.)</p>	<p>Disabilities will increase by 46 points as measured by the CA School Dashboard. -115.1 to -69.1 (Yellow)</p> <p>Socioeconomically Disadvantaged students will increase 40 points as measured by the CA School Dashboard. -44.7 to -4.7 (Green)</p> <p>Homeless students will increase 42 points as measured by the CA School Dashboard. -46.1 to -4.1 (Green)</p> <p>Hispanic students will increase 42 points as measured by the CA School Dashboard. -46.1 to -4.1 (Green)</p> <p>CAA Increase Level 3- Understanding to 42.1%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>district-wide in ELA maintained 1.6 points. Socioeconomically Disadvantaged students are 44.7 points below standard measured by SBAC ELA results on the California School Dashboard. (Orange)</p> <p>Homeless Homeless student achievement district-wide in ELA maintained -1.7 points. Homeless students are 46.1 points below standard measured by SBAC ELA results on the California School Dashboard. (Orange)</p> <p>Hispanic Hispanic student achievement district-wide in ELA maintained -2.4 points. Hispanic students are 41.4 points below standard measured by SBAC ELA results on the</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>California School Dashboard. (Orange)</p> <p>California Alternate Assessment 48 Students Total Level 1- Limited Understanding 39.6% Level 2-Foundational Understanding 33.3% Level 3- Understanding 27.1%</p>				
Priority 4: Pupil Achievement/ 2017-2018 Math Statewide Assessment/CAASPP	<p>Math CAASPP Scores from 2017-2018</p> <p>All Students 31.25% of students district wide met or exceeded standard for Math as measured by the spring 2018 CAASPP results.</p> <p>Student achievement district-wide in math increased 5.1 points. All students are 54.5 points below standard measured by SBAC Math results on the California School Dashboard. (Yellow)</p>	<p>Math CAASPP Scores from 2020-2021</p> <p>All Students (190 out of 732 tested) 20.52% of students district-wide met or exceeded the standard for Math as measured by the spring 2021 CAASPP results.</p>	<p>Math CAASPP Scores from 2021-2022</p> <p>All Students (649 out of 699 tested) 23.30% of students district-wide met or exceeded the standard for Math as measured by the spring 2022 CAASPP results.</p> <p>All students are 81.4 points below standard measured by SBAC Math results on the California School Dashboard.</p>	<p>Math CAASPP Scores from 2022-2023</p> <p>All Students (733 out of 769 tested) 23.09% of students district-wide met or exceeded the standard for Math as measured by the spring 2023 CAASPP results.</p> <p>All students are 77.7 points below standard measured by SBAC Math results on the California School Dashboard.</p>	<p>Math CAASPP Scores</p> <p>50% of all All Students district wide will meet or exceed standard for Math as measured by the spring 2018 CAASPP results.</p> <p>All students will increase 40 points as measured by the CA School Dashboard. - 54.5 to -14.5. (Green)</p> <p>Students with Disabilities will increase 67 points as measured by the CA School Dashboard. -</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>11th Grade Math-CAASPP-Standard Exceeded-14.44% Standard Met- 22.59% Standard Nearly Met-18.52% Standard Not Met-44.44%</p> <p>Students with Disabilities The math achievement for students with disabilities decreased by 4 points. Students with Disabilities are 161.6 points below standard measured by SBAC math results on the California School Dashboard. (Red)</p> <p>Foster Youth The math achievement for Foster Youth declined 5.7 points. Foster Youth are 99 points below standard measured by the SBAC math results on</p>	<p>11th Grade Math-CAASPP-Standard Exceeded-8.21% Standard Met- 14.93% Standard Nearly Met-20.90% Standard Not Met-55.97%</p> <p>(Data not available for subgroups due to the small size of students testing.)</p>	<p>11th Grade Math-CAASPP-Standard Exceeded-1.74% Standard Met- 13.91% Standard Nearly Met-17.39% Standard Not Met-66.96%</p> <p>(Data not available for subgroups due to the small size of students testing.)</p>	<p>11th Grade Math-CAASPP-Standard Exceeded-7.32% Standard Met- 8.94% Standard Nearly Met-15.45% Standard Not Met-68.29%</p> <p>(Data not available for subgroups due to the small size of students testing.)</p>	<p>161.6 to -94.6 (Yellow)</p> <p>Foster Youth will increase 45 points as measured by the CA School Dashboard. -99 to -54 (Yellow)</p> <p>English Learners will increase 45 points as measured by the CA School Dashboard. -91.3 to -46.3 (Yellow)</p> <p>Socioeconomically Disadvantaged will increase 45 points as measured by the CA School Dashboard. -72.8 to -27.8 (Yellow)</p> <p>Students with Two or More Races will increase 45 points as measure by the CA School Dashboard. -69.4 to -24.4 (Green)</p> <p>CAA Increase Level 3-Understanding to 44.2%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>the California School Dashboard. (Red)</p> <p>English Learners PUSD English Learner student achievement declined 14.8 points. English Learners are 91.3 points below standard measured by the SBAC math results on the California School Dashboard. (Orange)</p> <p>Socioeconomically Disadvantaged District-wide socioeconomically disadvantaged student achievement in math maintained 0.6 points. Socioeconomically Disadvantaged are 72.8 points below standard measured by SBAC math results on the California School Dashboard. (Orange)</p> <p>Two or More Races District-wide students with two or more races achievement in</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>math maintained 1.8 points. Students with two or more races are 69.4 points below standard measured by SBAC math results on the California School Dashboard. (Orange)</p> <p>California Alternate Assessment 48 Students Total Level 1- Limited Understanding 54.2% Level 2-Foundational Understanding 16.7% Level 3- Understanding 29.2%</p>				
Priority 4: Pupil Achievement/ Local Reading Academic Assessment/ iReady Diagnostic (K-9th) and NWEA MAP Reading (10th-11th)	<p>iReady Spring 2021 Reading Diagnostic</p> <p>K-9th Grade and Ridgeview Students</p> <p>According to the 3rd Reading Diagnostic Results (Standard View): 46% of students are on or above grade level. 28% of students are one grade level below</p>	<p>iReady Spring 2022 Reading Diagnostic</p> <p>K-8th Grade and Ridgeview Students</p> <p>According to the 3rd Reading Diagnostic Results (Standard View): 44% of students are on or above grade level. 30% of students are one grade level below</p>	<p>iReady Spring 2023 Reading Diagnostic</p> <p>K-8th Grade</p> <p>According to the 3rd Reading Diagnostic Results (Standard View): 46% of students are on or above grade level. 27% of students are one grade level below</p>	<p>iReady Spring 2024 Reading Diagnostic</p> <p>K-6 Grade</p> <p>According to the 3rd Reading Diagnostic Results (Standard View): 51% of students are on or above grade level. 29% of students are one grade level below</p>	<p>iReady Reading Diagnostic</p> <p>K-9th Grade and Ridgeview Students</p> <p>50% of K-9th grade students and Ridgeview students will be on grade level as measured by iReady Diagnostic.</p> <p>60% of K-9th grade students and</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>or early on grade level. 26% of students are two or more grade levels below</p> <p>According to the Diagnostic Growth Report: 40% of K-9th grade students and Ridgeview students made 100% of the annual typical growth target in Reading as assessed by the iReady diagnostic.</p> <p>Paradise Ridge Elementary (PRS)- 47% of students met 100% of the annual typical growth.</p> <p>Paradise eLearning Academy (PELA) - 41% of students met 100% of the annual typical growth.</p> <p>Cedarwood Elementary (CDW)- 37% of students met 100% of the annual typical growth</p>	<p>or early on grade level. 25% of students are two or more grade levels below</p> <p>According to the Diagnostic Growth Report: 53% of K-9th grade students and Ridgeview students made 100% of the annual typical growth target in Reading as assessed by the iReady diagnostic.</p> <p>Paradise Ridge Elementary (PRS)- 57% of students met 100% of the annual typical growth.</p> <p>Paradise eLearning Academy (PELA) - 65% of students met 100% of the annual typical growth.</p> <p>Cedarwood Elementary (CDW)- 48% of students met 100% of the annual typical growth</p>	<p>or early on grade level. 27% of students are two or more grade levels below</p> <p>According to the Diagnostic Growth Report: 54% of K-8th grade students made 100% of the annual typical growth target in Reading as assessed by the iReady diagnostic.</p> <p>Paradise Ridge Elementary (PRS)- 60% of students met 100% of the annual typical growth.</p> <p>Cedarwood Elementary (CDW)- 55% of students met 100% of the annual typical growth</p> <p>Pine Ridge (PRS) - 50% of students met 100% of the annual typical growth</p>	<p>or early on grade level. 20% of students are two or more grade levels below</p> <p>According to the Diagnostic Growth Report: 55% of K-6th grade students made 100% of the annual typical growth target in Reading as assessed by the iReady diagnostic.</p> <p>Paradise Ridge Elementary (PRS)- 60% of students met 100% of the annual typical growth.</p> <p>Cedarwood Elementary (CDW)- 49% of students met 100% of the annual typical growth</p> <p>Pine Ridge (PRS) - 50% of students met 100% of the annual typical growth</p>	<p>Ridgeview students will make 100% of the annual typical growth target in Reading as assessed by the iReady diagnostic.</p> <p>Each school will have 60% or more of their students making 100% of the annual typical growth target.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Pine Ridge (PRS) - 36% of students met 100% of the annual typical growth</p> <p>Paradise Intermediate School (PINT)- 33% of students met 100% of the annual typical growth</p> <p>NWEA MAP Winter 2021 Reading Diagnostic 10th Grade Overall Performance in Reading- 67 students</p> <p>High %ile>80= 13%(9 students) HiAvg %ile 61-80= 28% (19 students) Avg %ile 41-60= 25% (17 students) LoAvg %ile 21-40= 19% (13 students) Lo %ile <21= 13% (9 students)</p>	<p>Pine Ridge (PRS) - 47% of students met 100% of the annual typical growth</p> <p>Paradise Intermediate School (PINT)- 56% of students met 100% of the annual typical growth</p> <p>NWEA MAP Winter 2022 Reading Diagnostic 9th Grade Overall Performance in Reading-116 students High %ile>80= 7%(8 students) HiAvg %ile 61-80= 14% (16 students) Avg %ile 41-60= 21% (24 students) LoAvg %ile 21-40= 19% (22 students) Lo %ile <21= 40% (46 students)</p>	<p>Paradise Junior High School School (PINT)- 45% of students met 100% of the annual typical growth</p> <p>NWEA MAP Winter 2023 Reading Diagnostic 9th Grade Overall Performance in Reading-102 students High %ile>80= 7%(7 students) HiAvg %ile 61-80= 22% (22 students) Avg %ile 41-60= 19% (19 students) LoAvg %ile 21-40= 24% (24 students) Lo %ile <21= 29% (30 students)</p>	<p>Grades 7th-8th (Reading and Math assessments have changed and PJHS is no longer using iReady)</p> <p>NWEA MAP Winter 2024 Reading Diagnostic 9th Grade Overall Performance in Reading-135 students High %ile>80= 8% HiAvg %ile 61-80= 21 % Avg %ile 41-60= 23% LoAvg %ile 21-40= 30% Lo %ile <21= 18%</p> <p>NWEA MAP Winter 2024 Reading Diagnostic 10th Grade</p>	<p>NWEA MAP Reading Diagnostic Overall we want to see an increase in High and High Average scores and a decrease in Low and Low average.</p> <p>NWEA MAP Reading Diagnostic 10th Grade</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>NWEA MAP Winter 2021 Reading Diagnostic- 66 students 11th Grade Overall Performance in Reading</p> <p>High %ile>80= 24%(16 students) HiAvg %ile 61-80= 29% (19 students) Avg %ile 41-60= 24% (16 students) LoAvg %ile 21-40= 21% (14 students) Lo %ile <21= 2% (1 student)</p>	<p>NWEA MAP Winter 2022 Reading Diagnostic 10th Grade Overall Performance in Reading- 101 students</p> <p>High %ile>80= 16% (16 students) HiAvg %ile 61-80= 15% (15 students) Avg %ile 41-60= 24% (24 students) LoAvg %ile 21-40= 23% (23 students) Lo %ile <21= 23% (23 students)</p>	<p>NWEA MAP Winter 2023 Reading Diagnostic 10th Grade Overall Performance in Reading- 90 students</p> <p>High %ile>80= 7% (6 students) HiAvg %ile 61-80= 16% (14 students) Avg %ile 41-60= 20% (18 students) LoAvg %ile 21-40= 21% (19 students) Lo %ile <21= 37% (33 students)</p>	<p>Overall Performance in Reading- 102 students</p> <p>High %ile>80= 14% HiAvg %ile 61-80= 25% Avg %ile 41-60= 15% LoAvg %ile 21-40= 27% Lo %ile <21= 19%</p>	<p>Overall Performance in Reading 60% of 10th grade students will be in the High or High Average Percentile</p>
		<p>NWEA MAP Winter 2022 Reading Diagnostic- 46 students 11th Grade Overall Performance in Reading</p> <p>High %ile>80= 4%(2 students) HiAvg %ile 61-80= 15% (7 students)</p>	<p>NWEA MAP Winter 2023 Reading Diagnostic- 83 students 11th Grade Overall Performance in Reading</p> <p>High %ile>80= 10% (8 students) HiAvg %ile 61-80= 29% (24 students) Avg %ile 41-60= 20% (17 students)</p>	<p>NWEA MAP Winter 2024 Reading Diagnostic- 94 students 11th Grade Overall Performance in Reading</p> <p>High %ile>80= 9% HiAvg %ile 61-80= 22% Avg %ile 41-60= 34% LoAvg %ile 21-40= 26%</p>	<p>NWEA MAP Reading Diagnostic 11th Grade Overall Performance in Reading 55% of 11th grade students will be in the High or High Average Percentile</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Avg %ile 41-60= 28% (13 students) LoAvg %ile 21-40= 20% (9 students) Lo %ile <21=33% (15 student)</p> <p>NWEA MAP Winter 2022 Reading Diagnostic- 42 students 12th Grade Overall Performance in Reading</p> <p>High %ile>80= 10%(4 students) HiAvg %ile 61-80= 21% (9 students) Avg %ile 41-60= 33% (14 students) LoAvg %ile 21-40= 14% (6 students) Lo %ile <21=21% (9 students)</p>	<p>LoAvg %ile 21-40= 22% (18 students) Lo %ile <21=19% (16 student)</p> <p>NWEA MAP Winter 2023 Reading Diagnostic- 50 students 12th Grade Overall Performance in Reading</p> <p>High %ile>80= 4%(2 students) HiAvg %ile 61-80= 18% (9 students) Avg %ile 41-60= 20% (10 students) LoAvg %ile 21-40= 32% (16 students) Lo %ile <21=26% (13 students)</p>	<p>Lo %ile <21=10%</p> <p>NWEA MAP Winter 2024 Reading Diagnostic- 76 students 12th Grade Overall Performance in Reading</p> <p>High %ile>80= 3% HiAvg %ile 61-80=22% Avg %ile 41-60= 29% LoAvg %ile 21-40= 29% Lo %ile <21=17%</p>	
Priority 4: Pupil Achievement/ Local Math Academic Assessment/ iReady Diagnostic (K-8th) and NWEA MAP Math (9th-11th)	iReady Spring 2021 Math Diagnostic K-9th Grade and Ridgeview Students	iReady Spring 2022 Math Diagnostic K-9th Grade and Ridgeview Students	iReady Spring 2023 Math Diagnostic According to the 3rd Math Diagnostic Results:	iReady Spring 2024 Math Diagnostic According to the 3rd Math Diagnostic	iReady Math Diagnostic K-8th Grade and Ridgeview Students 50% of K-9th grade students and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>According to the 3rd Math Diagnostic Results: 40% of students are on or above grade level. 36% of students are one grade level below or early on grade level. 25% of students are two or more grade levels below</p> <p>According to the Diagnostic Growth Report: 36% of K-9th grade students and Ridgeview students made 100% of the annual typical growth target in Math as assessed by the iReady diagnostic.</p> <p>Paradise Ridge Elementary (PRS)- 46% of students met 100% of the annual typical growth.</p> <p>Cedarwood Elementary (CDW)- 36% of students met</p>	<p>According to the 3rd Math Diagnostic Results: 37% of students are on or above grade level. 42% of students are one grade level below or early on grade level. 24% of students are two or more grade levels below</p> <p>According to the Diagnostic Growth Report: 47% of K-9th grade students and Ridgeview students made 100% of the annual typical growth target in Math as assessed by the iReady diagnostic.</p> <p>Paradise Ridge Elementary (PRS)- 49% of students met 100% of the annual typical growth.</p> <p>Cedarwood Elementary (CDW)- 44% of students met</p>	<p>40% of students are on or above grade level. 37% of students are one grade level below or early on grade level. 23% of students are two or more grade levels below</p> <p>According to the Diagnostic Growth Report: 50% of K-9th grade students made 100% of the annual typical growth target in Math as assessed by the iReady diagnostic.</p> <p>Paradise Ridge Elementary (PRS)- 57% of students met 100% of the annual typical growth.</p> <p>Cedarwood Elementary (CDW)- 43% of students met 100% of the annual typical growth.</p>	<p>Results (Standard View): 48% of students are on or above grade level. 34% of students are one grade level below or early on grade level. 19% of students are two or more grade levels below</p> <p>According to the Diagnostic Growth Report: 51% of K-9th grade students made 100% of the annual typical growth target in Math as assessed by the iReady diagnostic.</p> <p>Paradise Ridge Elementary (PRS)- 55% of students met 100% of the annual typical growth.</p> <p>Cedarwood Elementary (CDW)- 48% of students met</p>	<p>Ridgeview students will be on grade level as measured by the Math iReady Diagnostic.</p> <p>60% of K-9th grade students and Ridgeview students will make 100% of the annual typical growth target in Math as assessed by the iReady diagnostic.</p> <p>Each school will have 50% or more of their students making 100% of the annual typical growth target.</p> <p>NWEA MAP Math Diagnostic 9th Grade- Overall Performance in Math 50% of 9th grade students will be in the High or High Average Percentile.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>100% of the annual typical growth.</p> <p>Paradise Junior High- 30% of students met 100% of the annual typical growth.</p> <p>Pine Ridge School (PRS) - 26% of students met 100% of the annual typical growth.</p> <p>Paradise eLearning Academy (PELA) - 19% of students met 100% of the annual typical growth.</p> <p>Ridgeview (RDV)- Not enough data</p> <p>NWEA MAP Winter 2021 Math Diagnostic 9th Grade- Overall Performance in Math High %ile>80= 8%(3 students) HiAvg %ile 61-80= 25% (10 students) Avg %ile 41-60= 20% (8 students)</p>	<p>100% of the annual typical growth.</p> <p>Paradise Junior High School - 64% of students met 100% of the annual typical growth.</p> <p>Pine Ridge School (PRS) - 36% of students met 100% of the annual typical growth.</p> <p>Paradise eLearning Academy (PELA) - 37% of students met 100% of the annual typical growth.</p> <p>Ridgeview (RDV)- Not enough data</p> <p>NWEA MAP Winter 2022 Math Diagnostic- 81 students 9th Grade- Overall Performance in Math High %ile>80= 17%(14 students) HiAvg %ile 61-80= 26% (21 students) Avg %ile 41-60= 14% (11 students)</p>	<p>Pine Ridge School (PRS) - 50% of students met 100% of the annual typical growth.</p> <p>Paradise Junior High School -46% of students met 100% of the annual typical growth.</p> <p>NWEA MAP Winter 2023 Math Diagnostic- 49 students 9th Grade- Overall Performance in Math High %ile>80= 12%(6 students) HiAvg %ile 61-80= 12% (6 students) Avg %ile 41-60= 22% (11 students) LoAvg %ile 21-40= 24% (12 students) Lo %ile <21= 29% (14 students)</p> <p>NWEA MAP Winter 2023 Math Diagnostic- 57 students</p>	<p>100% of the annual typical growth.</p> <p>Pine Ridge School (PRS) - 42% of students met 100% of the annual typical growth.</p> <p>Grades 7th-8th (Reading and Math assessments have changed and PJHS is no longer using iReady)</p> <p>NWEA MAP Winter 2024 Math Diagnostic- 136 students 9th Grade- Overall Performance in Math High %ile>80= 7% HiAvg %ile 61-80= 18% Avg %ile 41-60= 28% LoAvg %ile 21-40= 26% Lo %ile <21= 21%</p> <p>NWEA MAP Winter 2024 Math Diagnostic- 103 students</p>	<p>NWEA MAP Math Diagnostic 10th Grade- Overall Performance in Math 50% of 10th grade students will be in the High or High Average Percentile</p> <p>NWEA MAP Math Diagnostic 11th Grade Overall Performance in Math 74% of 11th grade students will be in the High or High Average Percentile.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>LoAvg %ile 21-40= 35% (14 students) Lo %ile <21= 13% (5 students)</p> <p>NWEA MAP Winter 2021 Math Diagnostic 10th Grade- Overall Performance in Math High %ile>80= 13% (6 students) HiAvg %ile 61-80= 20% (9 students) Avg %ile 41-60= 18% (8 students) LoAvg %ile 21-40= 33% (15 students) Lo %ile <21= 16% (7 students)</p> <p>NWEA MAP Winter 2021 Math Diagnostic 11th Grade Overall Performance in Math High %ile>80= 47% (20 students) HiAvg %ile 61-80= 12% (5 students) Avg %ile 41-60= 16% (7 students) LoAvg %ile 21-40= 14% (6 students)</p>	<p>LoAvg %ile 21-40= 21% (17 students) Lo %ile <21= 22% (18 students)</p> <p>NWEA MAP Winter 2022 Math Diagnostic- 82 students 10th Grade- Overall Performance in Math High %ile>80= 26% (21 students) HiAvg %ile 61-80= 23% (19 students) Avg %ile 41-60= 24% (20 students) LoAvg %ile 21-40= 18% (15 students) Lo %ile <21= 9% (7 students)</p> <p>NWEA MAP Winter 2022 Math Diagnostic - 38 students 11th Grade Overall Performance in Math High %ile>80= 29% (11 students) HiAvg %ile 61-80= 24% (9 students)</p>	<p>10th Grade- Overall Performance in Math High %ile>80= 19% (11 students) HiAvg %ile 61-80= 25% (14 students) Avg %ile 41-60= 16% (9 students) LoAvg %ile 21-40= 19% (11 students) Lo %ile <21= 21% (12 students)</p> <p>NWEA MAP Winter 2023 Math Diagnostic - 17 students 11th Grade Overall Performance in Math High %ile>80= 29% (5 students) HiAvg %ile 61-80= 12% (2 students) Avg %ile 41-60= 35% (6 students) LoAvg %ile 21-40= 12% (2 students) Lo %ile <21= 12% (2 students)</p> <p>NWEA MAP Winter 2023 Math Diagnostic - 17 students</p>	<p>10th Grade- Overall Performance in Math High %ile>80= 17% HiAvg %ile 61-80= 21% Avg %ile 41-60= 26% LoAvg %ile 21-40= 14% Lo %ile <21= 10%</p> <p>NWEA MAP Winter 2024 Math Diagnostic - 96 students 11th Grade Overall Performance in Math High %ile>80= 17% HiAvg %ile 61-80= 23% Avg %ile 41-60= 18% LoAvg %ile 21-40= 16% Lo %ile <21= 11%</p> <p>NWEA MAP Winter 2024 Math Diagnostic - 78 students 12th Grade Overall Performance in Math High %ile>80= 17% HiAvg %ile 61-80= 15%</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Lo %ile <21= 12% (5 students)	<p>Avg %ile 41-60= 18% (7 students) LoAvg %ile 21-40= 13% (5 students) Lo %ile <21= 16% (6 students)</p> <p>NWEA MAP Winter 2022 Math Diagnostic - 4 students 12th Grade Overall Performance in Math High %ile>80= 25% (1 students) HiAvg %ile 61-80= 0% (0 students) Avg %ile 41-60= 50% (2 students) LoAvg %ile 21-40= 0% (0 students) Lo %ile <21= 25% (1 students)</p>	<p>12th Grade Overall Performance in Math High %ile>80= 29% (5 students) HiAvg %ile 61-80= 12% (2 students) Avg %ile 41-60=35% (6 students) LoAvg %ile 21-40= 12% (2 students) Lo %ile <21= 12% (2 students)</p>	<p>Avg %ile 41-60=21% LoAvg %ile 21-40= 15% Lo %ile <21= 17%</p>	
Priority 4: % of English Learners who progress in English proficiency	<p>2018 CA Dashboard English Learner Progress</p> <p>Level 4- 43.4% Well Developed Level 3- 32.1% Moderately Developed</p>	<p>2020-2021 Summative ELPAC Test Results (19 students enrolled)</p> <p>Level 4- 29.41% Well Developed Level 3- 41.18% Moderately Developed</p>	<p>2021-2022 Summative ELPAC Test Results (19 students enrolled)</p> <p>Level 4- 22.22% Well Developed Level 3- 27.78% Moderately Developed</p>	<p>2022-2023 Summative ELPAC Test Results (19 students enrolled)</p> <p>Level 4- 22.22% Well Developed Level 3- 66.67% Moderately Developed</p>	<p>CA Dashboard English Learner Progress</p> <p>Increase the students scoring in Well Developed and decrease the students scoring in Beginning</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Level 2- 15.1% Somewhat Developed Level 1- 9.4% Beginning Stage	Level 2- 17.65% Somewhat Developed Level 1- 11.76% Minimally Developed	Level 2- 44.44% Somewhat Developed Level 1- 5.56% Minimally Developed	Level 2- 5.56% Somewhat Developed Level 1- 5.56% Beginning to Develop Dashboard Data 66.7% making progress towards English language proficiency This has increased 25% since last year, 2021-2022.	Stage and Somewhat Developed. Increase the percentage of ELs scoring in Well Developed from 43.4% to 60%
Priority 4: English Learner reclassification rate	2020-2021 School Year 13 English Learners 6 Initial Fluent English Proficient 25 Reclassified Fluent English Proficient	2021-2022 18 English Learners 3 Initial Fluent English Proficient 25 Reclassified Fluent English Proficient	2022-2023 13 English Learners 6 Initial Fluent English Proficient 25 Reclassified Fluent English Proficient	2023-2024 23 English Learners 19 Initial Fluent English Proficient 35 Reclassified Fluent English Proficient	Overall we want to increase our Reclassification rate for ELs.
Priority 4: Pupil Achievement/ Pupils prepared for College/College & Career Measures Report 2020	All Students District-wide, 22.9% of all students are prepared, as measured by the College and Career Indicator (CCI) on Data Quest. District-wide, 16.6% of all students are approaching	This information was not provided for the 2020-2021 school year. According to Data Quest, "Due to the COVID-19 pandemic, California received a waiver from the U.S. Department of Education from the requirement to report	This information was not provided for the 2021-2022 school year.	All Students- 2023 CA Dashboard 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	Overall, we want to see an increase in every student prepared for College and Career. 40% of all students will be prepared, as measured by the College and Career Indicator (CCI) on Data Quest.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>prepared, as measured by the College and Career Indicator (CCI) on Data Quest.</p> <p>District-wide, 60.5% of all students are not prepared, as measured by the College and Career Indicator (CCI) on Data Quest.</p> <p>Students with Disabilities Students with Disabilities are 3.3% prepared, as measured by the College and Career Indicator (CCI) on Data Quest.</p> <p>Students with Disabilities are 3.3% approaching prepared, as measured by the College and Career Indicator (CCI) on Data Quest.</p>	<p>measures of student progress. The State of California subsequently removed similar state requirements with the passage of Assembly Bill 130. As a result, there will be no state indicators published on the 2021 California School Dashboard (Dashboard), including the College/Career Indicator (CCI)."</p>		<p>approaching prepared, as measured by the College and Career Indicator (CCI) on the CA Dashboard.</p> <p>District-wide, 74.3% of all students are not prepared, as measured by the College and Career Indicator (CCI) on the CA Dashboard.</p>	<p>CA School Dashboard-Yellow)</p> <p>25% of all Students with Disabilities will be prepared, as measured by the CCI on Data Quest.</p> <p>CA School Dashboard-Yellow)</p> <p>35% of all Hispanic Students will be prepared, as measured by the CCI on Data Quest.</p> <p>CA School Dashboard-Yellow)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Students with Disabilities are 93.3% not prepared, as measured by the College and Career Indicator (CCI) on Data Quest.</p> <p>Hispanic Hispanic students are 11.1% prepared, as measured by the College and Career Indicator (CCI) on Data Quest.</p> <p>Hispanic students are 25.9% approaching prepared, as measured by the College and Career Indicator (CCI) on Data Quest.</p> <p>Hispanic students are 63.0% not prepared, as measured by the College and Career Indicator (CCI) on Data Quest.</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4: Pupil Achievement/ % of pupils that pass AP exams with a score of 3 or higher	<p>During the 2019-2020 school year, 56 PUSD students took at least one AP exam. Out of the 56 students who tested, a total of 99 AP exams were taken. Out of the 99 exams, the average scores were 3.0. 65% of exams scored 3 or higher.</p> <p>73% of students who took an AP exam, passed with a score of 3 or higher.</p>	<p>During the 2020-2021 year, 41 students took at least one AP exam. Out of the 41 students who tested, a total of 99 exams were taken. Out of the 99 exams, the average score was 2.5.</p> <p>49% of the exams were scores of 3 or higher. N/A</p>	<p>During the 2021-2022 year, 32 students took at least one AP exam. Out of the 32 students who tested, a total of 83 exams were taken. Out of the 83 exams, the average score was 2.56</p> <p>49% of the exams were scores of 3 or higher.</p>	<p>During the 2022-2023 year, 46 students took at least one AP exam. Out of the 46 students who tested, a total of 78 exams were taken. Out of the 78 exams, the average score was 2.0</p> <p>39% of the exams were scores of 3 or higher.</p>	<p>PUSD would like to see an increase in students taking the AP exams.</p> <p>PUSD would like 85% of students who take an AP exam to pass with a score of 3 or higher.</p>
Priority 4: Pupil Achievement/ % of pupils that have successfully completed A-G requirements (CALPADS 1.22)	<p>In the 2019- 2020 school year, 37 students out of 124 met the a-g UC/CSU requirements.</p> <p>29.8% of the seniors completed A-G requirements.</p>	<p>In the 2020-2021 school year, 27 students out of 137 students met the a-g UC/CSU requirements.</p> <p>19.7% of the seniors completed A-G-requirements.</p>	<p>In the 2021-2022 school year, 22 students out of 141 students met the a-g UC/CSU requirements. (PELA and PHS)</p> <p>15.6% of the seniors completed A-G-requirements.</p>	<p>In the 2022-2023 school year, 11 students out of 152 students met the a-g UC/CSU requirements. (PELA and PHS)</p> <p>7.2% of the seniors completed A-G-requirements.</p>	<p>PUSD will see an increase in students graduating with A-G requirements.</p> <p>45% of graduating seniors will graduate with A-G-requirements</p>
Priority 4: Pupil Achievement/ % of pupils that have successfully	In the 2019-2020 school year, out of all 9th-12th graders (600 students), 63	In the 2020-2021 school year, out of all 9th-12th graders (at	In the 2021-2022 school year, out of all 9th-12th graders (at	In the 2022-2023 school year, out of all 9th-12th graders (at	PUSD will see an increase in students completing CTE

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
completed CTE courses from approved pathways	<p>students completed CTE courses (51 concentrators & 12 completers).</p> <p>10.5% of all high school seniors completed CTE courses from approved pathways</p>	<p>PHS and PELA 551 students), 108 students completed CTE courses (96 concentrators & 12 completers).</p> <p>19.6% of all high school students completed CTE courses from approved pathways.</p>	<p>PHS and PELA 556 students), 69 students completed CTE courses (64 concentrators & 5 completers).</p> <p>12.4% of all high school students completed CTE courses from approved pathways</p>	<p>PHS and PELA 544 students) 39 students completed CTE Courses (31 concentrators & 8 completers).</p> <p>7.16% of all high school students completed CTE courses from approved pathways.</p>	<p>courses from approved pathways.</p> <p>30% of high school seniors will complete CTE courses from approved pathways.</p>
Priority 4: Pupil Achievement/ % of pupils that have successfully completed A-G requirements AND that have successfully completed CTE courses from approved pathways	<p>In the 2019-2020 school year, 37 students met the A-G UC/CSU requirements. 5 of those students also successfully complete CTE courses.</p> <p>4% of students successfully completed A-G requirements AND have successfully completed CTE courses from approved pathways</p>	<p>In the 2020-2021 school year, 27 students out of 137 students met the a-g UC/CSU requirements.</p> <p>2 of those students also successfully completed at least one CTE Pathway.</p>	<p>In the 2021-2022 school year, 22 students out of 141 students met the a-g UC/CSU requirements.</p> <p>0 of those students also successfully completed at least one CTE Pathway.</p>	<p>In the 2022-2023 school year, 11 students out of 152 students met the a-g UC/CSU requirements. (PELA and PHS)</p> <p>1 of those students also successfully completed at least one CTE Pathway.</p>	<p>PUSD will see an increase in students completing A-G requirements and CTE courses.</p> <p>25% of students will complete A-G requirements and CTE courses</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5: Pupil Engagement/ High School Graduation Rates (CA Dashboard and CALPDAS 1.23)	<p>2019-2020 School Year Students graduating with their cohort district-wide was 84.4% measured by Data Quest, CA Department of Education. Paradise High School- 96.52% Paradise eLearning- 80% Ridgeview Continuation High School- 63.93%</p> <p>District-wide 86.1% of socioeconomically disadvantaged students graduated with their cohort.</p> <p>District-wide 71.0% of students with disabilities graduated with their cohort.</p>	<p>2020-2021 School Year Students graduating with their cohort district-wide was 91.1% measured by Data Quest, CA Department of Education. Paradise High School- 95.5% Paradise eLearning- 93.2%% Ridgeview Continuation High School- 75.0%</p> <p>District-wide 91.3% of socioeconomically disadvantaged students graduated with their cohort. (CA Dashboard)</p> <p>District-wide 71.9% of students with disabilities graduate with their cohort. (CA Dashboard)</p>	<p>2021-2022 School Year Students graduating with their cohort district-wide was 92.6% measured by Data Quest, CA Department of Education. Paradise High School- 94.2% Paradise eLearning- 88.9% Ridgeview Continuation High School- 92.6%</p> <p>District-wide 93% of socioeconomically disadvantaged students graduated with their cohort. (CA Dashboard)</p> <p>District-wide 77.3% of students with disabilities graduate with their cohort. (CA Dashboard)</p>	<p>2022-2023 School Year Students graduating with their cohort district-wide was 90.1% measured by The CA Dashboard. Paradise High School- 94% Paradise eLearning- 96.3% Ridgeview Continuation High School- 84.6%</p> <p>District-wide 88.5% of socioeconomically disadvantaged students graduated with their cohort. (CA Dashboard)</p> <p>District-wide 74.2% of students with disabilities graduate with their cohort.</p>	<p>All Students graduating with their cohort district-wide will be 91%. (CA School Dashboard Green)</p> <p>Paradise eLearning will increase the graduation rate to 91%. (CA School Dashboard Green)</p> <p>Ridgeview Continuation High School will increase the graduation rate to 80%. (CA School Dashboard Green)</p> <p>Students with disabilities will increase the graduation rate to 81%. (CA School Dashboard Green)</p>
Priority 7: Course Access/ Local Metric: A Broad Course of	<p>2019-2020 There were 65 total students enrolled in</p>	<p>2020-2021 There were 60 total students enrolled in</p>	<p>2021-2022 There were 81 total students enrolled in</p>	<p>2022-2023 There were 94 total students enrolled in</p>	<p>Increase the amount of Total Free and Reduced students</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Study/ AP Class enrollment for low income	an AP class in 2019-2020. 31 % of them were Total Free and Reduced students. 20 students 17% of them were Total Free. 11 students	an AP class in 2020-2021. 10% of them were Total Free and Reduced students. (6 students) 30% of them were Total Free (18 students)	an AP class in 2021-2021. 24.69% of them were Total Free and Reduced students. (20 students) 18.51% of them were Total Free (15 students)	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)	enrolled in AP classes. Total Free and Reduced students will increase to 45%. Total Free will increase to 32%.
Priority 7: Course Access/ Local Metric: A Broad Course of Study/ Enrollment in a CTE Class	63 students were enrolled in a CTE Pathway class in 2019-2020. 10.5% of students were enrolled in a CTE course last year. 3 Students with Disabilities were enrolled 31 students were economically disadvantaged 0 English Learners were enrolled	108 students were enrolled in a CTE Pathway class in 2020-2021 25% of students were enrolled in a CTE course last year. 14 students with disabilities were enrolled- 13% 61 students were economically disadvantaged- 56% 1 English Learner was enrolled	Due to the new CALPADS reporting, CDE is only giving data on completers and not concentrators. 39 students were enrolled in a CTE course in 2021-2022 7.01% of students were enrolled in a CTE course last year. Info below is only for the 5 completers: 5 students with a disabilities were enrolled 12.8 %	During the 2022-2023: 39 students were enrolled/completed a 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	Increase the enrollment in CTE classes. 25% of students will enroll in a CTE class. PUSD would like to see an increase in students with disabilities, economically disadvantaged, English learners`

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>1 students were economically disadvantaged- 2.5%</p> <p>0 English Learners were enrolled</p>	<p>economically disadvantaged</p> <ul style="list-style-type: none"> • 37.5% <p>0 English learners were enrolled.</p>	
Priority 8: Other Pupil Outcomes: 6th grade and 8th-grade iReady/Local Assessment	<p>44% of 6th Grade Students are Entering Middle School early, mid or above grade level in Reading according to Spring 2021 Diagnostic Growth Report.</p> <p>27% of 6th Grade Students Entering Middle School early, mid or above grade level in Math according to Spring 2021 Diagnostic Growth Report.</p> <p>17% of 8th Grade Students Entering High School early, mid or above grade level in Reading according to Spring 2021 Diagnostic Growth Report.</p>	<p>31% of 6th Grade Students are Entering Middle School early, mid or above grade level in Reading according to Spring 2022 Diagnostic Growth Report.</p> <p>23% of 6th Grade Students Entering Middle School early, mid or above grade level in Math according to Spring 2022 Diagnostic Growth Report.</p> <p>50% of 8th Grade Students Entering High School early, mid or above grade level in Reading according to Spring 2022 Diagnostic Growth Report.</p>	<p>41% of 6th Grade Students are Entering Middle School early, mid or above grade level in Reading according to Spring 2023 Diagnostic Growth Report.</p> <p>29% of 6th Grade Students Entering Middle School early, mid or above grade level in Math according to Spring 2022 Diagnostic Growth Report.</p> <p>(Middle school assessment switched to NWEA MAP, iReady data is unavailable)</p>	<p>35% of 6th Grade Students are Entering Middle School early, mid or above grade level in Reading according to Spring 2024 Diagnostic Growth Report.</p> <p>32% of 6th Grade Students Entering Middle School early, mid or above grade level in Math according to Spring 2022 Diagnostic Growth Report.</p> <p>(Middle school assessment switched to NWEA MAP, iReady data is unavailable)</p>	<p>PUSD would like 6th graders entering 7th grade to be at least 50% on grade level in Reading and Math as measured by iReady.</p> <p>PUSD would like 8th graders entering 9th grade to be at least 50% on grade level in Reading and Math as measured by iReady.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	11% of 8th Grade Students Entering High School early, mid or above grade level in Math according to Spring 2021 Diagnostic Growth Report.	16% of 8th Grade Students Entering High School early, mid or above grade level in Math according to Spring 2022 Diagnostic Growth Report.			
Priority 8: Other Pupil Outcomes/iReady Math and Reading Diagnostic Growth Results for ELs and Foster Youth	<p>Spring 2021 iReady Reading and Math Diagnostic English Learners District-Wide (18 Total)</p> <p>Reading Growth- The median percent progress towards Typical Growth for ELs is 137%. Seven students met 100% of their progress towards Typical Growth.</p> <p>Reading Overall Placement- 33% on or above grade level, 17% one grade level below or early on grade level, 28% two or more grade level below, 22% not completed.</p>	<p>Spring 2022 iReady Reading and Math Diagnostic English Learners District-Wide (11 Total)</p> <p>Reading Growth- The median percent progress towards Typical Growth for ELs is 89%. Five students met 100% of their progress towards Typical Growth.</p> <p>Reading Overall Placement- 27% on or above grade level, 20% one grade level below or early on grade level, 33% two or more grade level below, 20% not completed.</p>	<p>Spring 2023 iReady Reading and Math Diagnostic English Learners District-Wide (13 Total)</p> <p>Reading Growth- The median percent progress towards Typical Growth for ELs is 148%. Ten students met 100% of their progress towards Typical Growth.</p> <p>Reading Overall Placement-33% on or above grade level, 40% one grade level below or early on grade level, 13% two or more grade level below</p>	<p>Spring 2024 iReady Reading and Math Diagnostic (K-6) English Learners District-Wide (10 Total)</p> <p>Reading Growth- The median percent progress towards Typical Growth for ELs is 182%. Seven students met 100% of their progress towards Typical Growth.</p> <p>Reading Overall Placement-10% on or above grade level, 50% one grade level below or early on grade level, 40% two or more grade level below</p>	<p>PUSD would like to see an increase in ELs and Foster Youth meeting their Annual Typical Growth in Reading and Math. PUSD would like to see an increase in ELs and Foster Youth on grade level as measured by iReady.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Math Growth- The median percent progress towards Typical Growth for ELs is 88%. Six students met 100% of their progress towards Typical Growth.</p> <p>Math Overall Placement- 28% on or above grade level, 28% one grade level below or early on grade level, 22% two or more grade level below, 22% not completed.</p> <p>Spring 2021 iReady Reading and Math Diagnostic Foster Youth District-Wide (10 total)</p> <p>Reading Growth- The median percent progress towards Typical Growth for Foster Youth is 110%. Five students met</p>	<p>Math Growth- The median percent progress towards Typical Growth for ELs is 123%. Seven students met 100% of their progress towards Typical Growth.</p> <p>Math Overall Placement- 20% on or above grade level, 40% one grade level below or early on grade level, 20% two or more grade level below, 20% not completed.</p> <p>There are a total of 3 Foster Youth in PUSD, due to this, we are not listing scores.</p>	<p>Math Growth- The median percent progress towards Typical Growth for ELs is 91%. Seven students met 100% of their progress towards Typical Growth.</p> <p>Math Overall Placement- 27% on or above grade level, 27% one grade level below or early on grade level, 20% two or more grade level below.</p> <p>There are a total of 8 Foster Youth in PUSD, due to this, we are not listing scores.</p>	<p>Math Growth- The median percent progress towards Typical Growth for ELs is 103%. Five students met 100% of their progress towards Typical Growth.</p> <p>Math Overall Placement- 0% on or above grade level, 50% one grade level below or early on grade level, 50% two or more grade level below.</p> <p>There are a total of 9 Foster Youth in PUSD, due to this, we are not listing scores.</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>100% of their progress towards Typical Growth.</p> <p>Reading Overall Placement- 40% on or above grade level, 20% one grade level below or early on grade level, 20% two or more grade level below, 20% not completed.</p> <p>Math Growth- The median percent progress towards Typical Growth for Foster Youth is 87%. Three students met 100% of their progress towards Typical Growth.</p> <p>Math Overall Placement- 50% on or above grade level, 10% one grade level below or early on grade level, 30% two or more grade level below, 10% not completed.</p>				

Goal Analysis

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

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

PUSD has successfully implemented the strategies outlined in Goal #1, with positive outcomes across various domains. Teachers played a crucial role in this success by identifying power standards at each grade level and establishing common assessments among Professional Learning Community (PLC) teams, fostering both academic and social-emotional progress. Specifically, Goal #1 has resulted in advancements in English language proficiency, improvements in math scores, and a targeted focus on intervention and support for students requiring additional assistance.

Despite these successes, Goal #1 also presented challenges. The aftermath of the Camp Fire and the ongoing impact of the Covid-19 pandemic have intensified efforts to support student learning. While there have been observable increases in student performance, there is a collective hope within PUSD that the 2024 CAASPP test results will demonstrate a more substantial improvement compared to the previous year. Furthermore, there is a continued emphasis on enhancing College and Career readiness programs to ensure that students are well-prepared for future pursuits.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

We have achieved success in Goal #1 in several areas, supported by specific action steps. In terms of academic performance, we have achieved a minimum increase in ELA CAASPP scores of students who met or exceeded standards compared to the previous year, as well as a reduction in the number of students performing below standard in math CAASPP scores. Overall, we have increased our math CAASPP scores by 4.4 points. The following action steps supported academic growth:

- 1.1- Increasing student services by decreasing class size
- 1.2- Full Day Transitional Kindergarten and Kindergarten
- 1.5 Comprehensive Support and Improvement Plans and Funds
- 1.13 Intervention and Support Classes at Paradise Junior High.
- 1.14 Expanded Learning Opportunities

Additionally, there has been a significant increase in English Learner (EL) students advancing in levels of English language proficiency, with a 16.7% increase in all students making progress toward English language proficiency, as reported in the 2023 CA Dashboard. These achievements align with action 1.9, ELD, and Testing Support for EL Students.

Furthermore, we have maintained a high graduation rate and increased the number of students taking the AP exam, reflecting our commitment to providing rigorous academic opportunities as outlined in actions 1.3 and 1.4. These successes are a result of our strategic efforts and commitment to academic excellence and student growth.

1.3 Intervention and Support Classes at the Paradise High School

1.4 Tier II and Tier III High School Transitional Programs.

The challenges we face include significantly increasing the number of students meeting or exceeding standards in mathematics, English language arts (ELA), and science. Action 1.13, Intervention and Support Classes at Paradise Junior High, have helped a lot this 2023-2024 school year; however, since it has been fully in place this year, we are eager to see the results after multiple years of a strong intervention program. Additionally, we aim to boost our College and Career Indicator (CCI) on the California (CA) dashboard, alongside achieving high scores on Advanced Placement (AP) exams. We have been working hard this year to create a plan for our Ridgeview students to gain access to CTE classes. We will continue with action 1.10, Ridgeview Continuation High School Extended Day and Lead Teacher, to help boost College and Career at our continuation high school. Furthermore, we are working towards increasing the number of A-G class requirements and the number of students completing Career Technical Education (CTE) courses, as indicated in action 1.6, Creating and Supporting CTE and Pathway Supports and Services. We also hired a new principal with a strong CTE background during this school year. We are thrilled to see our CTE program getting more robust at PHS. These challenges are great opportunities for PUSD, and with strategic planning and concerted effort, we are committed to overcoming these challenges and achieving our objectives.

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

We are updating and rewriting Goal 1 of the LCAP to enhance instruction, learning, and engagement, specifically focusing on the Professional Learning Communities (PLC) process. We are streamlining our assessment approach, using iReady for grades K-6 and NWEA Map for grades 7-12, replacing STAR Renaissance in some secondary schools. PUSD aims for significant improvements in ELA and Math outcomes, as measured by CAASPP scores, and seeks to increase CTE completion and College and Career Readiness. We are collaborating with our high schools to develop and maintain a strong intervention plan for students struggling in Math and ELA.

Actions that have been identified as ineffective or no longer needed will not be moving into our 2024-2025 LCAP funding. We did list action items for VAPA and STEAM supplies, however, these are now funded under a different funding source and we will not list them in the new LCAP going forward.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Basic/ School Facilities in "Good Repair"	100% of schools district-wide were ranked in good condition, as measured by the spring 2021 F.I.T. reports.	100% of schools district-wide were ranked in good condition, as measured by the spring 2021 F.I.T. reports.	Four of our schools district-wide were ranked in good condition, as measured by the Winter 2023 F.I.T. reports. Two of our schools district-wide were ranked in Exemplary condition, as measured by the Winter 2023 F.I.T. reports.	100% of schools district-wide were ranked in good condition, as measured by the spring 2024 F.I.T. reports.	100% of all schools district wide will be ranked in "Good Condition" as measured by the F.I.T. reports.
Priority 1: Basic/Instructional Materials/Local Indicator/Student Access to Technology Devices	PUSD will have Chromebooks in their classrooms for all students.	PUSD has Chromebooks in all their classrooms for all students.	PUSD has Chromebooks in all their classrooms for all students.	PUSD has Chromebooks in all their classrooms for all students.	100% of all students will have a Chromebook to use in the classroom.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5: Pupil/Engagement/Chronic Absenteeism/Local Indicator/CALPADS Report	<p>PUSD 2019-2020/Total Chronically Absent/CALPADS Report 14.2</p> <p>Paradise eLearning Academy- 56 students are Chronically Absent (Dataquest H)</p> <p>Paradise Ridge Elementary-37 students are Chronically Absent (Dataquest H)</p> <p>Cedarwood Elementary School- 101 students are Chronically Absent (Dataquest H)</p> <p>Pine Ridge School- 45 students are Chronically Absent (Dataquest H)</p> <p>Paradise Senior High- 83 students are Chronically Absent (Dataquest H)</p> <p>Paradise Intermediate School- 52 students</p>	<p>PUSD 2020-2021/Totally Chronically Absent/CALPADS Report 14.2</p> <p>Paradise eLearning Academy- 235 students are Chronically Absent (Dataquest H)</p> <p>Paradise Ridge Elementary- 55 students are Chronically Absent (Dataquest H)</p> <p>Cedarwood Elementary School-82 students are Chronically Absent (Dataquest H)</p> <p>Pine Ridge School- 95 students are Chronically Absent (Dataquest H)</p> <p>Paradise Senior High- 148 students are Chronically Absent (Dataquest H)</p>	<p>PUSD 2021-2022/Totally Chronically Absent/CALPADS Report 14.2</p> <p>Paradise eLearning Academy- 119 students are Chronically Absent (Dataquest H)</p> <p>Paradise Ridge Elementary- 128 students are Chronically Absent (Dataquest H)</p> <p>Cedarwood Elementary School- 110 students are Chronically Absent (Dataquest H)</p> <p>Pine Ridge School- 125 students are Chronically Absent (Dataquest H)</p> <p>Paradise Senior High- 194 students are Chronically Absent (Dataquest H)</p>	<p>PUSD 2022-223/Totally Chronically Absent/CALPADS Report 14.2</p> <p>Paradise eLearning Academy- 62 students are Chronically Absent (Dataquest H)</p> <p>Paradise Ridge Elementary- 120 students are Chronically Absent (Dataquest H)</p> <p>Cedarwood Elementary School- 125 students are Chronically Absent (Dataquest H)</p> <p>Pine Ridge School- 121 students are Chronically Absent (Dataquest H)</p> <p>Paradise Senior High- 148 students are Chronically Absent (Dataquest H)</p>	Overall decrease in students who are chronically absent.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>are Chronically Absent (Dataquest H)</p> <p>Ridgeview Continuation High School- 96 students are Chronically Absent (Dataquest H)</p>	<p>Paradise Junior High School- 69 students are Chronically Absent (Dataquest H)</p> <p>Ridgeview Continuation High School- 79 students are Chronically Absent (Dataquest H)</p>	<p>Paradise Junior High School- 59 students are Chronically Absent (Dataquest H)</p> <p>Ridgeview Continuation High School- 82 students are Chronically Absent (Dataquest H)</p>	<p>Paradise Junior High School- 75 students are Chronically Absent (Dataquest H)</p> <p>Ridgeview Continuation High School- 69 students are Chronically Absent (Dataquest H)</p>	
Priority 5: Pupil/Engagement/Chronic Absenteeism/California School Dashboard	<p>PUSD 2018-2019 (Year of the Camp Fire)</p> <p>Chronic Absenteeism- All Students 32.5%</p> <p>Chronically Absent (Increase of 13.7%) (Red)</p> <p>American Indian- 49.1%</p> <p>Students with Disabilities- 41.1%</p> <p>ELs- 21.2%</p> <p>Foster Youth- 50%</p> <p>Hispanic- 31.2%</p> <p>Socioeconomically disadvantaged- 34.2%</p> <p>Two or More Races- 28.7%</p> <p>White- 32.6%</p>	<p>(This data is not available from the CA Dashboard for the 2020-2021 school year.</p>	<p>PUSD 2021-2022 Chronic Absenteeism- All Students 44.6%</p> <p>American Indian- 75%</p> <p>Students with Disabilities- 49.7%</p> <p>ELs- 41.2%</p> <p>Foster Youth- 55%</p> <p>Hispanic- 45.5%</p> <p>Socioeconomically disadvantaged- 47.9%</p> <p>Two or More Races- 39.4%</p> <p>White- 43.9%</p>	<p>PUSD 2022-2023 Chronic Absenteeism- All Students 40.6%</p> <p>American Indian- 55%</p> <p>Students with Disabilities- 47.7%</p> <p>ELs- 33.3%</p> <p>Foster Youth- 54.5%</p> <p>Hispanic- 45.3%</p> <p>Socioeconomically disadvantaged- 43%</p> <p>Two or More Races- 35.6%</p> <p>White- 39.4%</p> <p>Homeless-66.7%</p>	<p>PUSD will decrease Chronically Absent students to 10% or less to get a rating of Yellow or better on the California School Dashboard</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5: Pupil Engagement/Attendance Rate/Local Indicator/CALPADS report	<p>PUSD 2019-2020/CalPads Report 14.1</p> <p>Average for Students Absent <5% = 45%</p> <p>Average for Students Absent >=5% and <10% = 23%</p> <p>Average for Students Absent >=10% and 20% = 14%</p> <p>Average for Students Absent >=20% = 18%</p>	<p>PUSD 2020-2021/CalPads Report 14.1</p> <p>Average for Students Absent <5% = 39.72%</p> <p>Average for Students Absent >=5% and <10% = 20.63%</p> <p>Average for Students Absent >=10% and 20% = 17.66%</p> <p>Average for Students Absent >=20% = 21.99%</p>	<p>PUSD 2021-2022/CalPads Report 14.1</p> <p>Average for Students Absent <5% = 24.39%</p> <p>Average for Students Absent >=5% and <10% = 29.24%</p> <p>Average for Students Absent >=10% and 20% = 28.68%</p> <p>Average for Students Absent >=20% = 17.69%</p>	<p>PUSD 2022-2023/CalPads Report 14.1</p> <p>Average for Students Absent <5% = 27.21%</p> <p>Average for Students Absent >=5% and <10% = 33.27%</p> <p>Average for Students Absent >=10% and 20% = 26.27 %</p> <p>Average for Students Absent >=20% = 13.25%</p>	Overall there will be a decrease in students absent more than 10% of the school year. PUSD would like to see less than 12% of the student population absent more than 10% of the school year.
Priority 5: Middle School Drop Out Rate/Local Indicator/CALPADS Report	There were no middle school drop outs for the 2019-2020 school year as measured by CALPADS.	During the 2020-2021 school year, there was one junior high drop out.	During the 2021-2022 school year, there was one junior high drop out based on the SARB decision for the student being truant and never showed to school.	2022-2023 school year CALPADS 1.8 Dropouts Paradise Junior High had one drop out.	PUSD would like the middle school drop out rate to be 0%.
Priority 5: High School Drop Out Rate/Local Indicator/CALPADS Report	During the 2019-2020 school year, 27 (12.8%) students dropped out. Paradise eLearning Academy- 7 students (20%) Paradise High School- 2 students (1.74%)	During the 2020-2021 school year, 16 students dropped out. 1.12 Dropout CalPads Paradise eLearning Academy- 3 students Paradise High School- 2 students	During the 2021-2022 school year, 9 students dropped out. 1.12 Dropout CalPads Paradise eLearning Academy- 2 students Paradise High School- 4 students	2022-2023 school year CALPADS 1.8 Dropouts Paradise eLearning Academy- 3 students Paradise High School- 6 students	PUSD will decrease the high school dropout rate. PUSD would like the dropout rate to be less than 5%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Ridgeview Continuation High School- 18 students (29.5) (According to CalPads 15.1)	Ridgeview Continuation High School- 11 students	Ridgeview Continuation High School- 3 students	Ridgeview Continuation High School- 2 students	
Priority 6: School Climate/ Suspension Rate	<p>In 2019-2020, the suspension rate for all students was 9.1% according to Data Quest.</p> <p>CDW- .3% PELA- 5.1% PINT- 18.1% PRES- 3.1% PHS- 10.8% PRS- 8% RDV- 17.7%</p>	<p>In 2020-2021, the suspension rate for all students was 1.7% according to Data Quest.</p> <p>CDW- 1.5% PELA- 0% PINT- 4% PRES- 0% PHS- 2.3% PRS- 2.5% RDV- 0%</p>	<p>In 2021-2022, the suspension rate for all students was 9.1% according to Data Quest.</p> <p>CDW- 7% PELA- 0% PJH- 9.6% PRES- 3.1% PHS- 11.8% PRS- 11.6% RDV- 21.7%</p>	<p>In 2022-2023, the suspension rate for all students was 8.8% according to Data Quest.</p> <p>CDW- 5.7% PELA- 0% PJH- 17.4% PRES- 6.3% PHS- 8.9% PRS- 7.9% RDV- 18.1%</p>	PUSD will decrease the suspension rate. PUSD would like the suspension rate to be less than 5%.
Priority 6: School Climate/ Expulsion Rate	<p>In 2019-2020, the expulsion rate for all students was .26% according to Data Quest. There was a total of 5 expulsions.</p>	<p>In 2020-2021, the expulsion rate for all students was 0% according to Data Quest. There were 0 expulsions during the 2020-2021 school year.</p>	<p>In 2021-2022, the expulsion rate for all students was 0% according to Data Quest. There were 0 expulsions during the 2021-2022 school year.</p>	<p>In 2022-2023, the expulsion rate for all students was 0% according to Data Quest. There were 0 expulsions during the 2022-2023 school year.</p>	PUSD will decrease all expulsions. PUSD would like the expulsion rate to be less than .26%.
Priority 6: School Climate/Other Local Measures/ Student LCAP Survey	According to the 2020-2021 PUSD LCAP Survey for Students given in	According to the 2021-2022 PUSD LCAP Survey for Students given in	PUSD used the Healthy Kids Survey for this LCAP information this year.	PUSD used the Healthy Kids Survey for this LCAP information this year.	Over 85% of the students will state they agree or strongly

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Spring 2021 (206 responded) :</p> <p>76% of the students who responded stated they strongly agree or agree they belong and feel safe at school</p> <p>12% of the students who responded chose "I don't know" when asked if they belong and feel safe at school</p> <p>12% of the students who responded chose strongly disagree or disagree when asked if they feel safe at school.</p>	<p>Spring 2022 (292 students responded)</p> <p>66% of the students who responded stated they strongly agree or agree they belong and feel safe at school</p> <p>14% of the students who responded chose "I don't know" when asked if they belong and feel safe at school</p> <p>19% of the students who responded chose strongly disagree or disagree when asked if they feel safe at school.</p>			agree the belong and feel safe at school.
Priority 6: School Climate/Other Local Measure/ Healthy Kids Survey 2020-2021	<p>1. Students were asked if there is a teacher or some other adult from their school...who really cares about them... who notices when they are not there... who listens to them when they have something to say. The averages below reflect students</p>	<p>1. Students were asked if there is a teacher or some other adult from their school...who really cares about them... who notices when they are not there... who listens to them when they have something to say. The averages below reflect students</p>	<p>1. Students were asked if there is a teacher or some other adult from their school...who really cares about them... who notices when they are not there... who listens to them when they have something to say. The averages below reflect students</p>	<p>1. Students were asked if there is a teacher or some other adult from their school...who really cares about them... who notices when they are not there... who listens to them when they have something to say. The averages below reflect students</p>	<p>PUSD would like to see more students choose "Pretty Much True" or "Very Much True" for questions #1, #2, and #3.</p> <p>PUSD would like to monitor question #4 and see an increase in students stating No.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>reporting “Pretty Much True” or “Very Much True” to the above questions:</p> <p>Grade 7- 62% Grade 8- 57% Grade 9- 59% Grade 10- 55% Grade 11-70% Grade 12- 77% RDV- 71%</p> <p>2. Students were asked if there is a teacher or some other adult from their school...who tells them when they do a good job... who always wants them to do their best... who believes that they will be a success. The averages below reflect students reporting “Pretty Much True” or “Very Much True to the above questions”: Grade 7- 67% Grade 8- 71% Grade 9- 63% Grade 10- 65%</p>	<p>reporting “Pretty Much True” or “Very Much True” to the above questions:</p> <p>Grade 7- 49 % Grade 8- 59 % Grade 9- 47% Grade 10- 62% Grade 11 63% Grade 12- 64% RDV- 64 %</p> <p>2. Students were asked if there is a teacher or some other adult from their school...who tells them when they do a good job... who always wants them to do their best... who believes that they will be a success. The averages below reflect students reporting “Pretty Much True” or “Very Much True to the above questions”: Grade 7- 60% Grade 8- 69% Grade 9- 54% Grade 10- 61%</p>	<p>reporting “Pretty Much True” or “Very Much True” to the above questions:</p> <p>Grade 6- 58% Grade 7- 59 % Grade 8- 44% Grade 9- 62% Grade 10- 37% Grade 11 60% Grade 12- 70% RDV- 78%</p> <p>2. Students were asked if there is a teacher or some other adult from their school...who tells them when they do a good job... who always wants them to do their best... who believes that they will be a success. The averages below reflect students reporting “Pretty Much True” or “Very Much True to the above questions”: Grade 6- 78% Grade 7- 62% Grade 8- 66% Grade 9- 67% Grade 10- 40%</p>	<p>reporting “Pretty Much True” or “Very Much True” to the above questions:</p> <p>Grade 5- 60% Grade 6- 52% Grade 7- 61 % Grade 8- 62% Grade 9- 50% Grade 10- 55% Grade 11 56% Grade 12- 65% RDV- 68%</p> <p>2. Students were asked if there is a teacher or some other adult from their school...who tells them when they do a good job... who always wants them to do their best... who believes that they will be a success. The averages below reflect students reporting “Pretty Much True” or “Very Much True to the above questions”: Grade 5- 75% Grade 6- 73% Grade 7- 68% Grade 8- 62% Grade 9- 56%</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Grade 11- 78% Grade 12- 80% RDV- 79%</p> <p>3. Students were asked how strongly they agree or disagree with the following statements... I feel close to people at this school... I am happy to be at this school... I feel like I am part of this school... The teachers at this school treat students fairly... I feel safe in my school. The averages below reflect students reporting “Agree” or “Strongly Agree” to the above statements: Grade 7- 65% Grade 8- 50% Grade 9- 51% Grade 10- 56% Grade 11- 62% Grade 12- 67% RDV- 76%</p> <p>4. Students were asked if during the last 12 months they felt so</p>	<p>Grade 11- 67% Grade 12- 72% RDV- 69%</p> <p>3. Students were asked how strongly they agree or disagree with the following statements... I feel close to people at this school... I am happy to be at this school... I feel like I am part of this school... The teachers at this school treat students fairly... I feel safe in my school. The averages below reflect students reporting “Agree” or “Strongly Agree” to the above statements: Grade 7- 55% Grade 8- 52% Grade 9- 35% Grade 10- 44% Grade 11- 51% Grade 12- 47% RDV- 63%</p> <p>4. Students were asked if during the last 12 months they felt so</p>	<p>Grade 11- 62% Grade 12- 73% RDV- 72%</p> <p>3. Students were asked how strongly they agree or disagree with the following statements... I feel close to people at this school... I am happy to be at this school... I feel like I am part of this school... The teachers at this school treat students fairly... I feel safe in my school. The averages below reflect students reporting “Agree” or “Strongly Agree” to the above statements: Grade 6- 38% Grade 7- 47% Grade 8- 40 % Grade 9- 34 % Grade 10- 28 % Grade 11- 44% Grade 12- 55% RDV- 62%</p>	<p>Grade 10- 63% Grade 11- 54% Grade 12- 71% RDV- 70%</p> <p>3. Students were asked how strongly they agree or disagree with the following statements... I feel close to people at this school... I am happy to be at this school... I feel like I am part of this school... The teachers at this school treat students fairly... I feel safe in my school. The averages below reflect students reporting “Agree” or “Strongly Agree” to the above statements: Grade 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%</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>sad or hopeless almost every day for two weeks or more that they stopped doing some usual activities. Students responded either Yes or No.</p> <p>Grade 7- 63% said No, 37% said Yes Grade 8- 49% said No, 51% said Yes Grade 9- 40% said No, 60% said Yes Grade 10- 51% said No, 49% said Yes Grade 11- 40% said No, 60% said Yes Grade 12- 47% said No, 53% said Yes RDV- 41 % said No, 59% said Yes</p>	<p>sad or hopeless almost every day for two weeks or more that they stopped doing some usual activities. Students responded either Yes or No.</p> <p>Grade 7- 49% said No, 51% said Yes Grade 8- 43% said No, 57% said Yes Grade 9- 41% said No, 59% said Yes Grade 10- 42% said No, 58% said Yes Grade 11- 52% said No, 48% said Yes Grade 12- 50% said No, 50% said Yes RDV- 42% said No, 58% said Yes</p>	<p>4. Students were asked if during the last 12 months they felt so sad or hopeless almost every day for two weeks or more that they stopped doing some usual activities. Students responded either Yes or No.</p> <p>Grade 7- 52% said No, 48% said Yes Grade 8- 49% said No, 51% said Yes Grade 9- 67% said No, 33% said Yes Grade 10- 45% said No, 55% said Yes Grade 11- 47% said No, 53% said Yes Grade 12- 52% said No, 48% said Yes RDV- 46% said No, 54% said Yes</p>	<p>4. Students were asked if during the last 12 months they felt so sad or hopeless almost every day for two weeks or more that they stopped doing some usual activities. Students responded either Yes or No.</p> <p>Grade 7- 58% said No, 42% said Yes Grade 8- 47% said No, 53% said Yes Grade 9- 61% said No, 39% said Yes Grade 10- 72% said No, 28% said Yes Grade 11- 62% said No, 38% said Yes Grade 12- 49% said No, 51% said Yes RDV- 47% said No, 53% said Yes</p>	

Goal Analysis

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

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

PUSD's Goal 2 helps support improvement in positive and safe learning environments. With so many upgrades since the Camp Fire, our facilities are now in great condition. Most classrooms have been upgraded and maintained to a high standard, ensuring a conducive learning

environment for students. PUSD students have been provided with Chromebooks for the academic year, enhancing access to technology for educational purposes. Students also have access to newly adopted curricula in many areas.

Our efforts to address chronic absenteeism have yielded positive results, with the overall rate decreasing from 44.6% to 40.6%. Similarly, the district-wide suspension rate has decreased from 9.1% to 8.8%.

PUSD student responses in the Healthy Kids Survey indicate positive change. Sixth-grade students reported feeling more connected to school and staff, and an increase in students reported there are staff that believe in them. In grades 7 and 8, students responded that there are staff at school who notice them and listen to them. In addition, students responded that they feel more connected to the school. There has also been a decrease in hopelessness. In grades 9th through 12th grade, different grade levels showed positive results in school connectedness, caring staff, feeling a part of the school, and a reduction in most feeling less sad or hopeless.

While we have progressed in implementing Goal 2's action steps, challenges remain in certain areas. The CA Dashboard for 2023 demonstrates that we still have two schools that need to focus on decreasing chronic absenteeism, indicating a need for targeted interventions and support. Additionally, one school has seen an increase in suspension rates, highlighting the need for further analysis and intervention to address this issue effectively. These challenges underscore the importance of continued efforts and targeted strategies, and during the 2023-2024 school year, work has been done to continue to ensure the success of all students across PUSD.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

We have achieved successes across various areas, supported by targeted action steps. Our facilities are in excellent condition, with all classrooms upgraded and maintained to a high standard, ensuring a conducive learning environment for students. Additionally, all PUSD students have been provided with access to Chromebooks for the academic year, enhancing their educational experience and many upgrades to curriculum and resources took place, as a result of the implementation of Action 2.3, Information Technology Services District Wide and Action 2.9, Instructional Curriculum Materials.

We have made progress in addressing chronic absenteeism district-wide, with the overall rate decreasing from 44.6% to 40.6%. This improvement can be attributed to the implementation of the following action items:

Action 2.1 Attendance Services to support student absenteeism and chronically absent students

Action 2.2 Transportation K-12

Action 2.5 PUSD Athletics program for 6th through 12th grade

Action 2.6 Kindergarten Aides

Similarly, the district-wide suspension rate has decreased from 9.1% to 8.8%, reflecting our commitment to creating a positive and inclusive school environment. In addition, the student responses in the Healthy Kids 2023 Survey indicate positive changes in perceptions and experiences. Sixth-grade students reported feeling more connected and less sad, and fewer harassment and bullying incidents. Additionally, students in grades 7-12 reported increased school connectedness, decreased social-emotional stress, less sadness, and reduced harassment and bullying. These improvements are a result of implementing the following actions:

Action 2.4 District Wide School Supervision

Action 2.5 PUSD Athletics program for 6th through 12th grade

Action 2.7 Workability- Support Special Education Students 9th-12th

Action 2.8 Supporting Special Education Students TK-6th Grade

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

We are changing Goal #2, to focus on increasing attendance and decreasing chronically absent students. We are making increasing attendance a priority for our district. For the new LCAP, our Social and Emotional goal of creating an inclusive school culture will be our Goal #3. Our metrics will remain the same because we continue to lower chronic absenteeism in our district, and our data shows what we are doing is working. However, the metrics will be listed under Goal #2 and Goal #3 for PUSD's 2024-2025 LCAP.

For the 2024-2025 LCAP, we are still utilizing K aides to focus on students' well-being and early literacy. However, the K aides will now be funded out of Title I site funds.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Basic/Teacher Credentialing/% of fully credentialed and appropriately assigned	100% of PUSD teachers are appropriately credentialed and assigned as reported by the county credentialing office	100% of PUSD teachers are appropriately credentialed and assigned as reported by the county credentialing office	2020- 2021 Teacher Assignments 80.1% - Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) 1.3%- Intern Credential Holders Properly Assigned 4.24% Teachers Without Credentials and Misassignments 6.02% Credentialed Teachers Assigned Out-of-Field 8.33% Unknown	21-22 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	PUSD will have 100% of teachers appropriately credentialed and assigned as reported by the county credentialing office.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Total Teaching Positions- 122.8 teachers	Total Teaching Positions- 85.5 teachers	
Priority 1: Basic/ Standards-Aligned Instructional Materials	PUSD classrooms have sufficient instructional materials, as verified by the Williams Report.	PUSD classrooms have sufficient instructional materials.	PUSD classrooms have sufficient instructional materials, as verified by the Williams Report.	PUSD classrooms have sufficient instructional materials, as verified by the Williams Report.	100% of PUSD classrooms will have sufficient instructional materials, as verified by the Williams Report.
Priority 2: Implementation of CCSS for all students/Staff Training and Professional Development Survey	Top Areas of Interest for Staff Training 1. 39% - Writing Instruction 2. 35%- Restorative Justice 3. 33%- Trauma-Informed Practices 4. 32%- Project-Based Learning 5. 29%- Reading Instruction 6. 26%- Math Instruction 7. 22%- UDL (Universal Design for Learning) 8. 22%- RTI (Response to Intervention) 9. 20%- Mindfulness	Top Areas of Interest for Staff Training 1. 30.8%- Trauma-Informed Practices 2. 30.8%- MTSS (Multi-Tiered Systems of Support) 3. 28.2%- UDL (Universal Design for Learning) 4. 23.1%- Writing Instruction 5. 20.5% NGSS (Next Generation Science Standards) 6. 20.5%- Reading Instruction 7. 20.5%- Restorative Justice 8. 20.5%- RULER 9. 17.9%- RTI	Top Areas of Interest for Staff Training (2022-2023) 1. 20%- RULER 2. 20% Adopted Curriculum 3. 20%- Trauma-Informed Practices 4. 15%- MTSS 5. 10%- PLC Training with Michelle Cleveland 6. 10% - Wonders and Study Sync 7. 10%- Wonders Writing Training 8. 10%- iReady Reading Instruction Top training and professional development opportunities in the	Top Areas of Interest for Staff Training (2023-2024) 1. 31.8%- MTSS 2. 30.3%- Trauma Informed Practices 3. 27.3%- TCI Training 4. 24.2%- HMH and Amplify Training 5. 21.2%- RULER Training 6. 16.7%- Bridges, Google Classroom and Writing Across the Curriculum 7. 15.2%- NWEA MAP Training 8. 13.6%- UDL, Wonders Writing Training	Continue gathering areas of interest from staff for training. Next year, we will survey staff on the proficiency of each staff training area.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>10. 20%- MTSS (Multi-Tiered System of Support)</p> <p>Top training and professional development opportunities in the last two years that staff found to be the most effective.</p> <p>1. Capturing Kids Hearts 2. Trauma-Informed Practices 3. Restorative Justice 4. Lots of different distance-learning trainings to help teach online</p>	<p>10. 17.9%-Developing Common Assessments</p> <p>Top training and professional development opportunities in the last two years that staff found to be the most effective.</p> <p>1. 32.4%- Trauma-Informed Practices 2. 21.6%- Writing Instruction 3. 18.9% iReady Reading Instruction and/or Intervention 4. 18.9% iReady Math Instruction and/or Intervention</p>	<p>last two years that staff found to be the most effective.</p> <p>1. 34.8%- Trauma-Informed Practices 2. 26.1%- UDL 3. 26.1%- TAC- COM Training 4. 13%- MTSS</p>	<p>Top training and professional development opportunities in the last two years that staff found to be the most effective.</p> <p>1. 40.6%- Anthony Muhammad 2. 32.8%- Healthy Play 3. 17.2%- Trauma Informed Practices 4. 14%- Emily Freeland's book 5. 12.5%- Universal Design for Learning 6. 7%-RULER and PLC/Curriculum Guide Work</p>	
<p>Priority 2: Implementation of CCSS for all students/Spring 2021 Employee LCAP Survey</p>	<p>Employee 2020-2021 LCAP Survey Results (77 responses)</p> <p>86% of the employees who responded stated they strongly agree or agree that the district and site leadership support instructional strategies, curriculum implementation, and</p>	<p>Employee 2021-2022 LCAP Survey Results (44 responses)</p> <p>81% of the employees who responded stated they strongly agree or agree that the district and site leadership support instructional strategies, curriculum implementation, and</p>	<p>Employee 2022-2023 LCAP Survey Results (25 responses)</p> <p>64% of the employees who responded stated they strongly agree or agree that the district and site leadership support instructional strategies, curriculum implementation, and</p>	<p>Employee 2022-2023 LCAP Survey Results (70 responses)</p> <p>79% of the employees who responded stated they strongly agree or agree that the district and site leadership support instructional strategies, curriculum implementation, and</p>	<p>PUSD will see an increase in employees stating they strongly agree or agree that the district and site leadership support instructional strategies, curriculum implementation, and ongoing professional development opportunities.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>ongoing professional development opportunities.</p> <p>7% of the employees who responded chose "I don't know" when asked if the district and site leadership support instructional strategies, curriculum implementation, and ongoing professional development opportunities.</p> <p>7% of the employees who responded strongly disagreed or disagreed when asked if the district and site leadership support instructional strategies, curriculum implementation, and ongoing professional development opportunities.</p>	<p>ongoing professional development opportunities.</p> <p>5% of the employees who responded chose "I don't know" when asked if the district and site leadership support instructional strategies, curriculum implementation, and ongoing professional development opportunities.</p> <p>14% of the employees who responded strongly disagreed or disagreed when asked if the district and site leadership support instructional strategies, curriculum implementation, and ongoing professional development opportunities.</p>	<p>ongoing professional development opportunities.</p> <p>20% of the employees who responded chose "I don't have enough information" when asked if the district and site leadership support instructional strategies, curriculum implementation, and ongoing professional development opportunities.</p> <p>14% of the employees who responded strongly disagreed or disagreed when asked if the district and site leadership support instructional strategies, curriculum implementation, and ongoing professional development opportunities.</p>	<p>ongoing professional development opportunities.</p> <p>7% of the employees who responded chose "I don't have enough information" when asked if the district and site leadership support instructional strategies, curriculum implementation, and ongoing professional development opportunities.</p> <p>13% of the employees who responded strongly disagreed or disagreed when asked if the district and site leadership support instructional strategies, curriculum implementation, and ongoing professional development opportunities.</p>	
Parent 3: Parental Involvement/ Parent Participation/Local Measure Back to	Due to Covid-19, in-person Back to School Night and Open	All schools were able to have a Back-To-School Night this year.	All schools were able to have a Back-To-School Night this year.	All schools were able to have a Back-To-School Night this year.	PUSD will have each school providing a Back to School Night and Open House to all

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Night and Open House	House was difficult to implement in-person.				famililes each year. Stakeholder attendance will be tracked at each site by each teacher.
Priority 3: Parent Involvement/ Parent Participation/ Aeries Parent Portal Accounts	<p>For the 2020-2021 school year, 73.8% of parents had a parent portal account.</p> <p>Paradise High - 97.12% Paradise Junior High - 92.36% Ridgeview High - 95.45% Paradise Ridge Elementary - 35.06% Pine Ridge - 89.78% Cedarwood Elementary - 22.73% Paradise eLearning Academy - 84.43%</p>	<p>For the 2021-2022 school year, please see individual school percentages for parent portal access.</p> <p>Paradise High - 99.51% Paradise Junior High - 100% Ridgeview High - 100% Paradise Ridge Elementary - 42.65% Pine Ridge - 93.10% Cedarwood Elementary - 65.91% Paradise eLearning Academy - 92.31%</p>	<p>For the 2022-2023 school year, 84.8% of parents had a parent portal account.</p> <p>Paradise High - 94.68% Paradise Junior High - 98.19% Ridgeview High - 93.75% Paradise Ridge Elementary - 47.3% Pine Ridge - 92.82% Cedarwood Elementary - 71.25% Paradise eLearning Academy - 92.62%</p>	<p>For the 2023-2024 school year, 84.8% of parents had a parent portal account.</p> <p>Paradise High - 94.75% Paradise Junior High - 98.84% Ridgeview High - 94.87% Paradise Ridge Elementary - 99.12% Pine Ridge - 95.52% Cedarwood Elementary - 99.22% Paradise eLearning Academy - 98.31%</p>	PUSD would like to see 85% or more of parents with a parent portal account.
Priority 3: Parent Involvement/Parent Input in Decision Making/Superintendent LCAP Advisories	PUSD holds monthly meetings for Superintendent Parent & Employee LCAP Advisory and Superintendent Employee LCAP Advisory.	PUSD has been able to continue Parent and Employee LCAP Advisory Meetings. PUSD has also scheduled meetings to meet with students from all schools in the district.	PUSD has been able to continue Parent and Employee LCAP Advisory Meetings. PUSD has also scheduled meetings to meet with students from all schools in the district.	PUSD has been able to continue Parent and Employee LCAP Advisory Meetings. They were scheduled at all school sites to encourage educational partners to be involved.	PUSD will hold monthly meetings for Superintendent Parent & Employee LCAP Advisory and Superintendent Employee LCAP Advisory.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	PUSD holds Superintendent Student LCAP Advisory three times a year.				PUSD will hold Superintendent Student LCAP Advisory three times a year.
Priority 3: Parent Involvement/Local Indicator/Parent Input in Decision Making/Two Parent Decision-Making Meetings a Month	PUSD maintained their average of two parent decision-making meetings a month (SSC and Parent Club) as measured by school site agendas through ZOOM.	PUSD maintained their average of two parent decision-making meetings a month (SSC and Parent Club) as measured by school site agendas.	PUSD maintained their average of two parent decision-making meetings a month (SSC and Parent Club) as measured by school site agendas.	PUSD maintained their average of two parent decision-making meetings a month (SSC and Parent Club) as measured by school site agendas.	PUSD will maintain their average of two parent decision-making meetings a month (SSC and Parent Club) as measured by school site agendas.
Priority 3: Parent Involvement/Local Indicator/Parent and Student Completion of the LCAP Survey	<p>Student Completion of 2020-2021 LCAP survey 17% of 4th-12th grade students completed the LCAP Survey (203 students)</p> <p>48% Paradise Junior and Senior High 21.4% Ridgeview Continuation High School 19.4% Paradise Ridge Elementary School 7.3% Paradise eLearning 2.4% Cedarwood Elementary School</p>	<p>Student Completion of 2021-2022 LCAP survey 28 % of 4th-12th grade students completed the LCAP Survey (292 students)</p> <p>31.7% Paradise Junior High School Paradise High School 9.4% Ridgeview Continuation High School 28.2% Paradise Ridge Elementary School 0% Paradise eLearning</p>	Due to the Healthy Kids Survey and other school site surveys, we didn't disseminate the LCAP survey to students.	Due to the Healthy Kids Survey and other school site surveys, we didn't disseminate the LCAP survey to students.	PUSD will see an increase in Parent and Student completion of the LCAP survey as measured by annual parent/guardian survey results.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>1.5% Pine Ridge School</p> <p>Parent Completion of 2020-2021 LCAP survey (80 total surveys completed)</p> <p>50% of parents state their child is from Paradise Junior and Senior High</p> <p>35% of parents state their child is from Paradise Ridge Elementary</p> <p>10% of parents state their child is from Pine Ridge School</p> <p>7.5% of parents state their child is from Cedarwood</p> <p>5% of parents state their child is from Paradise eLearning</p> <p>2.5% of parents state their child is from Ridgeview</p> <p>Continuation High School</p>	<p>5.6% Cedarwood Elementary School</p> <p>11.5% Pine Ridge School</p> <p>Parent Completion of 2021-2022 LCAP survey (99 total surveys completed)</p> <p>7.1% of parents state their child is from Paradise Junior High School</p> <p>32.3% of parents state their child is from Paradise High School</p> <p>43.4% of parents state their child is from Paradise Ridge Elementary</p> <p>6.1% of parents state their child is from Pine Ridge School</p> <p>11.1% of parents state their child is from Cedarwood</p> <p>3% of parents state their child is from Paradise eLearning</p> <p>2% of parents state their child is from Ridgeview</p>	<p>Parent Completion of 2022-2023 LCAP survey (73 total surveys completed)</p> <p>11% of parents state their child is from Paradise Junior High School</p> <p>27.4% of parents state their child is from Paradise High School</p> <p>43.8% of parents state their child is from Paradise Ridge Elementary</p> <p>13.7% of parents state their child is from Pine Ridge School</p> <p>8.2% of parents state their child is from Cedarwood</p> <p>0% of parents state their child is from Paradise eLearning</p> <p>1.4% of parents state their child is from Ridgeview</p> <p>Continuation High School</p>	<p>Parent Completion of 2023-2024 LCAP survey (82 total surveys completed)</p> <p>13.4% of parents state their child is from Paradise Junior High School</p> <p>11% of parents state their child is from Paradise High School</p> <p>48% of parents state their child is from Paradise Ridge Elementary</p> <p>11% of parents state their child is from Pine Ridge School</p> <p>15.9% of parents state their child is from Cedarwood</p> <p>2% of parents state their child is from Paradise eLearning</p> <p>0% of parents state their child is from Ridgeview</p> <p>Continuation High School</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Continuation High School			
Priority 3: Parent Involvement/Parent Input in Decision Making/Parent LCAP Survey Results	<p>Parent 2020-2021 LCAP Survey Results (80 responses)</p> <p>77% of the parents who responded stated they strongly agree or agree their child's school actively seeks their input into decisions related to their child's education</p> <p>5% of the parents who responded chose "I don't know" when asked if their child's school actively seeks their input into decisions related to their child's education</p> <p>18% of the parents who responded chose strongly disagree or disagree when asked if their child's school actively seeks their input into decisions related to their child's education</p>	<p>Parent 2021-2022 LCAP Survey Results (99 responses)</p> <p>78% of the parents who responded stated they strongly agree or agree their child's school actively seeks their input into decisions related to their child's education</p> <p>5% of the parents who responded chose "I don't know" when asked if their child's school actively seeks their input into decisions related to their child's education</p> <p>17% of the parents who responded chose strongly disagree or disagree when asked if their child's school actively seeks their input into decisions related to their child's education</p>	<p>Parent 2021-2022 LCAP Survey Results (73 responses)</p> <p>72% of the parents who responded stated they strongly agree or agree their child's school actively seeks their input into decisions related to their child's education</p> <p>.01% of the parents who responded chose "I don't have enough information" when asked if their child's school actively seeks their input into decisions related to their child's education</p> <p>26% of the parents who responded chose strongly disagree or disagree when asked if their child's school actively seeks their input into decisions</p>	<p>Parent 2021-2022 LCAP Survey Results (82 responses)</p> <p>77% of the parents who responded stated they strongly agree or agree their child's school actively seeks their input into decisions related to their child's education</p> <p>0% of the parents who responded chose "I don't have enough information" when asked if their child's school actively seeks their input into decisions related to their child's education</p> <p>23% of the parents who responded chose strongly disagree or disagree when asked if their child's school actively seeks their input into decisions</p>	PUSD would like to see an increase in parents responding that they Strongly Agree or Agree that their child's school actively seeks their input into decisions related to their child's education.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			related to their child's education	related to their child's education	

Goal Analysis

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

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

The district implemented several key actions to achieve this goal, focusing on enhancing engagement and involvement across all educational partners. PUSD saw an increase in educational partners. There was an increase in parents and staff completing the LCAP survey. There was an increase in parent access to the Aeries portal. We saw more attendance at our LCAP advisory meetings due to changing them after work and switching locations each time. There was also a positive increase in the support staff have seen in district and site leadership.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The district successfully implemented actions to increase educational partners, which was effective in enhancing engagement and involvement across PUSD families and the community. This goal helped broaden perspectives and resources available to the district, contributing to a more collaborative and supportive educational environment. Effective actions were 3.1, offering training to all staff on PUSD's three initiatives (PLC, Attendance, and Ruler). Action, 3.2, special education staff met throughout the year, which helps all educational partners involved with IEPs be on the same page. A district-wide communication plan, 3.3, was effective with outreach. Lastly, we are still implementing Beginning Teacher support; however, it is being paid out of other funds.

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

In response to the analysis and data provided, PUSD has opted to discontinue Goal #3 in its current form. While maintaining engagement and outreach to all educational partners as a priority, the district will no longer have a separate goal dedicated to this aspect. Instead, the metrics and actions related to engaging educational partners will be integrated into the new plan under new goals.

Several factors contributed to this decision. Initially, the majority of schools were classified as Comprehensive Support and Improvement (CSI), necessitating a focus on increasing educational partner involvement to develop and implement improvement plans. However, with fewer schools eligible for CSI and a desire for greater inclusivity for all families, PUSD has chosen to incorporate the metrics and actions related to engaging educational partners into broader goals. This shift reflects a commitment to continuous improvement and ensuring all families feel valued and included in the educational process.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023



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	Tom Taylor Superintendent	ttaylor@pusdk12.org (530) 872-6400

Plan Summary [2024-25]

General Information

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

Paradise Unified School District (PUSD) is situated in Butte County, California, encompassing the town of Paradise and surrounding areas, including Magalia and Stirling City. Spanning over 70 square miles, PUSD is a district with a diverse geographical reach. Before the devastating Camp Fire in 2018, PUSD had an enrollment of approximately 3,500 students across its schools. However, enrollment numbers declined significantly due to the fire, which ravaged much of the town. As of recent data, enrollment has been gradually increasing but remains below pre-fire levels, currently at approximately 1,660 students.

PUSD operates several schools, including three elementary schools, one middle school, one comprehensive high school, one continuation high school, and one online learning academy. The total TK-6 combined enrollment at the three elementary schools is 890. Our middle school has 172 students. The combined enrollment at the high schools is 522 students. Our online learning academy has 53 students. The total enrollment for our district is 1,637. There are 128 certificated and 134 classified employees.

The district is dedicated to providing a high-quality education and has implemented various programs to support student success. However, the district has encountered challenges in recent years, particularly in the aftermath of the Camp Fire, which displaced many families and affected student enrollment. Additionally, like many school districts, PUSD has had to navigate the challenges posed by the COVID-19 pandemic, including the transition to remote learning and ensuring the safety of students and staff.

Despite these challenges, PUSD remains committed to prioritizing its students' well-being and academic achievement. The district has implemented three key initiatives district-wide: improving instruction and learning through teacher collaboration in Professional Learning Communities (PLCs), enhancing attendance through individualized tiered site plans, and increasing social-emotional practices through implementing RULER Practices. Through collaboration with educational partners and a commitment to continuous improvement, PUSD strives to ensure that all students have the opportunity to succeed academically and personally.

In addition to the existing information, it is important to note that two of our schools, Paradise eLearning and Ridgeview Continuation High School, are receiving Equity Multiplier Funding. Including these schools in the Equity Multiplier Funding program reflects PUSD's commitment to promoting equity and ensuring all students have access to high-quality education.

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 made progress in achieving its goals, as evidenced by the review of the California School Dashboard and local data.

PUSD has seen advancements in ELA. There has been a significant increase in English Learner (EL) students advancing in English language proficiency, with a 16.7% increase in all students progressing toward English language proficiency. Additionally, PUSD saw a slight increase in CAASPP scores from 32.10% to 32.29% of students meeting or exceeding the standard for ELA. Local data for the 2023-2024 school year indicates substantial growth in ELA and Math.

PUSD experienced a decrease in chronic absenteeism and suspension rates. The overall chronic absenteeism rate decreased from 44.6% to 40.6% for all students, while the district-wide suspension rate decreased from 9.1% to 8.8%.

The district has maintained a high graduation rate, and the number of students taking the AP exam has increased.

PUSD has a low percentage rate in the college and career indicator, indicating a need for continued efforts and targeted strategies to ensure the success of all students across the district receiving access to A-G classes and CTE pathways.

PUSD student groups that have a Red Dashboard indicator on the 2023 Dashboard:

ELA- Students with Disabilities

Math- Homeless

Chronic Absenteeism- Homeless and Hispanic

Suspension- Hispanic and Two or More Races

College and Career Readiness- Students with Disabilities

PUSD schools that have a Red Dashboard Indicator:

Cedarwood Elementary- Chronic Absenteeism

Paradise Ridge Elementary- Suspension

Paradies Junior High School-ELA, Math, Chronic Absenteeism and Suspension

Ridgeview Continuation High School- College and Career Indicator

PUSD schools that have student groups with a Red Dashboard Indicator:

Cedarwood Elementary:

Suspension- Hispanic

Chronic Absenteeism- Socioeconomically Disadvantaged, Hispanic

ELA- Socioeconomically Disadvantaged

Pine Ridge School:

Chronic Absenteeism- Hispanic

Paradise Ridge Elementary

Suspension- Socioeconomically Disadvantaged, Students with Disabilities, White

Chronic Absenteeism- Students with Disabilities

Paradise Junior High School

Suspension- Socioeconomically Disadvantaged, WHite

Chronic Absenteeism- Students with Disabilities

ELA- Socioeconomically Disadvantaged

Math- Socioeconomically Disadvantaged, White

Paradise Senior High

Suspension- Two or More Races

ELA- White

Math- White

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 professional development training that supports our school improvement efforts.

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.

Paradise Junior High School and Ridgeview Continuation High School are both eligible for comprehensive support and improvement.

Support for Identified Schools

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

The Paradise Unified School District initiated the Comprehensive Support and Improvement (CSI) process by conducting meetings with all eligible school principals to review their schools' qualifications for CSI and provide an overview of the CSI process. The district organized achievement, attendance, and climate data for each CSI-eligible school to ensure the principals had relevant data for their discussions with educational partners.

PUSD extended support for the eligible schools through district leadership and our partnership with Creative Leadership Solutions. Through this partnership, our principals can work with educational consultants to focus on school-wide improvement. Principals have used their school-level needs assessment data to identify areas of improvement. They have collaborated with district leadership and teachers to brainstorm and implement evidence-based interventions. Action items and assessment measures are detailed in each CSI school's School Plan for Student Achievement (SPSA). Through the implementation plans, schools will continue to identify and address any resource inequities that must be resolved.

Monitoring and Evaluating Effectiveness

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

To effectively monitor the CSI plan, Paradise Unified School District will implement a comprehensive strategy involving regular data collection and analysis from The California School Dashboard and all local indicators for each CSI school. This data will be disaggregated by student groups to ensure a focused approach to improvement plans.

Each CSI site will develop specific actions and monitoring tools to track growth in all relevant areas. These plans will be integrated into the Local Control and Accountability Plan (LCAP) to align with broader district goals. Monthly review meetings involving principals, teachers, and district leaders will assess progress and adjust strategies as needed. Reports from each CSI school will detail progress on action items, highlight successful strategies, and identify areas needing additional support. Through meetings with parents, community members, and other partners, educational partner engagement will provide valuable feedback for informed adjustments to the CSI plans. Additionally, ongoing professional development for principals and teachers will ensure they have the skills and knowledge to effectively implement and monitor the CSI plans. The district will continuously address resource inequities to support CSI schools in achieving their improvement goals.

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
<p>Superintendent Employee LCAP Committee- CSEA and TAP (Our local bargaining units of PUSD)</p>	<p>Our Employee LCAP Committee met in January, February, and April 2024 to gather feedback on our LCAP.</p> <p>Audience: Teachers, Director of Technology, Director of Curriculum and Instruction, Superintendent Topics discussed: ESSER funds, Arts and Music Block Grant Plan, PUSD Dashboard data, local indicators, CSI Schools and Equity Multiplier Schools, District-wide goals, attendance, Title IV, LCAP goals, metrics and actions</p>
<p>Superintendent Parent/Community LCAP Agenda</p>	<p>Our Parent/Community LCAP Committee met in January 2024, February 2024, April 2024 and May 2024</p> <p>Audience: Parents/community members, principals, Director of C & I, Superintendent Topics Discussed: ESSER funds, Title I Parent and Family Engagement Policy, PUSD Dashboard, LCAP goals, District-wide goals, attendance, Title IV, CSI Schools and Equity Multiplier Schools, LCAP goals, metrics and actions</p>
<p>District Wide Administration and Director Leadership Team Meetings</p>	<p>This team meets one time a month throughout the year.</p> <p>Audience: Principals at all sites, all directors, and Superintendent</p>

Educational Partner(s)	Process for Engagement
	Topics Discussed: CA Dashboard, ATSI, CSI, Equity Multiplier, LCAP goals, Budgets, District-wide goals, SPSAS, Student Groups in Red on Dashboard- goals, metrics and actions for groups in red
PUSD Parents- LCAP Parent and Community Survey Spring 2024	Our LCAP survey was disseminated to PUSD families and community members. We gathered information on LCAP goals, focus areas for improvement, and asked open ended questions to gather ideas and feedback
PUSD Students at Paradise Junior High School and Paradise High School	<p>We met with student leadership teams in the Spring of 2024.</p> <p>Audience: 7th-12th grade students at Paradise Junior High and Paradise High School</p> <p>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.</p>
PUSD Staff at schools eligible for Equity Multiplier Schools	<p>Surveyed staff and parents from Ridgeview Continuation High School and Paradise eLearning</p> <p>Audience: Staff at Equity Multiplier Schools</p> <p>Topics: Equity multiplier eligibility, appropriate use of funding, shared data, and brainstormed areas of improvement</p>
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
PUSD Students	<p>Superintendent Tom Taylor, and Director of Curriculum and Instruction Betsy Amis, met with students in the Spring of 2024</p> <p>Audience: Teachers, administration, and students</p> <p>Topics Discussed: LCAP goals, LCAP funding, what they like about their school, goals for the future, what schools can do to support all students in ELA and math</p>

Educational Partner(s)	Process for Engagement
Special Education Local Plan Area (SELPA) Consultation	<p>Consultation with Aaron Benton, the SELPA Director of Butte County, on May 29, 2024.</p> <p>Audience: Director of Curriculum, Instruction and Compliance Topics Discussed: Information regarding incorporating compliance monitoring activities within the LCAP for PUSD.</p>
Compliance and Improvement Monitoring (CIM) Team	<p>Our CIM team met multiple times during the 2023-2024 school year to create the CIM plan.</p> <p>Audience: Director of Student Services, Admin. Assistant to Student Services, Site-level administrator, and a Special Education Teacher Topics Discussed: Concerns that many Students with Disabilities are not held to high academic standards in the general education classroom, root causes, survey data, and overall they created an improvement plan- CIM</p>

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

The following educational partner feedback influenced Goal 1:

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 2024

1. Parents value the smaller class sizes (Action 1.1)

PUSD Parents- LCAP Parent and Community Survey Spring 2024

1. Concerns that students are not college—and career-ready, as indicated by the CA Dashboard. Discussions took place on ways to support students' interests and focus on school and beyond. Parents were interested in our CTE pathways and glad to hear we are trying to expand.
2. Need for technology at home (Action 1.7)

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)

District-Wide Administration and Director Leadership Team Meetings and PUSD Staff- LCAP Employee Survey

1. Paradise High School will put more interventions and help for students. (Action 1.5)
2. As we looked at the CA Dashboard for accountability, the PJHS principal listed interventions and critical strategies to support Comprehensive Support and Improvement for PJHS.

The following educational partner feedback influenced Goal 2:

District-Wide Administration and Director Leadership Team Meetings

Systems were put into place to support chronically absent students (Action 2.2)

The following educational partner feedback influenced Goal 3

Superintendent Employee LCAP Committee

1. 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)

The following educational partner feedback influenced Goal 4:

PUSD Staff and Parents at schools eligible for Equity Multiplier Schools

1. Concerns were shared about the lack of engagement and attendance at PELA and Ridgeview- Hiring an administrator to focus on engagement, attendance, and increasing ELA and math achievement
2. Increase opportunities for College and Career Readiness at Paradise eLearning and Ridgeview Continuation High School- Purchasing Edmentum to offer a-g and CTE at both schools

PUSD Staff- LCAP Employee Survey

1. PUSD staff liked working with Creative Leadership Solutions and want to brainstorm and continue working with them. (Action 4.3)

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 can 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			CAASPP Scores All Students 50% of students district-wide met or exceeded the standard for ELA	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	standards on the CAASPP.	<p>exceeded the standard for ELA as measured by the spring 2023 CAASPP results.</p> <p>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.</p> <p>Students with Disabilities are 118.6 points below standard. This student group is in the Red on the Dashboard.</p> <p>At Cedarwood Elementary, Socioeconomically Disadvantaged Students are in the Red. They are 71 points below standard.</p> <p>At Paradise Junior High, Socioeconomically Disadvantaged Students are in the Red. They are 75.5 points below standard.</p>			<p>as measured by the CAASPP</p> <p>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.</p> <p>Students with Disabilities are 59 points below standard. This student group is in the Red on the Dashboard.</p> <p>At Cedarwood Elementary, Socioeconomically Disadvantaged Students are in the Red. They are 35 points below standard.</p> <p>At Paradise Junior High, Socioeconomically Disadvantaged Students are in the</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		At Paradise High School, white student groups are in the Red. They are 61.6 points below standard.			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 (358 Tested) 81% and up- 7% 61%-80%- 20% 41%-60%- 25% 21%-40%- 30% 1%-20%- 18%			NWEA Spring Scores 81% and up- 16% 61%-80%- 30% 41%-60%- 30% 21%-40%- 15% 1%-20%- 9%	
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			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	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>the California School Dashboard. All students are in Yellow on the Dashboard.</p> <p>Homeless students are 147.6 points below standard. This student group is in the Red on the Dashboard.</p> <p>At Paradise Junior High, socioeconomically disadvantaged students and White students are in the Red. They are 123.9 points below standard.</p> <p>At Paradise High School, the White students are in the Red. They are 130.2 points below standard.</p>			<p>School Dashboard. All students are in the yellow or the green.</p> <p>Homeless students are 25 points below standard. This student group will be in yellow on the Dashboard.</p> <p>At Paradise Junior High, socioeconomic students and the white student groups are in the Red. They are 25 points below standard.</p> <p>The white student group at Paradise High School is in the Red. They are 25 points below standard.</p>	
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.	<p>NWEA Spring Scores from 2023-2024 in Math (368 Tested)</p> <p>81% and up- 15%</p> <p>61%-80%- 19%</p> <p>41%-60%- 21%</p>			<p>NWEA Spring Scores</p> <p>81% and up- 20%</p> <p>61%-80%- 30%</p> <p>41%-60%- 30%</p> <p>21%-40%- 15%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		21%-40%- 25% 1%-20%- 20%			1%-20%- 10%	
1.5	Priority 4: Pupil Achievement- Percentage of English learner pupils who progress toward English proficiency as measured by the English Language Proficiency Assessments for California.	<p>2022-2023 Summative ELPAC Test Results (19 students enrolled)</p> <p>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</p> <p>2023 Dashboard Data 66.7% making progress towards English language proficiency</p>			<p>Level 4-70% Well Developed Level 3- 30% Moderately Developed Level 2- 0% Somewhat Developed Level 1-0% Beginning to Develop</p> <p>Dashboard Data 80% making progress towards English language proficiency</p>	
1.6	Priority 1: Basic- Percentage of pupils in the school district having sufficient access to the standards-aligned instructional materials.	<p>100% of pupils in PUSD have sufficient access to the standards-aligned instructional materials.</p> <p>PUSD has Chromebooks in all their classrooms for all students.</p>			<p>100% of pupils in PUSD have sufficient access to the standards-aligned instructional materials.</p> <p>PUSD has Chromebooks in all their classrooms for all students.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Priority 2: State Standards—The percentage of implementation of state board-adopted academic content and performance standards for all students.	<p>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:</p> <p>65.7% - Math 64.5% - PE 63.7% - ELA 43.8% - ELD 40.0% - VAPA 32.3% - History/Social Science 31.0% - CTE 26.7% - Health 25.9% - NGSS</p>			<p>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.</p> <p>In three years, PUSD should score 80% or higher in each state board-adopted standard.</p>	
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.	<p>Explicit, targeted, and ongoing professional development activities will be provided to teachers, administrators, and counselors to increase their knowledge and help them develop an expert understanding of the CA ELD Standards.</p>			<p>All staff will attend EL training once a year based on staff sign-in sheets for EL training.</p> <p>Dashboard Data 80% making progress towards English language proficiency</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Sign-in sheets will be collected.</p> <p>2023 Dashboard Data 66.7% making progress towards English language proficiency</p>				
1.9	Priority 4: Pupil Achievement- PUSD's English learner reclassification rate.	<p>2023-2024 28 English Learners 19 Initial Fluent English Proficient 35 Reclassified Fluent English Proficient</p> <p>Our reclassification rate is 10.7%</p>			We would like to see an increase of 10% in our reclassification rate.	
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.	<p>2022-2023 All Students</p> <p>District-wide, 13.8% of all students are prepared, as measured by the College and Career Indicator (CCI) on the CA Dashboard.</p> <p>District-wide, 11.8% of all students are approaching prepared, as measured by the College and Career Indicator (CCI) on the CA Dashboard.</p>			We would like to see 75% of our student population measuring prepared by the CCI on the CA Dashboard.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>District-wide, 74.3% of all students are not prepared, as measured by the College and Career Indicator (CCI) on the CA Dashboard.</p> <p>Students with Disabilities are measuring very low on the CA State Dashboard. They are 6.5% prepared.</p> <p>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.</p>				
1.11	Priority 5: Pupil Engagement- PUSD's graduation rate.	<p>2022-2023 School Year</p> <p>Students graduating with their cohort district-wide was 90.1%, as measured by The CA Dashboard.</p>			<p>District Wide- 95% and above</p> <p>We want all high schools at 95% graduation rate or higher.</p>	

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%				
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.	21-22 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			Teacher Assignments for PUSD We want 90% and above fully credentialed for subject and student placement.	
1.13	Priority 7: Course Access- A broad course of study: AP Class enrollment for low-income students	2022-2023 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)			We want to see an increase in students taking AP classes and an increase of low income students enrolled.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		26.59% of them were Total Free (25 students)				
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;	<p>In the 2022-2023 school year, 11 out of 152 students met the a-g UC/CSU requirements. (PELA and PHS)</p> <p>7.2% of the seniors completed A-G-requirements.</p>			PUSD would like to see at least 25% of the seniors completing A-G requirements.	
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 education standards and frameworks	<p>In the 2022-2023 school year, out of all 9th-12th graders (at PHS and PELA 544 students)</p> <p>39 students completed CTE Courses (31 concentrators & 8 completers).</p> <p>7.16% of all high school students completed CTE courses from approved pathways.</p>			PUSD wants to see at least 25% of high school students completing CTE classes.	
1.16	Priority 4: Pupil Achievement- Percentage of pupils who have completed both courses described in Metric 1.14 and Metric 1.15.	<p>In the 2022-2023 school year, 11 out of 152 students met the a-g UC/CSU requirements. (PELA and PHS)</p> <p>1 of those students also successfully completed</p>			We would like to see an increase in students meeting A-G and a CTE pathway requirements. Hoping 10 or more students will	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		at least one CTE Pathway.			successfully complete these two areas.	
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.			50% or more of the exams scoring 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 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			Increase the number of completers who are students with disabilities, and/or economically disadvantaged, and/or EL.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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%			Increase Standard Met and Exceeded by 15% (5% each year)	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Increasing student services by decreasing class average	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 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.	\$1,215,000.00	Yes
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.	\$605,000.00	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	\$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>2. Ensure alignment of curriculum to essential standards and content covered in statewide assessments.</p>		
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.	\$200,000.00	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	\$300,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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 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.	\$100,000.00	No
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	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		teachers and will be a key component in driving PLC work throughout the year.		

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%).

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 Parent and Community LCAP Survey 77% of families that responded stated they Strongly Agree or Agree with this statement: My child's school actively seeks my input into			PUSD is hoping the percentage for each questions is 90% or higher.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>decisions about my child's education.</p> <p>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.</p> <p>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.</p>				
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.	<p>Aeries Communication Parent Square- Spring 2024</p> <p>2,099 Students' Families- 94% contactable</p> <p>1,971 students- Contactable</p>			We would like to have all our families contactable, 97% or higher for contactable.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>42 students- Non-Contactable 86 students- No Contact Information (This number includes incoming for next year)</p> <p>Aeries Communication Parent Square also has a translation function.</p>				
2.3	Priority 3: Parental Involvement and Family Engagement- PUSD will promote parental participation in programs for students with disabilities.	<p>SEIS- Special Education Information System Parent Involvement in IEP Process Report May 29, 2024</p> <p>417 eligible students 386 students had parent involvement in the IEP Process 93% have parental involvement in the IEP Process</p>			PUSD would like to have parent involvement at 95% or greater for the IEP process.	
2.4	Priority 5: Pupil Engagement- PUSD school attendance rates.	<p>Data Quest 22-23 Absenteeism (Average days absent and percentage excused)</p> <p>PUSD- 18 average days absent- 55% excused</p>			PUSD wants all students to come to school and not be chronically absent. We would like to see the average days absent less than 10 times a year.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>PRES- 13.5 average days absent- 55.4% excused</p> <p>PHS- 13.8 average days absent- 65.4% excused</p> <p>CDW- 17.5 average days absent- 75.1% excused</p> <p>PJHS-18.4 average days absent- 51.2% excused</p> <p>PRS- 18.6 average days absent- 70.1% excused</p> <p>PELA- 29.4 average days absent</p> <p>RDV- 35.6 average days absent- 41.1% excused</p>				
2.5	Priority 5: Pupil Engagement- PUSD chronic absenteeism rates.	<p>PUSD 2022-2023</p> <p>Chronic Absenteeism- All Students 40.6%</p> <p>American Indian- 55%</p> <p>Students with Disabilities (SWD)- 47.7%</p> <p>ELs- 33.3%</p> <p>Foster Youth- 54.5%</p> <p>Hispanic- 45.3% (District-wide in the Red)</p>			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 individualized student groups.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Socioeconomically Disadvantaged(SED)- 43%</p> <p>Two or More Races- 35.6%</p> <p>White- 39.4%</p> <p>Homeless-66.7% (District-wide in the Red)</p> <p>Cedarwood- Hispanic and SED student groups are in the Red</p> <p>Pine Ridge- The Hispanic student group is in the Red</p> <p>Paradise Ridge Elementary- SWD are in the Red</p> <p>Paradise Junior High- SWD are in the Red</p>				

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

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
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)
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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.
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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.			Continue receiving 100% of our schools were ranked in good condition.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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.			PUSD would like 0 drop outs from all schools.	
3.3	Priority 5: Pupil Engagement- PUSD high school dropout rates.	2022-2023 school year CALPADS 1.8 Dropouts Paradise eLearning Academy- 3 students Paradise High School- 6 students Ridgeview Continuation High School- 2 students			PUSD would like 0 drop outs from all schools.	
3.4	Priority 6: School Climate- PUSD's pupil suspension rates.	According to the California Dashboard, the 2022-2023 suspension rate for all students in PUSD was 9%. District-wide, the 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%			PUSD focuses on lowering suspension rate. Would like to see it less than 9% district wide. Need CDW, PRES, PJHS and PHS move students out of Red on the CA Dashboard to orange or yellow.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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				
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.			PUSD wants to keep expulsion rate very low.	
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.			Maintain or increase from 96%	
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			Increase to 90% or more	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		responded that they either Strongly Agree or Agree with this statement: My school climate fosters a feeling of safety, security, and support.				
3.8	Priority 6: School Climate- Local measures Healthy Kids Survey on safety and school connectedness.	<p>Spring 2024 Healthy Kids Survey School Connectedness</p> <p>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?</p> <p>Grade 5- 62% Grade 6- 63% Grade 7- 55% Grade 8- 43% Grade 9- 37% Grade 10- 44% Grade 11- 41% Grade 12- 47%</p>			Increase all scores to over 75%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		RDV-45%				
3.9	Priority 4: Pupil Achievement-Secondary Grades	Paradise Junior High A: 35% B: 26% C: 22% D: 12% F: 6% Paradise High School A: 34% B: 24% C: 19% D: 13% F: 9% Ridgeview Continuation High School A: 50% B: 16% C: 13% D: 8% F: 13% Paradise Elearning Academy A: 22% B: 24% C: 20% D: 20% F: 14%				

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

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.	\$215,000.00	Yes
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.	\$350,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	<p>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%.</p> <p>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%.</p> <p>This will be achieved through targeted academic interventions, expanded course offerings, and dedicated support for unduplicated students, with progress regularly assessed.</p>	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.	<p>In the 2022-2023 school year, no students met the a-g UC/CSU requirements at PELA and RDV.</p> <p>(RDV does not offer a-g courses; this is a focus for next year.)</p>			Seniors completing A-G classes will increase by 6% at RDV and PELA.	

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	<p>In the 2022-2023 school year, PELA and RDV do not offer CTE classes.</p> <p>PELA and RDV do not offer CTE classes (pathways). This is a focus for next year.</p>			All high school students completing CTE courses from approved pathways at PELA and RDV will increase by 6%	
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)			There will be an increase of students at PELA and RDV that complete a-g requirements and one CTE pathway.	
4.4	Priority 5: Pupil Engagement- PUSD's graduation rate.	<p>2022-2023 School Year</p> <p>Paradise eLearning- 96.3%</p> <p>Ridgeview Continuation High School- 84.6%</p>			PELA will maintain graduation rate or increase. RDV will increase grade rate by 6%.	
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.	<p>2022-2023</p> <p>Paradise eLearning Academy</p> <p>All students- 3.7% prepared (27 students total)</p>			Both PELA and RDV need to increase College and Career Readiness by 15%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Ridgeview Continuation High School All students- 0% prepared (39 students)</p> <p>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.</p>				
4.6	Priority 5: Pupil Engagement- PUSD high school dropout rates.	<p>2022-2023 school year CALPADS 1.8 Dropouts</p> <p>Paradise eLearning Academy- 3 students Ridgeview Continuation High School- 2 students</p>			Decrease all drops to 0.	
4.7	Priority 5: Pupil Engagement- PUSD school attendance rates.	<p>Data Quest 22-23 Absenteeism (Average days absent and percentage excused)</p> <p>PELA- 29.4 average days absent</p>			Decrease absenteeism rate by 15%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		RDV- 35.6 average days absent- 41.1% excused				
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			Decrease chronic absenteeism rate by 10%.	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

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. Additionally, they will monitor counseling services to equip students with the skills and resources.	\$87,500.00	No
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. 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.	\$67,232.00	No
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)	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.	\$60,000.00	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	\$230,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$4,387,714	\$422,354

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
24.009%	0.000%	\$0.00	24.009%

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	<p>Action: Increasing student services by decreasing class average</p> <p>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</p>	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	<p>The effectiveness of this action will be measured using academic performance metrics 1.1, 1.2, 1.3, and 1.4.</p> <p>Academic performance will be tracked through iReady assessment scores in reading and math for K-3</p>

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
	<p>needs of Low Income: Glass and Smith (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.</p> <p>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.</p> <p>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.</p> <p>Scope: Schoolwide</p>	<p>unduplicated students, it benefits all students by enhancing the overall learning environment and providing individualized instruction.</p>	<p>students, focusing on the progress of low-income students. ELA and Math performance trends will also be monitored using CAASPP scores.</p>

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
1.2	<p>Action: Full Day Transitional Kindergarten and Kindergarten</p> <p>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.</p> <p>Full-day kindergarten helps narrow the achievement gap by offering more instructional time and enrichment activities, crucial for children lacking early educational resources.</p> <p>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.</p> <p>Scope: Schoolwide</p>	<p>Implementing full-day transitional kindergarten (TK) and kindergarten programs is specifically designed to support low-income students by 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.</p>	<p>The effectiveness of this action will be measured using academic performance metrics 1.1, 1.2, 1.3, and 1.4.</p> <p>Close attention will be given to low-income students by monitoring typical and stretch growth in reading and math for kindergarten students.</p>
1.4	<p>Action: Academic Counselors at the Secondary Level</p>	<p>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</p>	<p>The effectiveness of this action will be measured using pupil achievement and engagement metrics 1.11, 1.14, and 1.15.</p>

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
	<p>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 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.</p> <p>Scope: Schoolwide</p>	<p>encourage unduplicated students to navigate these challenges effectively by providing academic counseling services. This action is provided 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.</p>	<p>Firstly, graduation rates are closely monitored, 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.</p>
1.5	<p>Action: Math and ELA Interventions at Paradise High School</p>	<p>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.</p>	<p>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</p>

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
	<p>Need: Low-income students at Paradise High School have specific academic needs that require 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.</p> <p>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.</p> <p>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</p>	<p>By placing instructional aides in ELA and Math 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.</p>	<p>the secondary level will also be tracked.</p> <p>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.</p>

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
	<p>and Math, providing students with additional opportunities to receive support outside regular class time.</p> <p>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.</p> <p>Scope: Schoolwide</p>		
1.6	<p>Action: Information Technology Services District Wide</p> <p>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</p>	<p>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.</p>	<p>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</p>

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
	<p>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.</p> <p>Scope: LEA-wide</p>	<p>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 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.</p>	<p>assess whether increased access to technology correlates with improved attendance among 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.</p>
1.8	<p>Action: College and Career Readiness at the Secondary Level</p> <p>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</p>	<p>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</p>	<p>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</p>

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
	<p>support and skill development that prepare these students for post-secondary success.</p> <p>Scope: Schoolwide</p>	<p>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 throughout the day. The focus will be supporting ELA and math and helping all students complete A-G classes.</p>	<p>who complete these programs.</p>
2.1	<p>Action: Transportation K-12</p> <p>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.</p> <p>Scope: LEA-wide</p>	<p>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.</p>	<p>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.</p>

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
2.2	<p>Action: Attendance Services to support student absenteeism and chronically absent students.</p> <p>Need: 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.</p> <p>Scope: LEA-wide</p>	<p>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 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.</p>	<p>The effectiveness of enhancing attendance services will be measured through attendance data, and the Chronic Absenteeism Indicator 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.</p>
3.1	<p>Action: District Wide School Supervision</p>	<p>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</p>	<p>The effectiveness of Supervision will be monitored through discipline referrals, which</p>

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
	<p>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 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.</p> <p>Scope: LEA-wide</p>	<p>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 groups, benefit from a safe and well-supervised learning environment.</p>	<p>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 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.</p>
3.2	<p>Action: PUSD Athletics Program for 6th through 12th Grade</p> <p>Need: Low socioeconomic status students often face barriers to participating in extracurricular activities like sports. These students may lack</p>	<p>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</p>	<p>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</p>

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
	<p>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 from the positive impacts of extracurricular activities.</p> <p>Scope: Schoolwide</p>	<p>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.</p>	<p>athletic resources improve student engagement, attendance, behavior, and academic success. The district will track the participation rates of unduplicated students in athletic programs and 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.</p>
4.4	<p>Action: Ridgeview Increased Programs</p> <p>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</p>	<p>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.</p>	<p>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.</p> <p>Progress will be monitored through the CA Dashboard College and Career</p>

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
	<p>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.</p> <p>Scope: Schoolwide</p>		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 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	<p>Action: EL Support</p> <p>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</p>	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	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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Development (ELD) instruction and support is critical for their integration into the broader curriculum and overall academic success.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	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.	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	0	1:19
Staff-to-student ratio of certificated staff providing direct services to students	0	1:15

2024-25 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	18,275,124	4,387,714	24.009%	0.000%	24.009%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$4,395,000.00	\$214,732.00	\$50,000.00	\$106,000.00	\$4,765,732.00	\$4,531,500.00	\$234,232.00

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		\$1,215,000.00	\$0.00	\$1,215,000.00				\$1,215,000.00	
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		\$605,000.00	\$0.00	\$605,000.00				\$605,000.00	
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		\$200,000.00	\$0.00	\$200,000.00				\$200,000.00	
1	1.6	Information Technology Services District Wide	Low Income	Yes	LEA-wide	Low Income	All Schools		\$300,000.00	\$0.00	\$300,000.00				\$300,000.00	
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		\$100,000.00	\$0.00				\$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	
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	

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	2.3	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		\$215,000.00	\$0.00	\$215,000.00				\$215,000.00	
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		\$233,000.00	\$117,000.00	\$350,000.00				\$350,000.00	
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	
4	4.1	Part time administrator at Paradise eLearning.	All	No			Specific Schools: Ridgeview Continuation High School and Paradise eLearning 9th-12th grade		\$87,500.00	\$0.00		\$87,500.00			\$87,500.00	
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	\$67,232.00		\$67,232.00			\$67,232.00	

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
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)	All	No			Specific Schools: Ridgeview Continuation High School 10th-12th Grade		\$60,000.00	\$0.00		\$60,000.00			\$60,000.00	
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		\$230,000.00	\$0.00	\$230,000.00				\$230,000.00	

2024-25 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
18,275,124	4,387,714	24.009%	0.000%	24.009%	\$4,395,000.00	0.000%	24.049 %	Total:	\$4,395,000.00
								LEA-wide Total:	\$1,095,000.00
								Limited Total:	\$30,000.00
								Schoolwide Total:	\$3,270,000.00

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	\$1,215,000.00	
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	\$605,000.00	
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	\$200,000.00	

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	\$300,000.00	
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	\$215,000.00	
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	\$350,000.00	
4	4.4	Ridgeview Increased Programs	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Ridgeview Continuation High School 10th-12th grade	\$230,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$5,884,926.00	\$5,655,963.14

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	\$1,185,000	1,185,000
1	1.2	Full Day Transitional Kindergarten and Kindergarten	Yes	\$490,000.00	\$490,000.00
1	1.3	Intervention and Support Classes at Paradise High School	Yes	\$85,000.00	\$85,000.00
1	1.4	Tier II and Tier III HS Transitional Programs	Yes	\$125,000.00	\$125,000.00
1	1.5	Comprehensive Support and Improvement (CSI)	No	\$660,362.00	326,963.14
1	1.6	Creating and supporting CTE and Pathway Supports and Services.	Yes	\$300,000.00	\$300,000.00
1	1.7	Provide funding for school sites to support STEAM (Science, Technology, Engineering, Arts, and Math) in classrooms, schools or STEAM labs. (No longer funded through LCFF Funds.)		\$0.00	\$0.00
1	1.8	Visual and Performing Arts (VAPA) (No longer funded through LCFF Funds.)		\$0.00	\$0.00
1	1.9	ELD and Testing Support for EL students	No	\$35,000.00	\$35,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.10	Ridgeview Continuation High School (RDV) Extended Day and Lead Teacher	Yes	\$225,000.00	\$225,000.00
1	1.11	MTSS for Math and ELA Supports and Interventions (No longer funded through LCFF Funds)		\$0.00	\$0.00
1	1.13	Intervention and Support Classes at Paradise Junior High	No	\$90,000.00	\$80,000
1	1.14	Expanded Learning Opportunities	No	\$57,564.00	\$60,000
2	2.1	Attendance Services to support student absenteeism and chronically absent students.	Yes	\$100,000.00	\$100,000.00
2	2.2	Transportation K-12	Yes	\$450,000.00	\$450,000.00
2	2.3	Information Technology Services District Wide	Yes	\$180,000.00	\$180,000.00
2	2.4	District Wide School Supervision	Yes	\$225,000.00	\$225,000.00
2	2.5	PUSD Athletics Program for 6th through 12th Grade	Yes	\$275,000.00	\$350,000.00
2	2.6	Kindergarten Aides	Yes	\$85,000.00	\$85,000.00
2	2.7	Workability- Support Special Education Students 9-12	No	\$770,000.00	750,000
2	2.8	Supporting Special Education Students TK-6th Grade	No	\$220,000.00	220,000
2	2.9	Instructional Curriculum Materials	Yes	\$100,000.00	\$200,000.00
2	2.11	Title I Program	No	\$19,000.00	\$19,000.00

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)
3	3.1	Training for Staff for District Initiatives	No	\$170,000.00	120,000
3	3.2	District Wide Special Education Meeting and Student Assessment	No	\$0.00	\$0.00
3	3.3	District Wide Communication Plan	No	\$30,000.00	45,000
3	3.4	Beginning Teacher Support (No longer funded through LCFF Funds.		\$0.00	\$0.00
3	3.5	Tier II Training for Administrators	No	\$8,000.00	0

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
3,840,501	\$4,000,000.00	\$4,000,000.00	\$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	\$1,185,000.00	1,185,000.00		
1	1.2	Full Day Transitional Kindergarten and Kindergarten	Yes	\$490,000.00	\$490,000.00		
1	1.3	Intervention and Support Classes at Paradise High School	Yes	\$85,000.00	\$85,000.00		
1	1.4	Tier II and Tier III HS Transitional Programs	Yes	\$175,000.00	\$175,000.00		
1	1.6	Creating and supporting CTE and Pathway Supports and Services.	Yes	\$300,000.00	\$300,000.00		
1	1.10	Ridgeview Continuation High School (RDV) Extended Day and Lead Teacher	Yes	\$300,000.00	300,000.00		
2	2.1	Attendance Services to support student absenteeism and chronically absent students.	Yes	\$100,000.00	\$100,000.00		
2	2.2	Transportation K-12	Yes	\$450,000.00	\$450,000.00		
2	2.3	Information Technology Services District Wide	Yes	\$180,000.00	\$180,000.00		
2	2.4	District Wide School Supervision	Yes	\$275,000.00	\$275,000.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.5	PUSD Athletics Program for 6th through 12th Grade	Yes	\$275,000.00	275,000		
2	2.6	Kindergarten Aides	Yes	\$85,000.00	\$85,000.00		
2	2.9	Instructional Curriculum Materials	Yes	\$100,000.00	\$100,000.00		

2023-24 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)
16,925,539	3,840,501	0%	22.691%	\$4,000,000.00	0.000%	23.633%	\$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* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because 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[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

- **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[b][7]).
- 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[b][6], [8], and [11]).

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.

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.

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.
- 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.

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[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public 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

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) 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 \(California Legislative Information\)](#);

- **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **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\(b\)\(1\) \(California Legislative Information\)](#) 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.

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 [5 CCR] 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

- 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.
- 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.
- 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.

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[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). 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 of the number and concentration of unduplicated students in the current school year.

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 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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