

LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Paradise Unified School District		
Contact Name and Title	Donna Colosky Superintendent	Email and Phone	dcolosky@pusdk12.org (530) 872-6400

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Paradise Unified School District is located in the Sierra foothills and serves the communities of Paradise, Magalia and Stirling City in Butte County. Paradise Unified serves approximately 3,492 students in grades TK-12. Our district is unique in that it covers over 70 square miles. We are a rural community that does not have safe walking routes to our schools and so provide bussing to over 1,300 students each day covering over 300,000 miles per year. PUSD supports special education preschool through adult education programs at a variety of campuses, including traditional, charter, community day, continuation high school, blended learning, and independent study. Paradise Elementary School, Ponderosa Elementary School, and Cedarwood Elementary School serve students in transitional kindergarten through 5th grade. Pine Ridge School serves students from kindergarten through 8th grade, Paradise Intermediate School serves 6th through 8th-grade students, and high school students are served at Paradise High School (comprehensive high school) and Ridgeview High School (continuation school). In addition, eLearning Charter Academy provides high school students with on-line learning options. Honey Run Academy serves students in a Community Day setting. District-wide, 62% of PUSD students qualify for free and reduced-price meals. PUSD currently serves 2,236 unduplicated students, 71 English Learners, 52 Foster Youth, 140 homeless students, and 18 students who live in level 12 group homes. Butte County has the highest incidence of Adverse Childhood Experiences (ACEs) in California. The impact on students and families on the Ridge has led to the district providing extensive training to all staff in order to become trauma informed and better meet the various needs of our students. The district has been in declining enrollment for more than a decade. The current rate of decline is approximately 1%. Based on a recent study completed by the Town of Paradise, the communities of Paradise and Magalia have seen flat population growth over the past several decades. The district currently authorizes five charter schools that are required to create their own LCAP.

PUSD BOARD APPROVED JUNE 20, 2017

Who Do We Serve? "All Means All"

- Approximately 3,492 Students in grades TK-12th
- Advanced Placement Students to Struggling Learners
- Special Education Pre-School
- Special Education Adults 18-22
- Adults seeking HS diploma or equivalency
- 62% of our students qualify for Free/Reduced Lunch
- 140 students are homeless
- 51 students are foster youth
- 18 students live in group homes
- 20% of our students have chronic absenteeism

LCAP HIGHLIGHTS

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

After a thorough analysis of our state and local data, including input from staff and stakeholder groups, three goals were strategically identified as our key areas of focus:

Goal #1 - High-Quality Academics. Paradise Unified School District will graduate students who have received high-quality, common core aligned curriculum and instruction that promotes college, career, and civic readiness, with academic interventions in place to eliminate barriers to student success.

Goal #2 - High-Quality Staff. Paradise Unified School District will provide staff with differentiated professional development, focusing on full implementation of CA CCSS infused with educational technology and the STEAM philosophy.

Goal #3 - Safe Schools and Culture. Paradise Unified School District will provide positive, safe and engaging learning environments and systems of supports that meet the intellectual, social, emotional, and physical needs of all students so that they are able to maximize their learning and achievement.

Key LCAP actions to support these areas include reduced class size, increased CTE programs, additional instructional time for our at-risk students, additional support and training in the areas of PBIS and ACE's, and increased professional development opportunities for all staff.

REVIEW OF PERFORMANCE

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

This year, Paradise High School made progress toward closing the achievement gap in both ELA and Math based on the 2016 CAASPP 11th-grade results. PHS increased standards met or exceeded for low-income students in ELA from 49% to 52%, and increased standards met or exceeded for low-income students in math from 18% to 22%; both above state and county scores.

PUSD 8th grade students continued to close the achievement gap significantly in both ELA and math, with the exception of one middle school 8th-grade math score.

All elementary schools made progress on closing the achievement gap in both ELA and math, with the exception of one school.

PUSD staff began to receive training for working with students with a high incidence of ACE's (Adverse Childhood Experiences) and on strategies to utilize as a trauma-informed school and district.

A new K-5 math program was adopted and implemented (Bridges in Mathematics). Professional development in Bridges in Mathematics and implementation of iReady were key focus areas for our elementary staff.

Chromebooks were purchased for all school sites. Currently, 6th, 7th, 8th grades and high school English classes are 1:1. Teachers began attending SAMR training to ensure high-level implementation of these tools.

GREATEST PROGRESS

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Based on the current LCFF Dashboard, the district suspension rate indicator is red (or very high) and increased by .6% over the two years calculated for students in all subgroups.

Scores for students with disabilities were two performance levels below the overall student scores in both ELA and Math academic indicators.

The district English Language Learner Progress (K-12) is orange indicating a medium level that declined by 1.5% - 10% over the past two years.

GREATEST NEEDS

Students and families living in Butte County and the Paradise Ridge experience the highest ACE's (Adverse Childhood Experiences) scores in California. Research is clear that students who have experienced trauma have higher levels of impulsivity, as well as aggressive and disruptive behaviors, including those leading to suspension or arrest. PUSD realizes that becoming a trauma-informed district and building the staff individual "tool belt" of strategies will help lower overall tier two and three behaviors, thus lowering our suspension rate. In addition to providing both trauma informed training, we will utilize the PBIS model to support our students and staff by *providing positive, safe and engaging learning environments and systems of supports that meet the intellectual, social, emotional, and physical needs of all students so they are able*

to maximize their learning and achievement." **LCAP Goal 2**

We continue to provide staff training on best practices and strategies for working with special needs students. *"Paradise Unified School District will provide all staff with differentiated professional development that is focused on continuously improving academic outcomes while providing strategies for ensuring compassionate, engaging classrooms."* **LCAP Goal 3**

We also continue to invest in targeted support and intervention programs to meet the needs of English Language Learners. *Paradise Unified School District will graduate civic-minded students who have mastered the knowledge and skills required for access to the college or career of their choice with academic supports, interventions, and enrichments in place to eliminate barriers to student success.* **LCAP Goal 1**

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

The achievement of students with disabilities on CAASPP mathematics and English language arts is two levels below the "all student" performance. To address this gap, PUSD LCAP includes the following actions and services:

- * Professional Development to improve instructional strategies in content support at all grade levels
- * Structures for staff to collaborate and discuss/share best practices and strategies
- * Flexible and individualized learning plans to aid students in their learning and achievement
- * Provide Class Size Reduction for TK-3 classes to enable students to receive additional individualized instruction

LCAP Goals 1, 2, 3

The graduation rates of students with disabilities are two levels below the "all student" performance. To address this gap, PUSD LCAP includes the following actions and services:

- * A Reading Specialist at Ridgeview Continuation High School
- * Extended-day instructional schedule at Ridgeview Continuation High School to allow students to complete credits and graduate with their class
- * Flexible and individualized learning plans to aid students in their learning and achievement

LCAP Goals 1, 2, 3

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Based on staff, parent, student, and community feedback, along with research on effective practices, Paradise Unified School District implemented more than 30 LCAP actions/services to improve services for all students. This includes low-income, English Language Learner, foster youth, and homeless youth. We have utilized a portion of the LCFF supplemental dollars for site allocations based on the number of unduplicated youth served. This will allow sites to implement site specific solutions based on unique site needs and site stakeholder input.

Three significant actions to improve services were:

1. Additional after school tutoring with food and bus tokens to meet the needs of unduplicated students.

LCAP Goal 1

2. Additional administrative and behavior support for the lowest-performing schools, as well as to meet the needs of unduplicated students.

LCAP Goal 2

3. Additional professional development for staff in the area of Trauma Informed Schools and PBIS strategies to meet the needs of unduplicated students.

LCAP Goal 3

<http://bit.ly/sitelcapexpenses16-17>

Attachment: 2016-2017 Site LCAP Expenditures

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year	\$37,099,049
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$4,824,000.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

General Fund Budget Expenditures specified for the LCAP year not included in the LCAP consist of primarily operational costs that contribute to schools overall function: Technology, and Categorical Restricted funds.

89.8% = Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

\$6,237,000 Special Education

\$1,606,000 Transportation

\$500,000 Textbooks/Materials/Supplies

\$29,516,161

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Paradise Unified School District will graduate students who have received high quality common core aligned curriculum and instruction that promotes college, career, and civic readiness, with academic interventions in place to eliminate barriers to student success.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Increase SBAC ELA achievement results by 5% in the number of students meeting or exceeding CA CCSS
2. Increase SBAC Math achievement results by 5% in the number of students meeting or exceeding CA CCSS
3. Increase by 5% the number of 8th-grade students entering high school at grade level in ELA and math as measured by the district-wide summative math assessment
4. Increase by 3% the number of students who score ready for college level ELA and math as measured by EAP results
5. Increase by 3% the percentage of students who have passed at least one AP exam with a score of 3 or higher
6. Increase by 3% the percentage of students enrolled in AP classes

ACTUAL

1. Although PUSD increased overall student achievement in meeting or exceeding ELA standards from 36% to 37%, there continues to be students and subgroups that need to be strategically targeted for increased achievement. Expected outcome was not met. See chart #1 Dashboard is yellow
2. PUSD remained the same in overall student math achievement with 22% of our students meeting or exceeding CA CCSS. Expected outcome was not reached. Specific grades and sub-groups achievement did meet expected outcome. See chart #1 Dashboard is yellow
3. The number of 8th graders entering high school at grade level in ELA increased by 1%, from 42% to 43%, for students meeting or exceeding CA CCSS. The percentage of 8th-grade students entering high school at grade level in math decreased by 10%. The largest math growth was 16% in the low-income sub-group at Pine Ridge school. Expected outcome not met. See chart #1
4. The % of 11th-grade students who scored at the ready for college

7. Increase by 3% the number of unduplicated students who meet the a-g UC or CSU entrance requirements

8. Increase district-wide graduation rates by 5%

9. Increase the number of students enrolled in a CTE class by 5%

10. Increase the number of students completing a CTE Pathway Program by 5%

11. Increase the number of EL students who meet the reclassification standards by 3%

12. Increase the number of EL students who grow by one language level by 3%, as measured by CELDT

13. Master schedules will be modified to reflect that all students have equal access to all course offerings, as measured by master schedules

(or conditionally ready) level ELA and math, as measured by the EAP results, did not meet expected outcome district-wide. Ridgeview Continuation High School met both ELA and math expected outcomes, while e-Learning Academy met their ELA outcome. See chart #2

5. The % of PHS students who passed at least one AP exam with a score of three or higher increased by 7%. Expected outcome was met. See chart #3

6. The % of students who enrolled in AP classes increased by 14.46%. Expected outcome was met. See chart #3

7. The % of unduplicated students who met the a-g UC/CSU requirements increased by .4%. The expected outcome was not met. See chart #4.

8. The districtwide graduation rate increased by 7.5%. The expected outcome was met. See chart #5 Dashboard yellow

9. The % of students enrolled in CTE courses increased by 25.37%. Expected outcome was reached. See chart #6

10. The % of students completing a CTE pathway decreased by 26.38%. This is due in part to the new state CTE reporting system and our CTE data was incorrectly reported to CALPADS. Expected outcome was not reached. See chart #6

11. The % of EL students who met reclassification standards increased .5% from 13.6% to 14.1%. Expected outcome was not reached. See chart #7. Dashboard is orange

12. The % of EL students who grew by one language level decreased by 10%. Expected outcome was not reached. See chart #7. Dashboard is orange

13. Developing and maintaining the master schedule is a year around process that involves administrators, teachers, and district office personnel. Each year the master schedule is modified based on



student course requests. Students are able to take a particular course through independent study if they are not able to fit it into their schedule. (ex. Spanish 4 and AP Government).

<http://bit.ly/goal1actual>
See Attachment: Annual Update #1

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	1	
Actions/Services	<p>PLANNED Reduce class sizes to allow for more individual teacher student instructional time and to help close the ELA/literacy and math achievement gap between EL students/foster youth and the general population: Grade Span Adjustment K-3; Class size Reduction 9th Grade ELA/Foundation Math.</p>	<p>ACTUAL K-3 class sizes were reduced. Eight TK-3 grade teachers were added. 9th grade ELA and foundational math classes were reduced. A .20 ELA and .20 Math teacher was added.</p>
Expenditures	<p>BUDGETED 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$650,000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$50,000</p>	<p>ESTIMATED ACTUAL 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$650,000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$50,000</p>
Action	2	
Actions/Services	<p>PLANNED All schools received additional Supplemental & Concentration funding to pursue site-specific support for</p>	<p>ACTUAL http://bit.ly/sitelcapexpenses16-17 See Attachment: 2016-2017 Site Expenses</p>

targeted students.

PHS receive additional site-specific funding. (Title 1 equivalent).

Each school site SPSA will detail LCAP expenditures that are related to LCAP goals.

<http://bit.ly/spsaparadise>
See Attachment: School SPSA Plans

Expenditures

BUDGETED
5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$300,000
5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$175,000

ESTIMATED ACTUAL
5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$300,000
5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$175,000

Action

3

Actions/Services

PLANNED
Provide full day TK and kindergarten programs to increase student learning and achievement. This is a proportion of the TK and K salaries as we replaced their previous grade 1&2 afternoon intervention time with four intervention teachers. This allowed the TK and K teachers to offer full day programs and increased instructional minutes.

ACTUAL
PUSD offers full day TK and kindergarten at all elementary sites.

Expenditures

BUDGETED
1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$335,000

ESTIMATED ACTUAL
1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$335,000

Action

4

Actions/Services

PLANNED
Increase CTE and Pathway programs and services for students in grades 6-12 to ensure that PUSD students graduate with the skills required for globally competitive college and career readiness.

ACTUAL
Pathway programs were increased this year to include a third year of Project Lead the Way (Computer Integrated Manufacturing). A capstone class was added to the Child Development Pathway.

Expenditures

BUDGETED
1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$510,000

ESTIMATED ACTUAL
1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$830,000

Action

5

<p>Actions/Services</p>	<p>PLANNED Add STEAM (Science, Technology, Engineering, Arts, and Math) services and programs to increase student accessibility and equity.</p>	<p>ACTUAL Chromebooks were purchased for all PHS English classes and 7th-grade classrooms. Staff and student SAMR training was provided.</p>
<p>Expenditures</p>	<p>BUDGETED 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$100,000</p>	<p>ESTIMATED ACTUAL 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$100,000</p>

Action **6**

<p>Actions/Services</p>	<p>PLANNED Increase VAPA services and programs in grades TK-5 to improve student success and achievement.</p>	<p>ACTUAL This year, music or art taught by a credentialed VAPA teacher was added once a week to all 3rd-grade classes. VAPA electives were also added to the middle school curriculum. Numerous instruments were purchased and/or repaired.</p>
<p>Expenditures</p>	<p>BUDGETED 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$150,000</p>	<p>ESTIMATED ACTUAL 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$150,000</p>

Action **7**

<p>Actions/Services</p>	<p>PLANNED Purchase ELA/Math materials/resources.</p>	<p>ACTUAL At this time the ELA adoption committee has chosen to purchase Study Sync, NewsELA, and novels for grades 6-12. Materials have not been purchased to date. Additional Bridges in Mathematics and CPM math materials and resources were purchased.</p>
<p>Expenditures</p>	<p>BUDGETED 4000-4999: Books And Supplies Base \$300,000</p>	<p>ESTIMATED ACTUAL 4000-4999: Books And Supplies Base \$91,243</p>

Action **8**

<p>Actions/Services</p>	<p>PLANNED Provide a Reading Specialist at Ridgeview High School.</p>	<p>ACTUAL A Reading Specialist was hired and provided services for Ridgeview High School students.</p>
<p>Expenditures</p>	<p>BUDGETED</p>	<p>ESTIMATED ACTUAL</p>

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$105,000

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$104,000

Action **9**

Actions/Services

PLANNED
Provide one period a day of ELD intervention at Paradise High School.

ACTUAL
Both Paradise High School and Paradise Intermediate School provide a specialized ELD class one period a day.

Expenditures

BUDGETED
1000-1999: Certificated Personnel Salaries Base \$20,000

ESTIMATED ACTUAL
1000-1999: Certificated Personnel Salaries Base \$39,000

Action **10**

Actions/Services

PLANNED
Provide extended library hours at all school sites.

ACTUAL
Extended library hours are offered at all school sites.

Expenditures

BUDGETED
2000-2999: Classified Personnel Salaries Supplemental and Concentration \$30,000

ESTIMATED ACTUAL
2000-2999: Classified Personnel Salaries Supplemental and Concentration \$30,000

Action **11**

Actions/Services

PLANNED
Provide a Curriculum, Instruction, and Assessment Director to provide a district-wide student curricular focus and consistency.

ACTUAL
The Curriculum & Instruction position has evolved into an Assistant Superintendent, Educational Services to ensure that our district maintains a student curricular focus and ensures consistent curriculum with appropriate staff development is offered and supported at all school sites.

Expenditures

BUDGETED
1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$132,000

ESTIMATED ACTUAL
1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$132,000

Action **12**

Actions/Services

PLANNED
Provide an extended day instructional schedule at Ridgeview Continuation High School.

ACTUAL
Ridgeview Continuation High School offers an extended instructional day for all students.

Expenditures

BUDGETED
5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$295,000

ESTIMATED ACTUAL
5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$295,000

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The actions and services in this goal were implemented.

It was determined that an additional EL class was necessary at the middle school to provide services for our growing English Learner population.

A challenge we have met was the adoption of ELA curriculum for grades 6-12. Although these items are not currently purchased, it is our intention to purchase the identified curriculum and have the staff appropriately trained for fall 2017 implementation.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our actions and services directed toward increasing CTE pathways indicated success. Our data has shown an increase of 138 students or 12.5% in student enrollment in CTE courses.

Actions and services have also been successful in the area of STEAM implementation. During the 2016-2017 school year, approximately 800 Chromebooks were purchased and provided to staff and students. Staff training in STEAM was also a priority. Staff survey data indicated success in both technology implementation and higher level usage.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences between budgeted and actual expenditures differed in the areas of CTE expansion, ELD services and the purchase of ELA materials.

Both CTE and ELD required additional staffing and were covered by funds from the base grant.

Materials for the 6-12 ELA adoption will be purchased this summer using base grant funding.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

After a thorough analysis of the effectiveness in meeting action outcomes and metric outcomes PUSD will change:

1. Eliminate funding one "buy-down" section of 9th grade ELA and foundational math. Outcome data does not support this continued expenditure. Provide intervention support for transitioning 9th grade students.

2. Decrease site funding as site services and actions will become consistent throughout the district and be funded through the entire district LCAP (i-Ready, Newsela, ELD staff, and additional CTE programs).

3. Library hours will be decreased. Data (unduplicated student usage) does not support the increased hours.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Paradise Unified School District will provide staff with differentiated professional development focusing on full implementation of CA CCSS infused with educational technology and the STEAM philosophy.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. 100% of classrooms will have implemented CA CCSS ELA as measured by anecdotal documentation
2. 100% of classrooms will have implemented CA CCSS mathematics as measured by anecdotal documentation
3. 95% of teachers will have participated in CA CCSS professional development
4. 100% of teachers will move across the implementation rubric a minimum of one level in each of the areas of CA CCSS implementation in both ELA/Literacy and math, as measured by the BCOE Implementation Metric
5. 100% of PUSD teachers and staff will be appropriately assigned by credential
6. 100% of classrooms will have sufficient CA CCSS instructional materials
7. 100% of students will have daily access to technology devices
8. 50% of teachers will have participated in professional development focused on the SAMR model (enhancing technology integration training)

ACTUAL

1. 100% of classrooms (that teach ELA) responded that they have implemented some CA CCSS ELA lessons. Expected outcome was met. See staff survey results.
2. 100% of classrooms (that teach mathematics) responded that they have implemented some CA CCSS mathematics. Expected outcome was met. See staff survey results.

(In February 2017 staff responded to a LCAP survey indicating an average CA CCSS full implementation score of 3.6 out a 5 rubric provided by BCOE).
3. 100% of teachers have participated in CA CCSS professional development. Expected outcome was met. See staff survey results.
4. This is difficult to correctly assess as we have new teachers in our district and lack data on where they stood on the implementation rubric last year. See staff survey results.
5. 99% of PUSD teachers are appropriately assigned by credential. One high school math teacher is on a state waiver. Expected outcome



was not met.

6. 100% of PUSD teachers report they have appropriate CA CCSS instructional materials. Expected outcome was met.

7. 99% of students have access daily to technology devices. Expected outcome was met. See staff survey results.

8. 52.8% of teachers have participated in professional development focused on SAMR. Expected outcome was met. See staff survey results.

9. 57% of teachers have participated in professional development focused on an integrated STEAM philosophy. Expected outcome was met. See staff survey results.

<http://bit.ly/amostaffpd>
<http://bit.ly/teacherlcapresults>
 Attachments: Staff PD AMO's
 LCAP AMO's Staff Survey
 Results Feb 2017

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services

PLANNED
 Provide continued CA CCSS professional development for all staff.

ACTUAL
 CA CCSS professional development was provided for all staff across curricular areas.

Expenditures	<p>BUDGETED 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$275,000</p>	<p>ESTIMATED ACTUAL 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$275,000</p>
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Action **2**

Actions/Services	<p>PLANNED Provide professional development training in the implementation of the SAMR model of enhancing technology integration into all subjects.</p>	<p>ACTUAL Over 50% of staff reported they attended a SAMR model professional development training.</p>
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Expenditures	<p>BUDGETED Educator Effectiveness Grant 5800: Professional/Consulting Services And Operating Expenditures \$50,000</p>	<p>ESTIMATED ACTUAL Educator Effectiveness Grant 5800: Professional/Consulting Services And Operating Expenditures \$50,000</p>
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Action **3**

Actions/Services	<p>PLANNED Provide professional development training in the implementation of the STEAM instructional strategies and methods for educating all students.</p>	<p>ACTUAL Over 50% of staff reported they attended professional development training geared toward the implementation of STEAM instructional strategies. Over 95% of staff attended CUE Black Label Rock Star staff development day.</p>
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Expenditures	<p>BUDGETED Educator Effectiveness Grant 5800: Professional/Consulting Services And Operating Expenditures \$30,000</p>	<p>ESTIMATED ACTUAL Educator Effectiveness Grant 5800: Professional/Consulting Services And Operating Expenditures \$30,000</p>
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Action **4**

Actions/Services	<p>PLANNED Provide structures for staff to participate in grade level and department PLC collaboration (weekly PLC meetings).</p>	<p>ACTUAL Weekly structures for staff to participate in grade level and department PLC collaboration was provided for all staff.</p>
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Expenditures	<p>BUDGETED No Cost</p>	<p>ESTIMATED ACTUAL No Cost</p>
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Action **5**

Actions/Services	PLANNED Use flexible scheduling to articulate between grade levels and departments.	ACTUAL Flexible scheduling of prep periods is used to articulate between grade levels and departments.
	BUDGETED No Cost	ESTIMATED ACTUAL No Cost

Action **6**

Actions/Services	PLANNED Provide BTSA services for new teachers.	ACTUAL BTSA services were provided to all 1st and 2nd year teachers. PUSD's cost for this program was over budget as we employed more beginning teachers than planned.
	BUDGETED 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$40,000	ESTIMATED ACTUAL 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$67,200

Action **7**

Actions/Services	PLANNED Provide Tier II supports for new administrators.	ACTUAL Tier II coaching and mentoring services were provided for all beginning administrators.
	BUDGETED Educator Effectiveness Grant 5800: Professional/Consulting Services And Operating Expenditures \$20,000	ESTIMATED ACTUAL Educator Effectiveness Grant 5800: Professional/Consulting Services And Operating Expenditures \$20,000

Action **8**

Actions/Services	PLANNED Provide an Ed Tech TOSA to provide daily professional development and SAMR technology integration.	ACTUAL We were unable to secure an Ed Tech TOSA to provide daily professional development and SAMR technology integration. Site administration and Assistant Superintendent provided training for teachers.
	BUDGETED Educator Effectiveness Grant 1000-1999: Certificated Personnel Salaries \$100,000	ESTIMATED ACTUAL Educator Effectiveness Grant 1000-1999: Certificated Personnel Salaries - 0-

Action **9**

Actions/Services

PLANNED
 Additional administrative services at Cedarwood Elementary, Pine Ridge School, and Paradise Intermediate School. These funds increased services for a .50 Principal at Cedarwood to a 1.0 FTE Principal. These funds were also used to increase the two middle school .50 assistant principals to full time. The administrative additions were based upon, unions, parent, student, and community input. The additional time allocated supports all three LCAP goals.

ACTUAL
 Additional administrative services at Cedarwood Elementary, Pine Ridge School, and Paradise Intermediate School were provided.

Expenditures

BUDGETED
 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$160,000

ESTIMATED ACTUAL
 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$160,000

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

With the exception of the Ed Tech TOSA position, all actions and services for this goal were successfully implemented. After numerous attempts to hire an Ed Tech TOSA, it was decided to utilize site staff expertise to facilitate professional development opportunities for staff members.

<http://bit.ly/amostaffpd>
 Attachment: Staff PD AMO's

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

On-going staff professional development is a strong component of PUSD philosophy and goals. Our effectiveness in implementing our actions and services to achieve the articulated goal was high. Completed staff development hours were substantially higher this year as evidenced by PD sign in sheets. See staff survey results.

<http://bit.ly/amostaffpd>
 Attachment: Staff PD AMO's

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences between budgeted and actual expenditures differed in the area of Ed Tech TOSA (Educator Effectiveness Grant) and additional BTSA support required (S&C).

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

After a thorough analysis of the effectiveness in meeting action outcomes and metric outcomes PUSD will change:

1. We will attempt to hire a part time Ed Tech TOSA to provide staff and student training in implementing technology at a higher skill level to ensure that our goal of providing staff with differentiated professional development, focusing on full implementation of CA CCSS (including NGSS), infused with educational technology and the STEAM philosophy, is reached.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

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

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Increase district-wide attendance by .5%
2. Decrease district-wide student truancy rates by .5%
3. Decrease district-wide student chronic absentee rates by .5%
4. Decrease district-wide student suspensions by .5%
5. Decrease district-wide student expulsions by .2%
6. Increase district-wide graduation rates by .5%

ACTUAL

1. District-wide attendance increased by .13%. Expected outcome not met.
2. District-wide truancy has been calculated differently the last two years. We have instituted consistent policies to ensure accurate data collection.
3. District-wide chronic absenteeism data decreased by 1%. Expected outcome was met.
4. District-wide student suspensions decreased by .7%. Expected outcome was met.
5. District-wide student expulsions decreased by .04% Expected outcome was not met.
6. District-wide graduation rates increased by 7.5%. Expected outcome was met.
7. District-wide high school drop-out rates decreased by 11.1%. Expected outcome was met.

7. Decrease district-wide high school dropout rates by .5%
8. Decrease district-wide middle school dropout rates by .5%.
9. 80% of students indicated that they feel safe while at school as measured by the Healthy Kids Survey and parent/student surveys
10. 90% of school sites will be in good or exemplary condition as measured by F.I.T. reports.
11. Increase the amount of parent invitational phone calls sent to unduplicated students by 10%, as measured by School Messenger data
12. Increase parent use of Aeries Parent Portal by 5%, as measured by parent sign-in data
13. Increase parent volunteer hours at school sites by 5%, as measured by daily sign-in reports
14. Increase parent attendance at before and after school meetings/events by 5%, including but not limited to Parent/Teacher/Student Organization, SSC, LCAP, Back to School Night, Parent Conferences, Open House, as measured by parent sign-in data
15. Increase parent education meetings and parent/student events by 5%, as measured by calendar events

8. District-wide middle school dropout rates remained the same at 0%. Expected outcome was met.
 9. 86% of students reported they feel safe at school, as measured by the February 2017 LCAP student survey results. Expected outcome was met.
 10. 100% of schools ranked in good condition as measured by summer 2016 F.I.T. reports. Expected outcome met.
 11. The number of parent invitational phone calls sent to parents by School Messenger increased by 33% as measured by the district School Messenger account. Expected outcome was met.
 12. The number of parent Aeries portal accounts increased by 1.07%. Data for the number of log-ins is unavailable. Expected outcome is undetermined.
 13. The number of volunteer hours at school sites was not consistently tracked last year. 2016-2017 will be our base year for data collection.
 14. Parent attendance at school-wide events was not consistently tracked last year. 2016-2017 will be our base year for data collection.
 15. Opportunities for parent engagement and participation was not consistently tracked last year. 2016-2017 will be our base year for data collection.
- <http://bit.ly/LCAPUpdateGoal3>
Attachment: LCAP Goal #3

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	1	
Actions/Services	<p>PLANNED Fully implement Positive Behavior Interventions and Supports Program (PBIS).</p>	<p>ACTUAL School sites continued to work toward full implementation of PBIS with additional training in both Tier I and Tier II strategies.</p>
Expenditures	<p>BUDGETED 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$160,000</p>	<p>ESTIMATED ACTUAL 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$160,000</p>
Action	2	
Actions/Services	<p>PLANNED Provide in-school suspension services to ensure all students have access to educational instructions and systems of supports.</p>	<p>ACTUAL In-school suspension services were provided to ensure all students have access to educational instructions and systems of support.</p>
Expenditures	<p>BUDGETED 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$195,000</p>	<p>ESTIMATED ACTUAL 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$195,000</p>
Action	3	
Actions/Services	<p>PLANNED Provide Child Welfare and Attendance services, including SARB services.</p>	<p>ACTUAL Child Welfare and Attendance services (including monthly SARB meetings) were provided to students and families when necessary.</p>
Expenditures	<p>BUDGETED 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$48,000</p>	<p>ESTIMATED ACTUAL 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$48,000</p>

Action **4**

<p>Actions/Services</p>	<p>PLANNED Provide an Information Technology Director to ensure district-wide technology and communication services are adequate and appropriate.</p>	<p>ACTUAL PUSD has an Information Technology Director overseeing a staff of three that ensure technology runs smoothly throughout the district.</p>
<p>Expenditures</p>	<p>BUDGETED 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$120,000</p>	<p>ESTIMATED ACTUAL 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$120,000</p>

Action **5**

<p>Actions/Services</p>	<p>PLANNED Increase parents and community engagement. Provide School Messenger messages (phone, text, email) in Spanish to identified families. Send out invitation in Spanish to identified families to join school/District organizations (DAC, LCAP Advisory Board, SSC, PTO, ELAC).</p>	<p>ACTUAL School Messenger communications were increased this school year. School Messenger messages were sent out in Spanish to Aeries identified families. At this time our district has 49 identified English Language families. We have had little success increasing participation on school committees.</p>
<p>Expenditures</p>	<p>BUDGETED 5000-5999: Services And Other Operating Expenditures Locally Defined \$1,000</p>	<p>ESTIMATED ACTUAL 5000-5999: Services And Other Operating Expenditures Locally Defined \$1,000</p>

Action **6**

<p>Actions/Services</p>	<p>PLANNED Implement a School Security Program and devices to ensure safe school sites.</p>	<p>ACTUAL All sites developed School Security Plans that included a wish list of safety items/services. Requests were prioritized and fulfilled as funds allowed.</p>
<p>Expenditures</p>	<p>BUDGETED 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$150,000</p>	<p>ESTIMATED ACTUAL 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$150,000</p>

Action **7**

<p>Actions/Services</p>	<p>PLANNED Provide assistant athletic coaches.</p>	<p>ACTUAL Assistant athletic coaches were hired for high school CIF programs.</p>
<p>Expenditures</p>	<p>BUDGETED 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$45,000</p>	<p>ESTIMATED ACTUAL 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$45,000</p>

Action **8**

<p>Actions/Services</p>	<p>PLANNED Develop an Individualized Learning Plans that will include an annual individual culmination or graduation plan, as grade appropriate for English Learner students and Foster Youth. Provide flexible scheduling (eLearning and Independent Study) to support alternative education for Foster Youth.</p>	<p>ACTUAL Working with counselors, students and parents, PUSD developed four-year plans (ILP's) to ensure all students graduate high school college and career ready.</p>
<p>Expenditures</p>	<p>BUDGETED 1000-1999: Certificated Personnel Salaries Supplementary Programs - Specialized Secondary \$8,250</p>	<p>ESTIMATED ACTUAL 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$8,250</p>

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions and services were successfully implemented.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The overall effectiveness of the actions and services were mixed. A few of our AMO's were not met: Attendance is the "big" AMO we are continually discussing and creating action plans to positively impact. Our suspension rates decreased, along with an increase of students feeling safe on campus. Both of these indicate that some of our actions and services are having a positive impact on students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

In order to increase student attendance and graduation rates, we will be adding a behavior technician to each school site. This trained staff member will be responsible for meeting with students both individually and in small groups to help facilitate student recognition and the importance of regular school attendance and goal setting. After school sports programs will also be added to the middle schools. This will help students feel connected and give students additional "whys" as to the importance of attending school regularly and achieving at a certain level.

Stakeholder Engagement

LCAP Year

2017-18 2018-19 2019-20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Introduction

Paradise Unified School District gathered input from all stakeholder groups, including students, parents, certificated and classified staff, administration, representatives of District ELAC, foster youth, and business- and community-based organizations in an effort to ensure that all PUSD students had a voice and were being served. An LCAP District Advisory Committee (LCAP DAC) was formed at the beginning of the year and met periodically to analyze data and input provided by stakeholder groups. This committee provided guidance and direction on the development of the 2017-2020 LCAP and the Annual Update to the 2016-2017 LCAP. Winter 2016-2017 student, parent, staff, and community survey data was also used to provide input for this year's LCAP.

How was data collected?

Online surveys were developed for students, parents, staff, and community members. Students in grades 3-12 completed their online survey using their student google accounts. Parents completed the online survey either through their email account or hardcopy. Staff completed their survey through their district email account and community members completed their survey through links posted district web page, Town of Paradise web page and Chamber of Commerce web page. Data was also collected through both stakeholder meetings and activity exercises completed at LCAP advisory groups.

With whom did PUSD consult with and when?

Detailed in our District LCAP Timeline:

<http://bit.ly/lcaptimeline>

Attachment: LCAP Timeline 2016-2017

Survey Data Summary

Students

Parents

Staff (Certificated & Classified)

Community

<http://bit.ly/pusdlcapsurveys>

Attachment: 2016-2017 Stakeholder Survey Results

<http://bit.ly/amostaffpd>

Attachment: Staff PD AMO's

Community Wide Stakeholder Meetings Data Summary

Stakeholder Meeting flyer

<http://bit.ly/lcapstakeholderflyer>

Attachment: New Flyer for LCAP Stakeholder Meetings 2016-17

Presentation

<http://bit.ly/stakeholderpresentation>

Attachment: Revised LCAP Stakeholder January Presentation 2017

LCAP Forum Meeting Input

<http://bit.ly/lcapforuminput>

Attachment: Brainstorm Activity- All LCAP Forums 2016-17

School Board Updates

Board LCAP Update August 16, 2016

<http://bit.ly/augustboard>

Attachment: LCAP August Board Meeting

Board LCAP Update September 20, 2016

<http://bit.ly/septemberboard>

Attachment: LCAP Sept Board Meeting

Board LCAP Update October 18, 2016

<http://bit.ly/octoberboard>

Attachment: LCAP Oct Board Meeting

Board LCAP Update November 15, 2016

<http://bit.ly/novemberboard>

Attachment: LCAP Nov Board Meeting

Board LCAP Update December 13, 2016

<http://bit.ly/decemberboard>

Attachment: LCAP Dec Board Meeting

Board LCAP Update January 17, 2017

<http://bit.ly/stakeholderpresentation>
Attachment: Revised LCAP Stakeholder January Presentation 2017

Board LCAP Update February 21, 2017
<http://bit.ly/februaryboard2>

Attachment: LCAP Feb Board Meeting

Board LCAP Update March 21, 2017
<http://bit.ly/marchboard>
Attachment: LCAP March Board Meeting

Board LCAP Update April 18, 2017
<http://bit.ly/aprilboard17>
Attachment: LCAP April Board Meeting

Board LCAP Update May 16, 2017
<http://bit.ly/lcapmay16board>
Attachment: LCAP May 16 Board Meeting

Board LCAP Update May 30, 2017
<http://bit.ly/lcapmay30board>
Attachment: LCAP May 30 Board Meeting

Board Public Hearing May 30, 2017
<http://bit.ly/mayboard30>
Attachment: LCAP May 30 Public Hearing

LCAP DAC

February 7, 2017
<http://bit.ly/dacalcappresentation>
Attachment: DAC LCAP Presentation Feb

March 7, 2017
<http://bit.ly/dacalcapmarch>
Attachment: DAC LCAP Presentation March

<http://bit.ly/2016actionsandservices>

Attachment: 2016-2017 LCAP Actions and Services Update

April 4, 2017

http://bit.ly/dac_lcap_april

Attachment: DAC LCAP Presentation April

May 2, 2017

http://bit.ly/dac_lcap_may

Attachment: May DAC Agenda

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

The District Advisory LCAP Committee (composed of 7 certificated union members, 3 classified union members, 5 parents [including EL], 5 community members, and 7 district and site administrators) gathered and analyzed data from all of the stakeholders detailed above. The responses were categorized according to the primary state priority to which it related. The aggregated data was used to prioritize the district's area of focus which was then used to drive the development of the LCAP goals, AMO's, and actions, and services. The LCAP District Advisory Committee also used the collected data that was responsive to the current year goals to adjust and refine these goals, AMOS's, and actions and services to best meet the needs of the District's students, including special education, English Learners, foster youth, and low-income students. Additionally, there was a great deal of unsolicited feedback regarding school climate and culture that was hard to measure, but which, nevertheless was pervasive enough to drive some of the actions and services in this area of practice.

More specifically, 65 people in various stakeholder groups listed highly trained and compassionate teachers as their top priority in response to what they feel is essential for student success and achievement. Therefore, staff development in both core academic areas and trauma informed classrooms and practices are featured in goals 1 and 3.

In addition, while 352 students stated in a survey that they felt safe on campuses, 255 students responded that they felt "sort of" safe or not safe at all. 116 parents responded that they felt bullying was an issue at their child's school, while 120 parents were either neutral or disagreed with the statement. Therefore, a safe culture and climate goal was developed in Goal 2.

Over the course of our stakeholder meetings and survey results, several themes began to emerge. These themes included:

1. The need to ensure highly trained and passionate teachers (Pupil Achievement/Pupil Engagement/School Climate/Basic Services);
2. The need to ensure all students have access to, and are receiving instruction in, utilizing challenging and up-to-date curriculum (Pupil Achievement/Basic Services);
3. The need to increase counseling services, both academic and behavioral (Pupil Achievement/Pupil Engagement/School Climate);
4. The need to expand athletic teams for grades 6-8 (Pupil Engagement/School Climate);
5. The need to provide technology for all students (STEAM), including staff training in SAMR (Pupil Achievement/Other Pupil Outcomes);
6. The need to positively recognize our students (PBIS - School Climate/Pupil Engagement);
7. The need to ensure site safety (Basic Services);
8. The need to keep and increase CTE courses for students in grades 6-12 (Pupil Achievement/School Climate/Other Pupil Outcomes).

The new themes resulted in our 2017-2018 goals being modified:

2017-2020 Goal #1

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

2017-2020 Goal #2

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

2017-2020 Goal #3

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

The annual update was positively impacted through stakeholder engagement and input based on their review of data. This data specifically identified district strengths and areas for growth. As a result, our LCAP goals were modified and our annual measurable objectives, along with actions and services, were either modified, deleted, or further developed.

The District LCAP goals have been refined and the following items/services are included in the 2017-2018 LCAP:

1. Reduce class sizes to allow for more individual teacher/student instructional time and to help close the ELA/literacy and math achievement gap between English Learner students/foster youth and the general population:
Grade span adjustment TK-3 \$682.5K
2. Individual schools receive funding to pursue site-specific support for targeted students. \$375K
3. Provide full day transitional kindergarten and kindergarten programs to increase student learning and achievement. \$350K

4. Increase Career Technical Education and Pathway programs and services for students in grades 6-12 to ensure that PUSD students graduate with the skills required for globally competitive college and career readiness. \$750K
5. Add STEAM (Science, Technology, Engineering, Arts, and Math) programs and services to increase student accessibility and equity. \$150K
6. Increase visual and performing arts programs and services in all grades to improve student success and achievement. \$90K
7. Purchase ELA/NGSS materials/resources. \$300K (Base Grant)
8. Provide a Reading Specialist at Ridgeview Continuation High School. \$108K
9. Provide Professional Development for certificated and classified staff members. \$225K
10. Provide curriculum, instruction, and assessment services to provide a district-wide student curricular focus and consistency. \$154K
11. Provide an extended day instructional schedule at Ridgeview Continuation High School. \$305K

12. Provide PBIS/ACE's training and support services. \$100K

13. Provide additional administrative services at Cedarwood, PineRidge, and Paradise Intermediate schools. \$179K

14. Provide in-school suspension services and supports. \$202K

15. Provide safe and secure campus services and supports. \$150K

16. Provide technology services and supports to school sites. \$123K

17. Provide Child welfare and attendance services and supports. \$39K

18. Provide athletic coaches stipends. \$57K

19. Provide BTSA services for new teachers. \$60K

20. Provide Behavior Technicians. \$110K

21. Provide athletic services and supports. \$180K

22. Provide 9th-grade intervention services and supports. \$20K

23. Provide updated professional development for PLC's. \$12K

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 1

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL AP Enrollment, CTE Enrollment

Identified Need

CAASPP data, annual LCAP update results, and both stakeholder survey and forum meeting results indicate a continued need to ensure ALL students receive a rigorous, high-quality common core aligned education. Our education must ensure that the needs of students who are below, at, and above grade level are being addressed. We need to increase student support that promotes college, career, and civic readiness, including closing the achievement gap by offering higher level interventions.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results	ELA Achievement State Priority 4 37% of students district-wide met or exceeded state ELA standards as measured by the spring 2016 CAASPP results.	ELA Achievement State Priority 4 PUSD student achievement in ELA will increase 15 points average distance from level three as measured	ELA Achievement State Priority 4 PUSD student achievement in ELA will increase 15 points average distance from level three as measured	ELA Achievement State Priority 4 PUSD student achievement in ELA will increase 15 points average distance from level three as measured

	<p>Dashboard - Yellow</p> <p>6% of English Learner students district-wide met or exceeded state ELA standards as measured by the spring 2016 CAASPP results. Dashboard - Yellow</p> <p>30% of low-income students district-wide met or exceeded state ELA standards as measured by the spring 2016 CAASPP results. Dashboard - Yellow</p> <p>8% of students with disabilities district-wide met or exceeded state ELA standards as measured by the spring 2016 CAASPP results. Dashboard - Red</p>	<p>by SBAC ELA results. -35.1 to -20.1 DF3</p> <p>PUSD English Learner student achievement in ELA will increase 20 points average distance from level three as measured by SBAC ELA results. -55 to -35 DF3</p> <p>Low-income student achievement district-wide in ELA will increase 16 points average distance from level three as measured by SBAC ELA results. -47.1 to -31.1 DF3</p> <p>The ELA achievement of students with disabilities district-wide will increase 20 points average distance from level three as measured by SBAC ELA results. -113.7 to -93.7 DF3</p>	<p>by SBAC ELA results. -20.1 to -05.1 DF3</p> <p>PUSD English Learner student achievement in ELA will increase 20 points average distance from level three as measured by SBAC ELA results. -35 to -15 DF3</p> <p>Low-income student achievement district-wide in ELA will increase 16 points average distance from level three as measured by SBAC ELA results. -31.1 to -15.5 DF3</p> <p>The ELA achievement of students with disabilities will increase 20 points average distance from level three as measured by SBAC ELA results. -93.7 to -73.7 DF3</p>	<p>by SBAC ELA results. -05.1 to +10.1 DF3</p> <p>PUSD English Learner student achievement in ELA will increase 20 points average distance from level three as measured by SBAC ELA results. -15 to +5 DF3</p> <p>Low-income student achievement district-wide in ELA will increase 16 points average distance from level three as measured by SBAC ELA results. -15.5 to +1.5 DF3</p> <p>The ELA achievement of students with disabilities will increase 20 points average distance from level three as measured by SBAC ELA results. -73.7 to -53.7 DF3</p>
<p>Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results</p>	<p>Math Achievement State Priority 4 22% of students district-wide met or exceeded state math standards as measured by the spring 2016 CAASPP results.</p>	<p>Math Achievement State Priority 4 Student achievement district-wide in math will increase 10 points average distance from level three as measured by SBAC</p>	<p>Math Achievement State Priority 4 Student achievement district-wide in math will increase 10 points average distance from level three as measured by SBAC</p>	<p>Math Achievement State Priority 4 Student achievement district-wide in Math will increase 10 points average distance from level three as measured by SBAC</p>

	<p>Dashboard - Yellow</p> <p>6% of English Learner students district-wide met or exceeded math state standards as measured by the spring 2016 CAASPP results. Dashboard - Yellow</p> <p>16% of low-income students district-wide met or exceeded state math standards as measured by the spring 2016 CAASPP results. Dashboard - Yellow</p> <p>6% of students with disabilities district-wide met or exceeded state math standards as measured by the spring 2016 CAASPP results. Dashboard - Red</p>	<p>math results. -66.6 to -56.6 DF3</p> <p>PUSD English Learner student achievement in math will increase 15 points average distance from level three as measured by SBAC math results.-87.3 to -72.3 DF3</p> <p>District-wide low income student achievement in math will increase 10 points average distance from level three as measured by SBAC math results. -77.3 to -67.3 DF3</p> <p>The math achievement for students with disabilities district-wide will increase 15 points average distance from level three as measured by SBAC math results. -145.6 to -130.6 DF3</p>	<p>Math results. -56.6 to -46.6 DF3</p> <p>PUSD English Learner student achievement in math will increase 15 points average distance from level three as measured by SBAC math results.-72.3 to -57.3 DF3</p> <p>District-wide low income student achievement in math will increase 10 points average distance from level three as measured by SBAC math results. -67.3 to -57.3 DF3</p> <p>The math achievement for students with disabilities will increase 15 points average distance from level three as measured by SBAC math results. -130.6 to -115.6 DF3</p>	<p>Math results. --46.6 to -36.6 DF3</p> <p>PUSD English Learner student achievement in math will increase 15 points average distance from level three as measured by SBAC math results. -57.3 to -42.3 DF3</p> <p>District-wide low income student achievement in math will increase 10 points average distance from level three as measured by SBAC math results. -57.3 to -47.3 DF3</p> <p>The math achievement for students with disabilities will increase 15 points average distance from level three as measured by SBAC Math results. -115.6 to -100.6 DF3</p>
<p>Priority 4: State Indicator/Academic Indicator/English Language Progress Indicator</p>	<p>English Learner Progress State Priority 4 The district-wide English Learner student achievement performance level is at 69% as measured by fall 2016</p>	<p>English Learner Progress State Priority 4 The district-wide English Learner student achievement performance level will increase by 3% as</p>	<p>English Learner Progress State Priority 4 The district-wide English Learner student achievement performance level will increase by 2% as</p>	<p>English Learner Progress State Priority 4 The district-wide English Learner student achievement performance level will increase by 1% as</p>

	CELDT results. Dashboard - Orange	measured by ELPAC results.	measured by ELPAC results.	measured by ELPAC results.
Priority 4: State Indicator/College and Career Indicator/EAP-11th Grade SBAC results	Graduates EAP State Priority 4 37% of PUSD graduates were prepared for college ELA and 22% were prepared for college math, as measured by spring 2016 CAASPP results.	Graduates EAP State Priority 4 The percentage of graduates prepared for college ELA and Math district-wide will increase 3% and 4%, respectively, as measured by spring 2017 CAASPP results.	Graduates EAP State Priority 4 The percentage of graduates prepared for college ELA and Math district-wide will increase 2% and 3%, respectively, as measured by spring 2018 CAASPP results.	Graduates EAP State Priority 4 The percentage of graduates prepared for college ELA and Math district-wide will increase 1% and 2%, respectively, as measured by spring 2019 CAASPP results.
Priority 4: State Indicator/College and Career Indicator/AP pass rate	AP Passage State Priority 4 61% of PUSD students (who took an AP exam) passed at least one AP exam with a score of 3 or higher, as measured by spring 2016 College Board results.	AP Passage State Priority 4 The percentage of students who pass at least one AP exam with a score of 3 or higher district-wide will increase by 3%, as measured by the spring College Board results.	AP Passage State Priority 4 The percentage of students who pass at least one AP exam with a score of 3 or higher district-wide will increase by 2%, as measured by the spring College Board results.	AP Passage State Priority 4 The percentage of students who pass at least one AP exam with a score of 3 or higher district-wide will increase by 2%, as measured by the spring College Board results.
Priority 4: College and Career Ready/A-G course completion	A-G Completion Rate State Priority 4 17.8% of PUSD students met the a-g UC/CSU entrance requirements.	A-G Completion Rate State Priority 4 The percentage of students who meet the a-g UC/CSU entrance requirements district-wide will increase by 4%.	A-G Completion Rate State Priority 4 The percentage of students who meet the a-g UC/CSU entrance requirements district-wide will increase by 3%.	A-G Completion Rate State Priority 4 The percentage of students who meet the a-g UC/CSU entrance requirements district-wide will increase by 2%.
Priority 4: State Indicator/College and Career	CTE Pathway Completion	CTE Pathway Completion	CTE Pathway Completion	CTE Pathway Completion

<p>Indicator/Career pathway completion</p>	<p>State Priority 4 106 students district-wide completed at least one of the 15 CTE pathways offered as measured by spring 2016 CALPADS data.</p>	<p>State Priority 4 District-wide, the percentage of students who complete a CTE pathway will increase by 4%, as measured by CALPADS data.</p>	<p>State Priority 4 District-wide, the percentage of students who complete a CTE pathway will increase by 3%, as measured by CALPADS data.</p>	<p>State Priority 4 District-wide, the percentage of students who complete a CTE pathway will increase by 2%, as measured by CALPADS data.</p>
<p>Priority 5: State Indicator/Student Engagement/High School Graduation Rate Indicator</p>	<p>High School Graduation Rate State Priority 5 92.3% of students district-wide graduated in their cohort. Dashboard - Yellow 89.7% of low-income students district-wide graduated with their cohort. Dashboard - Orange District-wide, 71.1% of students with disabilities graduated with their cohort. Dashboard - Red</p>	<p>High School Graduation Rate State Priority 5 Students graduating with their cohort district-wide will increase by .5% as measured by the state Dashboard results. District-wide low-income students graduating with their cohort will increase by 2% as measured by the state Dashboard results. District-wide students with disabilities graduating with their cohort will increase by 4% as measured by the state Dashboard results.</p>	<p>High School Graduation Rate State Priority 5 Students graduating with their cohort district-wide will increase by .5% as measured by the state Dashboard results. District-wide low-income students graduating with their cohort will increase by 2% as measured by the state Dashboard results. District-wide students with disabilities graduating with their cohort. will increase by 3% as measured by the state Dashboard results.</p>	<p>High School Graduation Rate State Priority 5 Students graduating with their cohort district-wide will increase by .25% as measured by the state Dashboard results. District-wide low-income students graduating with their cohort will increase by 2% as measured by the state Dashboard results. District-wide students with disabilities graduating with their cohort. will increase by 3% as measured by the state Dashboard results.</p>
<p>Priority 7: Local Metric/A broad course of study</p>	<p>CTE Enrollment Local Priority 7 682 students district-wide were enrolled in at</p>	<p>CTE Enrollment Local Priority 7 The percentage of students enrolled in CTE</p>	<p>CTE Enrollment Local Priority 7 The percentage of students enrolled in CTE courses</p>	<p>CTE Enrollment Local Priority 7 The percentage of students enrolled in CTE</p>

	least one of the 28 offered CTE courses as indicated by spring 2016 CALPADS data.	courses district-wide will increase by 2%, as measured by CALPADS data.	district-wide will increase by 1%, as measured by CALPADS data.	courses district-wide will increase by 1%, as measured by CALPADS data.
Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils	Enrolled in AP Classes Local Priority 7 25% of the students district-wide enrolled in AP classes were low income.	Enrolled in AP Classes Local Priority 7 The number of low-income students enrolled in AP classes district-wide will increase by 5%.	Enrolled in AP Classes Local Priority 7 The number of low-income students enrolled in AP classes district-wide will increase by 3%.	Enrolled in AP Classes Local Priority 7 The number of low-income students enrolled in AP classes district-wide will increase by 2%.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Paradise Elementary, Ponderosa Elementary, Pine Ridge School, and Cedarwood Elementary K-3

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Reduce class sizes to allow for more individual teacher student instructional time and to help close the ELA/literacy and math achievement gap between EL students, foster youth and the general population:

Grade Span Adjustment K-3

2018-19

New Modified Unchanged

Reduce class sizes to allow for more individual teacher student instructional time and to help close the ELA/literacy and math achievement gap between EL students, foster youth and the general population:

Grade Span Adjustment K-3

2019-20

New Modified Unchanged

Reduce class sizes to allow for more individual teacher student instructional time and to help close the ELA/literacy and math achievement gap between EL students, foster youth and the general population:

Grade Span Adjustment K-3

BUDGETED EXPENDITURES

2017-18

Amount	\$682,500
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Source	Other
Budget Reference	0000: Unrestricted

2018-19

Amount	\$689,500
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Source	Other
Budget Reference	0000: Unrestricted

2019-20

Amount	\$703,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Source	
Budget Reference	

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

All schools received additional Supplemental & Concentration funding to pursue site specific support for targeted students.

PHS received additional site-specific funding.

Each school site SPSA will detail LCAP expenditures that are related to LCAP goals.

<http://bit.ly/sitescapexpenses16-17>
Attachment: 2016-2017 Site LCAP Expenditures

2018-19

New Modified Unchanged

Each school site's Single Plan for Student Achievement will detail LCAP expenditures that are related to LCAP goals. All schools will receive additional Supplemental & Concentration funding to pursue site specific support for targeted students.

PHS will receive additional site specific funding.

Each school site's Single Plan for Student Achievement will detail LCAP expenditures that are related to LCAP goals.

2019-20

New Modified Unchanged

Each school site's Single Plan for Student Achievement will detail LCAP expenditures that are related to LCAP goals. All schools will receive additional Supplemental & Concentration funding to pursue site specific support for targeted students.

PHS will receive additional site specific funding.

Each school site's Single Plan for Student Achievement will detail LCAP expenditures that are related to LCAP goals.

BUDGETED EXPENDITURES

2017-18

Amount \$200,000

2018-19

Amount \$200,000

2019-20

Amount \$200,000

Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	\$175,000	Amount	\$175,000	Amount	\$175,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Paradise Elementary, Ponderosa Elementary, Cedarwood Elementary, and Pine Ridge School (TK and K) TK and Kindergarten

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Provide full day transitional kindergarten and kindergarten programs to increase student learning and achievement.

Provide full day transitional kindergarten and kindergarten programs to increase student learning and achievement.

Provide full day transitional kindergarten and kindergarten programs to increase student learning and achievement.

BUDGETED EXPENDITURES

2017-18

Amount	\$350,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries This is a proportion of the TK and K salaries as we replaced their previous grade 1&2 afternoon intervention time with four intervention teachers. This allowed the TK and K teachers to offer full day programs and increased instructional minutes.

2018-19

Amount	\$360,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries This is a proportion of the TK and K salaries as we replaced their previous grade 1&2 afternoon intervention time with four intervention teachers. This allowed the TK and K teachers to offer full day programs and increased instructional minutes.

2019-20

Amount	\$370,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries This is a proportion of the TK and K salaries as we replaced their previous grade 1&2 afternoon intervention time with four intervention teachers. This allowed the TK and K teachers to offer full day programs and increased instructional minutes.

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

- All Schools
 Paradise Intermediate School, Paradise High School, Ridgeview Continuation High School, and Pine Ridge School (6-8)
 6-12

ACTIONS/SERVICES

2017-18

- New
 Modified
 Unchanged

Increase Career Technical Education and Pathway programs and services for students in grades 6-12 to ensure that PUSD students graduate with the skills required for globally competitive college and career readiness.

2018-19

- New
 Modified
 Unchanged

Increase Career Technical Education and Pathway programs and services for students in grades 6-12 to ensure that PUSD students graduate with the skills required for globally competitive college and career readiness.

2019-20

- New
 Modified
 Unchanged

Increase Career Technical Education and Pathway programs and services for students in grades 6-12 to ensure that PUSD students graduate with the skills required for globally competitive college and career readiness.

BUDGETED EXPENDITURES

2017-18

Amount	\$750,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries

2018-19

Amount	\$800,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries

2019-20

Amount	\$800,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

- All
 Students with Disabilities

[Location\(s\)](#)

- All Schools
 Specific Schools:
 Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Add STEAM (Science, Technology, Engineering, Arts, and Math) services and programs to increase student accessibility and equity).

2018-19

New Modified Unchanged

Add STEAM (Science, Technology, Engineering, Arts, and Math) services and programs to increase student accessibility and equity).

2019-20

New Modified Unchanged

Add STEAM (Science, Technology, Engineering, Arts, and Math) services and programs to increase student accessibility and equity).

BUDGETED EXPENDITURES

2017-18

Amount	\$150,000
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures These funds will be used to purchase technology devices and software. Funds will also be used for additional Maker Space materials and supplies.

2018-19

Amount	\$150,000
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures These funds will be used to purchase technology devices and software. Funds will also be used for additional Maker Space materials and supplies.

2019-20

Amount	\$150,000
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures These funds will be used to purchase technology devices and software. Funds will also be used for additional Maker Space materials and supplies.

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Increase VAPA services and programs in all grades to improve student success and achievement.

2018-19

New Modified Unchanged

Increase VAPA services and programs in all grades to improve student success and achievement.

2019-20

New Modified Unchanged

Increase VAPA services and programs in all grades to improve student success and achievement.

BUDGETED EXPENDITURES

2017-18

Amount	\$90,500
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures \$30K of these funds will be used for a .4 teacher for grades 3 district-wide. The remainder of the funding will be used for VAPA materials and supplies.

2018-19

Amount	\$91,500
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures \$31K of these funds will be used for a .4 teacher for grades 3 district-wide. The remainder of the funding will be used for VAPA materials and supplies.

2019-20

Amount	\$92,500
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures \$32K of these funds will be used for a .4 teacher for grades 3 district-wide. The remainder of the funding will be used for VAPA materials and supplies.

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

Purchase ELA/NGSS materials/resources.

2018-19

New Modified Unchanged

Purchase core curriculum materials.

2019-20

New Modified Unchanged

Purchase core curriculum materials.

[BUDGETED EXPENDITURES](#)

2017-18

Amount \$300,000

Source Base

Budget Reference 4000-4999: Books And Supplies

2018-19

Amount \$300,000

Source Base

Budget Reference 4000-4999: Books And Supplies

2019-20

Amount \$300,000

Source Base

Budget Reference 4000-4999: Books And Supplies

Action **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Location(s) All Schools Ridgeview Continuation High School 10-12

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide a Reading Specialist at Ridgeview Continuation High School.

2018-19

New Modified Unchanged

Provide a Reading Specialist at Ridgeview Continuation High School.

2019-20

New Modified Unchanged

Provide a Reading Specialist at Ridgeview Continuation High School.

BUDGETED EXPENDITURES

2017-18

Amount	\$108,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries

2018-19

Amount	\$110,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries

2019-20

Amount	\$112,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries

Action **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Location(s) All Schools Paradise Elementary, Paradise Intermediate School, and Paradise High School Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide one period a day of ELD intervention at Paradise Elementary, Paradise Intermediate, and Paradise High School.

2018-19

New Modified Unchanged

Provide one period a day of ELD intervention at Paradise Elementary, Paradise Intermediate, and Paradise High School.

2019-20

New Modified Unchanged

Provide one period a day of ELD intervention at Paradise Elementary, Paradise Intermediate, and Paradise High School.

BUDGETED EXPENDITURES

2017-18

Amount \$40,000

Source Base

Budget Reference 1000-1999: Certificated Personnel Salaries

2018-19

Amount 41,000

Source Base

Budget Reference 1000-1999: Certificated Personnel Salaries

2019-20

Amount \$42,000

Source Base

Budget Reference 1000-1999: Certificated Personnel Salaries

Action **10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide Curriculum, Instruction, and Assessment services to all schools to provide a district-wide curricular focus and consistency for each site.

2018-19

New Modified Unchanged

Provide Curriculum, Instruction, and Assessment services to all schools to provide a district-wide curricular focus and consistency for each site.

2019-20

New Modified Unchanged

Provide Curriculum, Instruction, and Assessment services to all schools to provide a district-wide curricular focus and consistency for each site.

BUDGETED EXPENDITURES

2017-18

Amount	\$154,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries

2018-19

Amount	\$157,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries

2019-20

Amount	\$160,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries

This is a District-wide Director of Curriculum, Instruction, and Assessment position.

This is a District-wide Director of Curriculum, Instruction, and Assessment position.

This is a District-wide Director of Curriculum, Instruction, and Assessment position.

Action **11**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All Students with Disabilities

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools Ridgeview Continuation High School 10-12

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

Provide an extended day instructional schedule at Ridgeview Continuation High School.

2018-19

New Modified Unchanged

Provide an extended day instructional schedule at Ridgeview Continuation High School.

2019-20

New Modified Unchanged

Provide an extended day instructional schedule at Ridgeview Continuation High School.

[BUDGETED EXPENDITURES](#)

2017-18

Amount \$305,000

2018-19

Amount \$308,000

2019-20

Amount \$311,000

Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures

Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures

Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures

Action **12**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools _ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Paradise High School 9th Grade

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide intervention services and supports for 9th-grade students.	Provide intervention services and supports for 9th-grade students.	Provide intervention services and supports for 9th-grade students.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$20,000	Amount \$20,000	Amount \$20,000

Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures These funds will provide before school, lunch, and after school academic supports for 9th grade students.

Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures These funds will provide before school, lunch, and after school academic supports for 9th grade students.

Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures These funds will provide before school, lunch, and after school academic supports for 9th grade students.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 2

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL Attendance Rate, Truancy Rate, Expulsion Rate, High School Drop Out Rate, Middle School Drop Out Rate, Student Safety, Parent Involvement

Identified Need

Butte County and the Paradise Ridge include students and families with the highest ACE's (Adverse Childhood Experiences) scores in California. Research is clear that students who have experienced trauma have higher levels of impulsivity, and aggressive and disruptive behaviors, including those leading to suspension or arrest. PUSD realizes that becoming a trauma-informed district and building our tool belt of strategies will help lower our overall tier two and three behaviors and lower our suspension rate. In addition, by providing student support (PBIS) we hope to see our student attendance, engagement and achievement increase. We will provide trauma informed training, along with our PBIS model to support our students and staff by *"providing positive, safe and engaging learning environments and systems of supports that meet the intellectual, social, emotional, and physical needs of all students so they are able to maximize their learning and achievement."* **LCAP Goal #2**

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

<p>Priority 1: Local Indicator/ Facilities in good repair</p>	<p>Facilities State Priority 1 100% of schools district-wide were ranked in good condition, as measured by the summer 2016 F.I.T. reports.</p>	<p>Facilities State Priority 1 District-wide, 100% of schools will be ranked in good condition as measured by F.I.T. reports.</p>	<p>Facilities State Priority 1 District-wide, 100% of schools will be ranked in good condition as measured by F.I.T. reports.</p>	<p>Facilities State Priority 1 District-wide, 100% of schools will be ranked in good condition as measured by F.I.T. reports.</p>
<p>Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool</p>	<p>Parent Involvement Local Priority 3 District-wide, schools average two-parent decision- making meetings a month (SSC and Parent Club).</p>	<p>Parent Involvement Local Priority 3 Schools district-wide will maintain their average of two parent decision-making meetings a month (SSC and Parent Club) as measured by school site agendas.</p>	<p>Parent Involvement Local Priority 3 Schools district-wide will maintain their average of two parent decision-making meetings a month (SSC and Parent Club) as measured by school site agendas.</p>	<p>Parent Involvement Local Priority 3 Schools district-wide will maintain their average of two parent decision-making meetings a month (SSC and Parent Club) as measured by school site agendas.</p>
<p>Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool</p>	<p>Parent Involvement Local Priority 3 15.1% of PUSD families completed the winter/spring LCAP survey.</p>	<p>Parent Involvement Local Priority 3 Parent/Family completion of the LCAP survey will increase by 4% as measured by annual parent/guardian survey results.</p>	<p>Parent Involvement Local Priority 3 Parent/Family completion of the LCAP survey will increase by 3% as measured by annual parent/guardian survey results.</p>	<p>Parent Involvement Local Priority 3 Parent/Family completion of the LCAP survey will increase by 2% as measured by annual parent/guardian survey results.</p>
<p>Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool</p>	<p>Parent Involvement Local Priority 3 District-wide, schools averaged 1 parent</p>	<p>Parent Involvement Local Priority 3 All school sites will maintain their average of 1 parent activity/event each</p>	<p>Parent Involvement Local Priority 3 All school sites will maintain their average of 1 parent activity/event each</p>	<p>Parent Involvement Local Priority 3 All school sites will maintain their average of 1 parent activity/event each</p>

	<p>activity/event each month.</p>	<p>month as measured by site calendars.</p>	<p>month as measured by site calendars.</p>	<p>month as measured by site calendars.</p>
<p>Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool</p>	<p>Parent Involvement Local Priority 3 36% of students district-wide had at least one parent/guardian utilizing Aeries parent portal account.</p>	<p>Parent Involvement Local Priority 3 The percentage of students district-wide who have at least one parent/guardian utilizing Aeries parent portal accounts will increase by 2% as measured by Aeries portal account summaries.</p>	<p>Parent Involvement Local Priority 3 The percentage of students district-wide who have at least one parent/guardian utilizing Aeries parent portal accounts will increase by 2% as measured by Aeries portal account summaries.</p>	<p>Parent Involvement Local Priority 3 The percentage of students district-wide who have at least one parent/guardian utilizing Aeries parent portal accounts will increase by 1% as measured by Aeries portal account summaries.</p>
<p>Priority 5: State Indicator/Student Engagement/High School Graduation Rate Indicator</p>	<p>Graduation Rate State Priority 5 In 2015-2016, the graduation rate for high school students district-wide was 92.3%. Dashboard - Yellow</p> <p>The graduation rate for low income students district-wide was 89.7%. Dashboard - Orange</p> <p>The graduation rate for students with disabilities district-wide was 71.1%. Dashboard - Red</p>	<p>Graduation Rate State Priority 5 Increase the district-wide high school student graduation rate by .5%, as reported by CALPADS. Increase the district-wide low income student graduation rate by 1.0%, as reported by CALPADS.</p> <p>Increase the district-wide high school graduation rate for students with disabilities by 2.0%, as reported by CALPADS.</p>	<p>Graduation Rate State Priority 5 Increase the district-wide high school student graduation rate by .5%, as reported by CALPADS. Increase the district-wide low income student graduation rate by 1.0%, as reported by CALPADS.</p> <p>Increase the district-wide high school graduation rate for students with disabilities by 2.0%, as reported by CALPADS.</p>	<p>Graduation Rate State Priority 5 Increase the district-wide high school student graduation rate by .25%, as reported by CALPADS. Increase the district-wide low income student graduation rate by .50%, as reported by CALPADS.</p> <p>Increase the district-wide high school graduation rate for students with disabilities by 1.0%, as reported by CALPADS.</p>

<p>Priority 5: Local Metric/Student Engagement/School attendance rates</p>	<p>Attendance Rate Local Priority 5 In 2014-2015, District-wide student attendance was 94.13%, as reported by CALPADS.</p>	<p>Attendance Rate Local Priority 5 Increase district-wide student attendance by .5%, as reported by CALPADS.</p>	<p>Attendance Rate Local Priority 5 Increase district-wide student attendance by .5%, as reported by CALPADS.</p>	<p>Attendance Rate Local Priority 5 Increase district-wide student attendance by .25%, as reported by CALPADS.</p>
<p>Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates</p>	<p>Chronic Absenteeism State Priority 5 In 2014-2015 23% of district-wide students were chronically absent. This number decreased to 22% in 2015-2016.</p>	<p>Chronic Absenteeism State Priority 5 Decrease district-wide student chronic absences by 2% as reported by Aeries</p>	<p>Chronic Absenteeism State Priority 5 Decrease district-wide student chronic absences by 2% as reported by Aeries</p>	<p>Chronic Absenteeism State Priority 5 Decrease district-wide student chronic absences by 2% as reported by Aeries</p>
<p>Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates</p>	<p>Truancy Rate Local Priority 5 In 2014-2015, the student truancy rate district-wide was 19.59%, as reported by CALPADS.</p>	<p>Truancy Rate Local Priority 5 Decrease the district-wide student truancy rate by 1.0%, as reported by CALPADS.</p>	<p>Truancy Rate Local Priority 5 Decrease the district-wide student truancy rate by 1.0%, as reported by CALPADS.</p>	<p>Truancy Rate Local Priority 5 Decrease the district-wide student truancy rate by 1.0%, as reported by CALPADS.</p>
<p>Priority 5: Local Metric/Student Engagement/High school dropout rate</p>	<p>High School Drop-Out Local Priority 5 The district-wide high school drop-out rate in 2015-2016 was 1.83%, as reported by CALPADS.</p>	<p>High School Drop-Out Local Priority 5 Decrease the district-wide high school drop-out rate by .25%, as reported by CALPADS.</p>	<p>High School Drop-Out Local Priority 5 Decrease the district-wide high school drop-out rate by .25%, as reported by CALPADS.</p>	<p>High School Drop-Out Local Priority 5 Decrease the district-wide high school drop-out rate by .25%, as reported by CALPADS.</p>
<p>Priority 5: Local Metric/Middle school dropout rate</p>	<p>Middle School Drop-Out</p>	<p>Middle School Drop-Out</p>	<p>Middle School Drop-Out</p>	<p>Middle School Drop-Out</p>

	<p>Local Priority 5 The district-wide middle school drop-out rate was 0% as reported by CALPADS.</p>	<p>Local Priority 5 Maintain the 0% district-wide middle school drop-out rate, as reported by CALPADS.</p>	<p>Local Priority 5 Maintain the 0% district-wide middle school drop-out rate, as reported by CALPADS.</p>	<p>Local Priority 5 Maintain the 0% district-wide middle school drop-out rate, as reported by CALPADS.</p>
<p>Priority 6: State Indicator/Student Suspension Indicator</p>	<p>Suspension Rate State Priority 6 The 2014-2015 student suspension rate district-wide was at 10%, as reported by CALPADS. Dashboard - Red http://bit.ly/PUSD2016suspensionrate Attachment:2015-2016 Suspension Rate</p>	<p>Suspension Rate State Priority 6 Decrease the district-wide student suspension rate by 1.0%, as reported by CALPADS. http://bit.ly/PUSD2016suspensionrate Attachment:2015-2016 Suspension Rate</p>	<p>Suspension Rate State Priority 6 Decrease the district-wide student suspension rate by 1.0%, as reported by CALPADS. http://bit.ly/PUSD2016suspensionrate Attachment:2015-2016 Suspension Rate</p>	<p>Suspension Rate State Priority 6 Decrease the district-wide student suspension rate by .50%, as reported by CALPADS. http://bit.ly/PUSD2016suspensionrate Attachment:2015-2016 Suspension Rate</p>
<p>Priority 6: Local Metric/Expulsion rate</p>	<p>Expulsion Rate Local Priority 6 In 2014-2015, the district-wide student expulsion rate was at .05%, as reported by CALPADS.</p>	<p>Expulsion Rate Local Priority 6 Decrease the district-wide student expulsion rate by .25%, as reported by CALPADS.</p>	<p>Expulsion Rate Local Priority 6 Decrease the district-wide student expulsion rate by .25%, as reported by CALPADS.</p>	<p>Expulsion Rate Local Priority 6 Decrease the district-wide student expulsion rate by .15%, as reported by CALPADS.</p>
<p>Priority 6: Local Indicator/Local tool for school climate</p>	<p>Student Safety Local Priority 6 86% of students district-wide reported they feel safe at school, as measured by the District's winter</p>	<p>Student Safety Local Priority 6 Increase the percentage of students district-wide who report they feel safe at school by 1.0%,</p>	<p>Student Safety Local Priority 6 Increase the percentage of students district-wide who report they feel safe at school by 1.0%,</p>	<p>Student Safety Local Priority 6 Increase the percentage of students district-wide who report they feel safe at school by 1.0%,</p>

	2017 student survey results.	as reported in student survey results.	as reported in student survey results.	as reported in student survey results.
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PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Implement Positive Behavior Interventions and Supports Program (PBIS) and ACE's support.

2018-19

New Modified Unchanged

Implement Positive Behavior Interventions and Supports Program (PBIS) and ACE's support.

2019-20

New Modified Unchanged

Implement Positive Behavior Interventions and Supports Program (PBIS) and ACE's support.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$100,000	Amount	\$105,000	Amount	\$110,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Honey Run Academy 7-12

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide in-school suspension staffing and curriculum to ensure all student access to educational instructions and systems of supports.	Provide in-school suspension staffing and curriculum to ensure all student access to educational instructions and systems of supports.	Provide in-school suspension staffing and curriculum to ensure all student access to educational instructions and systems of supports.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$202,000	Amount	\$212,000	Amount	\$222,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide Child Welfare and Attendance services, including SARB services.	Provide Child Welfare and Attendance services, including SARB services.	Provide Child Welfare and Attendance services, including SARB services.

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
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Amount	\$39,000	Amount	\$39,000	Amount	\$39,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide Information Technology Services to ensure district wide technology and communication services are adequate and appropriate.

2018-19

New Modified Unchanged

Provide Information Technology Services to ensure district wide technology and communication services are adequate and appropriate.

2019-20

New Modified Unchanged

Provide Information Technology Services to ensure district wide technology and communication services are adequate and appropriate.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$123,000	Amount	\$124,000	Amount	\$125,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Increase parent and community engagement. Hold monthly Superintendent Advisory Meetings for both parents and community members.	Increase parent and community engagement. Hold monthly Superintendent Advisory Meetings for both parents and community members.	Increase parent and community engagement. Hold monthly Superintendent Advisory Meetings for both parents and community members.

BUDGETED EXPENDITURES

2017-18

Amount \$1,000

Source Base

Budget Reference 5000-5999: Services And Other Operating Expenditures

2018-19

Amount \$1,000

Source Base

Budget Reference 5000-5999: Services And Other Operating Expenditures

2019-20

Amount \$1,000

Source Base

Budget Reference 5000-5999: Services And Other Operating Expenditures

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Implement a School Security Program and safety devices to ensure safe school sites.

2018-19

New Modified Unchanged

Implement a School Security Program and safety devices to ensure safe school sites.

2019-20

New Modified Unchanged

Implement a School Security Program and safety devices to ensure safe school sites.

BUDGETED EXPENDITURES

2017-18

Amount	\$150,000
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures

2018-19

Amount	\$150,000
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures

2019-20

Amount	\$150,000
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input checked="" type="checkbox"/> <u>Paradise High School, Paradise Intermediate School, and Pine Ridge School</u>	<input checked="" type="checkbox"/> <u>6-12</u>

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide assistant athletic coaches at both 9-12 and 6-8 schools.

2018-19

New Modified Unchanged

Provide assistant athletic coaches at both 9-12 and 6-8 schools.

2019-20

New Modified Unchanged

Provide assistant athletic coaches at both 9-12 and 6-8 schools.

BUDGETED EXPENDITURES

2017-18

Amount

Source

Budget Reference

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Action **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Paradise High School and Ridgeview Continuation High School 9-12

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Develop an Individualized Learning Plan that will include an annual individual culmination

2018-19

New Modified Unchanged

Develop an Individualized Learning Plan that will include an annual individual culmination

2019-20

New Modified Unchanged

Develop an Individualized Learning Plan that will include an annual individual

or graduation plan, as grade appropriate for English Learner students and Foster Youth. Provide flexible scheduling (eLearning and Independent Study) to support Foster Youth alternative education.

or graduation plan, as grade appropriate for English Learner students and Foster Youth. Provide flexible scheduling (eLearning and Independent Study) to support Foster Youth alternative education.

culmination or graduation plan, as grade appropriate for English Learner students and Foster Youth. Provide flexible scheduling (eLearning and Independent Study) to support Foster Youth alternative education.

BUDGETED EXPENDITURES

2017-18

Amount	\$8,000
Source	Locally Defined
Budget Reference	1000-1999: Certificated Personnel Salaries

2018-19

Amount	\$8,000
Source	Locally Defined
Budget Reference	1000-1999: Certificated Personnel Salaries

2019-20

Amount	\$8,000
Source	Locally Defined
Budget Reference	1000-1999: Certificated Personnel Salaries

Action **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans: K-8

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Paradise Elementary, Ponderosa Elementary, Paradise Intermediate School, Pine Ridge School, and Cedarwood Elementary K-8

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide a behavior technician at each K-8 site to modify challenging behaviors through implementation of behavioral interventions.

2018-19

New Modified Unchanged

Provide a behavior technician at each K-8 site to modify challenging behaviors through implementation of behavioral interventions.

2019-20

New Modified Unchanged

Provide a behavior technician at each K-8 site to modify challenging behaviors through implementation of behavioral interventions.

BUDGETED EXPENDITURES

2017-18

Amount	\$110,000
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries

2018-19

Amount	\$120,000
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries

2019-20

Amount	\$130,000
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries

Action **10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Paradise High School 9-12

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide athletic programs for students in grades 6-12 to improve student engagement, achievement, and overall success. (Uniforms, supplies, transportation, entrance fees for games/tournaments, etc)

2018-19

New Modified Unchanged

Provide athletic programs for students in grades 6-12 to improve student engagement, achievement, and overall success. (Uniforms, supplies, transportation, entrance fees for games/tournaments, etc)

2019-20

New Modified Unchanged

Provide athletic programs for students in grades 6-12 to improve student engagement, achievement, and overall success. (Uniforms, supplies, transportation, entrance fees for games/tournaments, etc)

BUDGETED EXPENDITURES

2017-18

Amount	\$180,000
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures

2018-19

Amount	\$180,000
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures

2019-20

Amount	\$180,000
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures

Action **11**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Each site will develop a communication action plan to increase parent participation in Parent Club Meetings and as observers in SSC meetings.

2018-19

New Modified Unchanged

Each site will develop a communication action plan to increase parent participation in Parent Club Meetings and as observers in SSC meetings.

2019-20

New Modified Unchanged

Each site will develop a communication action plan to increase parent participation in Parent Club Meetings and as observers in SSC meetings.

BUDGETED EXPENDITURES

2017-18

Amount

2018-19

Amount

2019-20

Amount

Action **12**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

School sites will develop a system to increase parent participation in LCAP survey (have survey link available during parent/teacher conferences, sporting events, Open House, additional school-wide events).

2018-19

New Modified Unchanged

School sites will develop a system to increase parent participation in LCAP survey (have survey link available during parent/teacher conferences, sporting events, Open House, additional school-wide events).

2019-20

New Modified Unchanged

School sites will develop a system to increase parent participation in LCAP survey (have survey link available during parent/teacher conferences, sporting events, Open House, additional school-wide events).

BUDGETED EXPENDITURES

2017-18

Amount

2018-19

Amount

2019-20

Amount

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 3

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

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

[Identified Need](#)

In February 2017 certificated staff completed an LCAP Professional Development survey. At this time staff indicated an average score of 3.6 out of 5 on a California Sate Standards Implementation Metric provided by BCOE. Since all of our staff have not reached level 5 (Full Implementation of Common Core Standards we have identified a continued need for:

- continued professional development in implementing State Standards
- staff development in implement NGSS
- instructional materials aligned to the State Standards
- technology training support and upgrades
- safe, clean, efficient learning environments

All stakeholder groups and surveys indicated the #1 need at PUSD is to secure highly trained and passionate teachers.
<http://bit.ly/teacherlcapresults>
 Attachment: LCAP AMO's Staff Survey Results Feb 2017

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

<p>Priority 1: Local Indicator/Teacher credential</p>	<p>Proper Credentials State Priority 1 98% of PUSD teachers are appropriately credentialed as reported by the county credentialing office.</p>	<p>Proper Credentials State Priority 1 98% of PUSD teachers will be appropriately credentialed as reported by the county credentialing office.</p>	<p>Proper Credentials State Priority 1 98% of PUSD teachers will be appropriately credentialed as reported by the county credentialing office.</p>	<p>Proper Credentials State Priority 1 98% of PUSD teachers will be appropriately credentialed as reported by the county credentialing office.</p>
<p>Priority 1: Local Indicator/ Instructional materials</p>	<p>Adoption of CCSS Aligned Materials State Priority 1 District-wide, PUSD has recently adopted new K-5 and 6-12 math curriculum (Bridges in Mathematics and CPM)</p>	<p>Adoption of CCSS Aligned Materials State Priority 1 District-wide, PUSD will adopt a new CCSS aligned 6-12 ELA curriculum.</p>	<p>Adoption of CCSS Aligned Materials State Priority 1 District-wide, PUSD will adopt a new CCSS aligned K-5 ELA curriculum.</p>	<p>Adoption of CCSS Aligned Materials State Priority 1 District-wide PUSD will adopt a new CCSS aligned K-12 NGSS curriculum.</p>
<p>Priority 1: Local Indicator/ Instructional materials</p>	<p>Student Daily Access to Technology Devices State Priority 1 99% of students have daily access to technology devices, as measured by staff and student survey results.</p>	<p>Student Daily Access to Technology Devices State Priority 1 99% of students will have daily access to technology devices, as measured by staff and student survey results.</p>	<p>Student Daily Access to Technology Devices State Priority 1 99% of students will have daily access to technology devices, as measured by staff and student survey results.</p>	<p>Student Daily Access to Technology Devices State Priority 1 99% of students will have daily access to technology devices, as measured by staff and student survey results.</p>
<p>Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool</p>	<p>Professional Learning State Priority 2 95% of staff participated in a minimum of 21 hours of staff development, as measured by teacher survey responses and staff development reports.</p>	<p>Professional Learning State Priority 2 95% of staff will participate in a minimum of 21 hours of staff development, as measured by teacher survey</p>	<p>Professional Learning State Priority 2 95% of staff will participate in a minimum of 21 hours of staff development, as measured by teacher survey</p>	<p>Professional Learning State Priority 2 95% of staff will participate in a minimum of 21 hours of staff development, as measured by teacher survey</p>

		<p>responses and staff development reports.</p>	<p>responses and staff development reports.</p>	<p>responses and staff development reports.</p>
<p>Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool</p>	<p>ERWC ELA Trained Staff State Priority 2 75% of secondary teachers have been trained in implementing CSU ERWC (Expository Reading Writing Curriculum) strategies with all students.</p>	<p>ERWC ELA Trained Staff State Priority 2 100% of secondary ELA teachers will be trained in implementing CSU ERWC (Expository Reading Writing Curriculum) strategies with all students.</p>	<p>Goal Met</p>	<p>Goal Met</p>
<p>Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool</p>	<p>SAMR Training State Priority 2 52.8% of teachers have participated in professional development focused on the SAMR model (enhancing technology integration training), as measured by teacher survey responses and staff development reports.</p>	<p>SAMR Training State Priority 2 70% of teachers will have participated in professional development focused on the SAMR model (enhancing technology integration training), as measured by teacher survey responses and staff development reports.</p>	<p>SAMR Training State Priority 2 85% of teachers will have participated in professional development focused on the SAMR model (enhancing technology integration training), as measured by teacher survey responses and staff development reports.</p>	<p>SAMR Training State Priority 2 95% of teachers will have participated in professional development focused on the SAMR model (enhancing technology integration training), as measured by teacher survey responses and staff development reports.</p>
<p>Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool</p>	<p>STEAM Implementation State Priority 2 57% of teachers have participated in professional development focused on implementation of STEAM lessons and</p>	<p>STEAM Implementation Activities State Priority 2 65% of teachers will have participated in professional development focused on implementation of</p>	<p>STEAM Implementation Activities - State Priority 2 80% of teachers will have participated in professional development focused on implementation of</p>	<p>STEAM Implementation Activities State Priority 2 95% of teachers will have participated in professional development focused on implementation of</p>

	<p>activities, as measured by teacher survey responses and staff development reports.</p>	<p>STEAM lessons and activities, as measured by teacher survey responses and staff development reports.</p>	<p>STEAM lessons and activities, as measured by teacher survey responses and staff development reports.</p>	<p>STEAM lessons and activities, as measured by teacher survey responses and staff development reports.</p>
<p>Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool</p>	<p>Not Available - New Goal</p>	<p>NGSS Training State Priority 2 25% of PUSD staff will participate in high-quality professional learning opportunities that lead to strong implementation of the NGSS, as measured by teacher survey responses and staff development reports.</p>	<p>NGSS Training State Priority 2 50% of PUSD staff will participate in high-quality professional learning opportunities that lead to strong implementation of the NGSS, as measured by teacher survey responses and staff development reports.</p>	<p>NGSS Training State Priority 2 75% of PUSD staff will participate in high-quality professional learning opportunities that lead to strong implementation of the NGSS, as measured by teacher survey responses and staff development reports.</p>
<p>Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool</p>	<p>Not Available - New Goal</p>	<p>Universal Design for Learning Training State Priority 2 25% of staff will participate in training that offers UDL-based knowledge, skills, strategies, and tools needed to maximize learning for all students.</p>	<p>Universal Design for Learning Training State Priority 2 50% of staff will participate in training that offers UDL-based knowledge, skills, strategies, and tools needed to maximize learning for all students.</p>	<p>Universal Design for Learning Training State Priority 2 75% of staff will participate in training that offers UDL-based knowledge, skills, strategies, and tools needed to maximize learning for all students.</p>
<p>Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool</p>	<p>Implementation of State Academic Standards State Priority 2 District-wide teachers reported an average score of 3.6 (out of 5) in being</p>	<p>Implementation of State Academic Standards State Priority 2 District-wide teachers will report an average score of 3.8 (out of 5) in being</p>	<p>Implementation of State Academic Standards State Priority 2 District-wide teachers will report an average score of 4.0 (out of 5) in being</p>	<p>Implementation of State Academic Standards State Priority 2 District-wide teachers will report an average score of 4.2 (out of 5) in being</p>

	provided with professional learning to increase skills in teaching the state academic standards.	provided with professional learning to increase skills in teaching the state academic standards.	provided with professional learning to increase skills in teaching the state academic standards.	provided with professional learning to increase skills in teaching the state academic standards.
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PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide 21 hours of differentiated CA CCSS professional development for all certificated staff.	Provide 21 hours of differentiated CA CCSS professional development for all certificated staff.	Provide 21 hours of differentiated CA CCSS professional development for all certificated staff.

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BUDGETED EXPENDITURES

2017-18

Amount	\$225,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries

2018-19

Amount	\$227,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries

2019-20

Amount	\$229,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
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2018-19

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
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2019-20

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
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Provide professional development training in the implementation of the SAMR model of enhancing technology integration into all subjects.

Provide professional development training in the implementation of the SAMR model of enhancing technology integration into all subjects.

Provide professional development training in the implementation of the SAMR model of enhancing technology integration into all subjects.

BUDGETED EXPENDITURES

2017-18

Amount	\$3,000
Source	Locally Defined
Budget Reference	5000-5999: Services And Other Operating Expenditures Educator Effectiveness Grant

2018-19

Amount	\$2,000
Source	Locally Defined
Budget Reference	5000-5999: Services And Other Operating Expenditures Educator Effectiveness Grant

2019-20

Amount	1,000
Source	Locally Defined
Budget Reference	5000-5999: Services And Other Operating Expenditures Educator Effectiveness Grant

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

Provide professional development training in the implementation of the STEAM instructional strategies and methods for educating all students.

New Modified Unchanged

Provide professional development training in the implementation of the STEAM instructional strategies and methods for educating all students.

New Modified Unchanged

Provide professional development training in the implementation of the STEAM instructional strategies and methods for educating all students.

BUDGETED EXPENDITURES

2017-18

Amount: \$3,000

Source: Locally Defined

Budget Reference: 5800: Professional/Consulting Services And Operating Expenditures Educator Effectiveness Grant

2018-19

Amount: \$2,000

Source: Locally Defined

Budget Reference: 5800: Professional/Consulting Services And Operating Expenditures Educator Effectiveness Grant

2019-20

Amount: \$1,000

Source: Locally Defined

Budget Reference: 5800: Professional/Consulting Services And Operating Expenditures Educator Effectiveness Grant

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide up dated research based professional development for staff to participate in grade level and department PLC collaboration (weekly PLC meetings).

2018-19

New Modified Unchanged

Provide up dated research based professional development for staff to participate in grade level and department PLC collaboration (weekly PLC meetings).

2019-20

New Modified Unchanged

Provide up dated research based professional development for staff to participate in grade level and department PLC collaboration (weekly PLC meetings).

BUDGETED EXPENDITURES

2017-18

Amount \$12,000
 Source Supplemental and Concentration
 Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

2018-19

Amount \$12,000
 Source Supplemental and Concentration
 Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

2019-20

Amount \$12,000
 Source Supplemental and Concentration
 Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

Use flexible scheduling to articulate between grade levels and departments.

2018-19

New Modified Unchanged

Use flexible scheduling to articulate between grade levels and departments.

2019-20

New Modified Unchanged

Use flexible scheduling to articulate between grade levels and departments.

[BUDGETED EXPENDITURES](#)

2017-18

Amount No Cost

2018-19

Amount No Cost

2019-20

Amount No Cost

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All Students with Disabilities

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide BTSA services for new teachers.

2018-19

New Modified Unchanged

Provide BTSA services for new teachers.

2019-20

New Modified Unchanged

Provide BTSA services for new teachers.

BUDGETED EXPENDITURES

2017-18

Amount: \$60,000
 Source: Supplemental and Concentration
 Budget Reference: 5800: Professional/Consulting Services And Operating Expenditures

2018-19

Amount: \$50,000
 Source: Supplemental and Concentration
 Budget Reference: 5800: Professional/Consulting Services And Operating Expenditures

2019-20

Amount: \$50,000
 Source: Supplemental and Concentration
 Budget Reference: 5800: Professional/Consulting Services And Operating Expenditures

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide Tier II supports for new administrators.

2018-19

New Modified Unchanged

Provide Tier II supports for new administrators.

2019-20

New Modified Unchanged

Provide Tier II supports for new administrators.

BUDGETED EXPENDITURES

2017-18

Amount	\$25,000
Source	Locally Defined
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Educator Effectiveness Grant

2018-19

Amount	\$25,000
Source	Locally Defined
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Educator Effectiveness Grant

2019-20

Amount	\$25,000
Source	Locally Defined
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Educator Effectiveness Grant

Action **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide NGSS Training

2018-19

New Modified Unchanged

Provide NGSS Training

2019-20

New Modified Unchanged

Provide NGSS Training

BUDGETED EXPENDITURES

2017-18

Amount: \$10,000
 Source: Locally Defined
 Budget Reference: 5800: Professional/Consulting Services And Operating Expenditures Educator Effectiveness Grant

2018-19

Amount: \$10,000
 Source: Locally Defined
 Budget Reference: 5800: Professional/Consulting Services And Operating Expenditures Educator Effectiveness Grant

2019-20

Amount: 5,000
 Source: Locally Defined
 Budget Reference: 5800: Professional/Consulting Services And Operating Expenditures Educator Effectiveness Grant

Action **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Cedarwood Elementary, Pine Ridge School, and Paradise Intermediate School. TK-8

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Additional administrative services at Cedarwood Elementary, Pine Ridge School, and Paradise Intermediate School.

2018-19

New Modified Unchanged

Additional administrative services at Cedarwood Elementary, Pine Ridge School, and Paradise Intermediate School.

2019-20

New Modified Unchanged

Additional administrative services at Cedarwood Elementary, Pine Ridge School, and Paradise Intermediate School.

BUDGETED EXPENDITURES

2017-18

Amount \$179,000
 Source Supplemental and Concentration
 Budget Reference 1000-1999: Certificated Personnel Salaries

2018-19

Amount \$182,000
 Source Supplemental and Concentration
 Budget Reference 1000-1999: Certificated Personnel Salaries

2019-20

Amount \$185,000
 Source Supplemental and Concentration
 Budget Reference 1000-1999: Certificated Personnel Salaries

Action **10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Paradise High School, Ridgeview Continuation High School, Paradise Intermediate School, and Pine Ridge School 6-12

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide staff with Expository Reading Writing Curriculum (ERWC) training

2018-19

New Modified Unchanged

Provide staff with Expository Reading Writing Curriculum (ERWC) training

2019-20

New Modified Unchanged

Provide staff with Expository Reading Writing Curriculum (ERWC) training

BUDGETED EXPENDITURES

2017-18

Amount: \$6,000
 Source: Locally Defined
 Budget Reference: 5800: Professional/Consulting Services And Operating Expenditures CalStat Grant

2018-19

Amount: \$1,000
 Source: Locally Defined
 Budget Reference: 5800: Professional/Consulting Services And Operating Expenditures College Grant

2019-20

Amount: \$1,000
 Source: Locally Defined
 Budget Reference: 5800: Professional/Consulting Services And Operating Expenditures College Grant

Action **11**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide PBIS/ACE's training for classified staff	Provide PBIS/ACE's training for classified staff	Provide PBIS/ACE's training for classified staff

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$3,000 Source: Locally Defined Budget Reference: 2000-2999: Classified Personnel Salaries Educator Effectiveness Grant	Amount: \$3,000 Source: Locally Defined Budget Reference: 2000-2999: Classified Personnel Salaries Educator Effectiveness Grant	Amount: \$3,000 Source: Locally Defined Budget Reference: 2000-2999: Classified Personnel Salaries Educator Effectiveness Grant

Action **12**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

Provide Universal Design for Learning Training

2018-19

New Modified Unchanged

Provide Universal Design for Learning Training

2019-20

New Modified Unchanged

Provide Universal Design for Learning Training

[BUDGETED EXPENDITURES](#)

2017-18

Amount	\$3,000
Source	Locally Defined
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures College Grant

2018-19

Amount	\$2,000
Source	Locally Defined
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures College Grant

2019-20

Amount	\$2,000
Source	Locally Defined
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures College Grant

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017-18 2018-19 2019-20

Estimated Supplemental and Concentration Grant Funds: \$4,422,000 Percentage to Increase or Improve Services: 18.3%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The percentage by which services to or achievement of unduplicated students must increase is estimated at 18% over the LCAP year. The LCAP developed by Paradise Unified School District recognizes the needs of at-risk students that compromise approximately 63% of our student population. The targeted support to school sites is based upon these student populations/subgroups and is designed to serve at-risk students.

PUSD is utilizing LCFF supplemental and concentration funds to improve student achievement that principally meets the needs of low-income students, English Learners, and foster youth students at the school sites as all requests in spending LCAP funds go through an approval process with School site Councils and the district's Educational Services Office to ensure funds are being spent to benefit these subgroups of students.

Further, funds expended at the district level will be used as detailed below, which is in response from the stakeholder forum meetings, stakeholder survey results, and stakeholder advisory groups. Based on support research, experience, and educational theory, Paradise Unified School District has determined the the actions described in the LCAP are the most effective use of funds to meet the district's goals for unduplicated students and include established processes and procedures to ensure that supplemental and concentration funds are utilized in a manner which benefits the intended student subgroups.

Increased direct services include, but are not limited to, increased support staff, technology devices and support for implementation, parent engagement and activities, professional development, extending AVID strategies across schools, increased behavioral support, and extended learning days.

Description of proposed Supplemental & Concentration funds for the 2017-2018 school year:

- \$682,500 TK-3 class size reduction to help promote additional student/teacher contact and individual attention, as well as academic achievement.
- \$750,000 6-12 Career Technical Education programs to provide college, career and civic education for targeted students.
- \$350,000 Increase TK/K services to provide a full day kindergarten program at all sites to provide specific support of targeted students.
- \$200,000 Allocate funds for sites to provide services and supports for targeted students.
- \$305,000 Increase programs and services to targeted students at Ridgeview Continuation High School.
- \$180,000 Provide athletic teams and services to targeted students and help address the needs of student engagement, attendance, discipline, and achievement.
- \$225,000 Two days of Professional Development for all staff. In 2016-17 this enhanced the adoption of rigorous standards as well as resulted in

greater student achievement for targeted students.

\$202,000 In-school suspension to provide continuing education services and programs for targeted students.

\$175,000 PHS receive additional funding to provide specific supports for targeted students.

\$100,000 PBIS/ACE's funding to provide services and programs to help address the needs of targeted students with behavior and engagement challenges.

\$179,000 Increase one principal and two vice principal positions from half time to full time to support targeted students, school climate, behavior, and increased student engagement.

\$150,000 Increase school security to help ensure safe campuses for all students and staff.

\$ 90,000 Increase Visual and Performing Arts services and programs to ensure that all students have access to Visual and/or Performing Arts courses throughout the year.

\$154,000 Fund professional development, curriculum and instruction

supports to facilitate district-wide curriculum and assessments and to ensure staff development opportunities are available to all staff.

\$123,000 IT support services to ensure that all staff and students have the technology resources required for 21st-century learning.

\$108,000 Reading Specialist at Ridgeview High School to ensure targeted students literacy needs are being met.

\$150,000 Allocate funds for STEAM programs and services to ensure that targeted students have access to science, technology, engineering, arts and math curriculum and programs to provide college, career and civic readiness skills.

\$110,000 Fund classified behavior technicians to help support targeted students with ACE's and academic concerns.

\$ 60,000 Provide new teacher support to ensure that all students have access to highly trained and supported teachers.

\$ 57,000 Fund assistant athletic coaches to ensure that all students have access to athletics throughout the year.

\$ 51,000 Fund Child Welfare and Attendance support position to ensure that all students have the supports they need for regular and consistent school attendance.

\$ 20,000 Fund 9th grade interventions/transition support

The percentage of unduplicated pupils is 63%. For this reason, district-wide increased and improved services for all students, with an emphasis on actions and services that are principally directed to and effective in meeting the goals for unduplicated students, will be the most effective method of delivering services.



Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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 Education Code (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.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *Education Code* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the Demonstration of Increased or Improved Services for Unduplicated Students table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to 5 CCR 15496(a)(5).

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 CCR 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards for English Language Arts
 - b. Mathematics – Common Core State Standards for Mathematics
 - c. English Language Development
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *Education Code* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *Education Code* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *Education Code* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *Education Code* sections 42238.01 and bgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *Education Code* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	4,554,250.00	4,610,693.00	4,824,000.00	4,914,000.00	4,611,860.00	14,349,860.00
	200,000.00	100,000.00	0.00	0.00	0.00	0.00
Base	320,000.00	130,243.00	341,000.00	342,000.00	343,000.00	1,026,000.00
Locally Defined	1,000.00	1,000.00	61,000.00	53,000.00	46,000.00	160,000.00
Supplemental and Concentration	4,025,000.00	4,379,450.00	4,422,000.00	4,519,000.00	4,222,860.00	13,163,860.00
Supplementary Programs - Specialized Secondary	8,250.00	0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	4,554,250.00	4,610,693.00	4,824,000.00	4,914,000.00	4,611,860.00	14,349,860.00
1000-1999: Certificated Personnel Salaries	2,415,250.00	2,503,250.00	2,698,500.00	2,786,500.00	2,671,160.00	8,156,160.00
2000-2999: Classified Personnel Salaries	243,000.00	393,000.00	332,000.00	343,000.00	354,000.00	1,029,000.00
4000-4999: Books And Supplies	300,000.00	91,243.00	300,000.00	300,000.00	300,000.00	900,000.00
5000-5999: Services And Other Operating Expenditures	1,181,000.00	1,181,000.00	1,374,500.00	1,382,500.00	1,190,700.00	3,947,700.00
5800: Professional/Consulting Services And Operating Expenditures	415,000.00	442,200.00	119,000.00	102,000.00	96,000.00	317,000.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	4,554,250.00	4,610,693.00	4,824,000.00	4,914,000.00	4,611,860.00	14,349,860.00
1000-1999: Certificated Personnel Salaries		100,000.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	20,000.00	39,000.00	40,000.00	41,000.00	42,000.00	123,000.00
1000-1999: Certificated Personnel Salaries	Locally Defined	0.00	0.00	8,000.00	8,000.00	8,000.00	24,000.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	2,287,000.00	2,464,250.00	2,650,500.00	2,737,500.00	2,621,160.00	8,009,160.00
1000-1999: Certificated Personnel Salaries	Supplementary Programs - Specialized Secondary	8,250.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Locally Defined	0.00	0.00	3,000.00	3,000.00	3,000.00	9,000.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	243,000.00	393,000.00	329,000.00	340,000.00	351,000.00	1,020,000.00
4000-4999: Books And Supplies	Base	300,000.00	91,243.00	300,000.00	300,000.00	300,000.00	900,000.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	0.00	1,000.00	1,000.00	1,000.00	3,000.00
5000-5999: Services And Other Operating Expenditures	Locally Defined	1,000.00	1,000.00	3,000.00	2,000.00	1,000.00	6,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	1,180,000.00	1,180,000.00	1,370,500.00	1,379,500.00	1,188,700.00	3,938,700.00
5800: Professional/Consulting Services And Operating Expenditures		100,000.00	100,000.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Locally Defined	0.00	0.00	47,000.00	40,000.00	34,000.00	121,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	315,000.00	342,200.00	72,000.00	62,000.00	62,000.00	196,000.00

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

Total Expenditures by Goal

Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	3,325,000.00	3,402,000.00	3,075,860.00	9,802,860.00
Goal 2	970,000.00	996,000.00	1,022,000.00	2,988,000.00
Goal 3	529,000.00	516,000.00	514,000.00	1,559,000.00
Goal 4	0.00	0.00	0.00	0.00

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

	Student Performance	Number of Students	Status	Change
All Students		3,745	Very High 10%	Increased +0.7%
English Learners		69	High 5.8%	Increased +1.3%
Foster Youth		N/A	N/A	N/A
Homeless		N/A	N/A	N/A
Socioeconomically Disadvantaged		2,532	Very High 12%	Increased +0.4%
Students with Disabilities		571	Very High 18.6%	Increased +0.8%
African American		25	Very High 16%	Declined Significantly -4.8%
American Indian		49	Very High 14.3%	Declined -1.6%
Asian		30	Medium 3.3%	Maintained -0.1%
Filipino		18	High 5.6%	Increased +1.2%
Hispanic		501	Very High 9.8%	Declined -0.6%
Pacific Islander		5	*	*
Two or More Races		306	Very High 13.7%	Increased Significantly +3.5%
White		2,809	Very High 9.5%	Increased +0.6%

See Baseline Above	2016-2017	2017-2018	2018-2019
All Students - 10%	Decrease the district-wide student suspension rate by 1.0%, as reported by CALPADS.	Decrease the district-wide student suspension rate by 1.0%, as reported by CALPADS.	Decrease the district-wide student suspension rate by .50%, as reported by CALPADS.
English Learners - 5.8%	Decrease the district-wide EL student suspension rate by .5%, as reported by CALPADS.	Decrease the district-wide EL student suspension rate by .5%, as reported by CALPADS.	Decrease the district-wide EL student suspension rate by .5%, as reported by CALPADS.
Low Income - 12%	Decrease the district-wide LI student suspension rate by 1.0%, as reported by CALPADS.	Decrease the district-wide LI student suspension rate by 1.0%, as reported by CALPADS.	Decrease the district-wide LI student suspension rate by 1.0%, as reported by CALPADS.
Students with Disabilities - 18.6%	Decrease the district-wide SPED student suspension rate by 2.0%, as reported by CALPADS.	Decrease the district-wide SPED student suspension rate by 2.0%, as reported by CALPADS.	Decrease the district-wide SPED student suspension rate by 1.0%, as reported by CALPADS.
African American - 14.3%	Decrease the district-wide AA student suspension rate by 2.0%, as reported by CALPADS.	Decrease the district-wide AA student suspension rate by 2.0%, as reported by CALPADS.	Decrease the district-wide AA student suspension rate by 1.0%, as reported by CALPADS.
Hispanic - 9.8%	Decrease the district-wide Hispanic student suspension rate by 1.0%, as reported by CALPADS.	Decrease the district-wide Hispanic student suspension rate by 1.0%, as reported by CALPADS.	Decrease the district-wide Hispanic student suspension rate by .50%, as reported by CALPADS.
Two or More Races - 13.7%	Decrease the district-wide two or more races student suspension rate by 2.0%, as reported by CALPADS.	Decrease the district-wide two or more races student suspension rate by 2.0%, as reported by CALPADS.	Decrease the district-wide two or more races student suspension rate by 1.0%, as reported by CALPADS.
White - 9.5%	Decrease the district-wide white student suspension rate by 1.0%, as reported by CALPADS.	Decrease the district-wide white student suspension rate by 1.0%, as reported by CALPADS.	Decrease the district-wide white student suspension rate by .50%, as reported by CALPADS.

2016-2017 LCAP Actions and Services

Goal #1: Paradise Unified School District will graduate students who have received high quality common core aligned curriculum and instruction that promotes college, career, and civic readiness, with academic interventions in place, to eliminate barriers to student success.

Action 1:

Planned - S&C	Actual - S&C
<p>Reduce class sizes to allow for more individual teacher student instructional time and to help close the ELA/literacy and math achievement gap between EL students/Foster Youth and the general population:</p> <p>Grade Span Adjustment K-3 \$650K Class size Reduction 9th Grade ELA/Foundation Math \$50K</p>	<p>K-3 class sizes were reduced. 9th Grade ELA and Foundational math classes were reduced.</p> <p>Grade Span Adjustment K-3 \$650K Class size Reduction 9th Grade ELA/Foundation Math \$50K</p>

Action 2:

Planned - S&C	Actual - S&C
<p>All schools received additional S&C funding to pursue site specific support for targeted students.</p> <p>PHS receive additional site specific funding. (Title 1 equivalent) \$175K Each school site SPSA will detail LCAP expenditures that are related to LCAP goals \$300K</p>	<p>See site SPSA. http://bit.ly/spsaparadise</p> <p>PHS receive additional site specific funding. (Title 1 equivalent) \$175K Each school site SPSA will detail LCAP expenditures that are related to LCAP goals \$300K</p>

Action 3:

Planned - S&C	Actual - S&C
<p>Provide full day TK and K program to increase student learning and achievement. \$335K</p>	<p>PUSD offers full day kindergarten and full day TK at all elementary sites. \$335K</p>

Action 4:

Planned - S&C	Actual - S&C and Base
<p>Increase CTE and Pathway programs and services for students in grades 6-12 to ensure that PUSD students graduate with the skills required for globally competitive college and career readiness. \$510K</p>	<p>Pathway programs were increased this year to include a third year of Project Lead the Way (Computer Integrated Manufacturing). A capstone class was added to the Child Development Pathway. \$830K</p>

Action 5:

Planned - S&C	Actual - S&C
<p>Add STEAM (Science, Technology, Engineering, Arts, and Math) services and programs to increase student accessibility and equity. \$100K</p>	<p>Chromebooks were purchased for all PHS English classes and 7th grade classrooms. Staff and student SAMR training was also provided. \$100K</p>

Action 6:

Planned - S&C	Actual - S&C
Increase VAPA services and programs in grades TK-5 to improve student success and achievement. \$150K	This year we added 3rd grade once a music and art to schools. VAPA electives were also added to the middle school curriculum. Numerous instruments were purchased and/or repaired. \$150K

Action 7:

Planned - Base	Actual - Base
Purchase ELA/Math materials/resources. \$300K	At this time the ELA adoption committee has chosen to purchase Study Sync, NewsELA, and novels for grades 6-12. Materials have not be purchased to date. Additional Bridges and CPM math materials and resources were purchased. \$91,243

Action 8:

Planned - S&C	Actual - S&C
Provide a Reading Specialist at Ridgeview High School. \$105K	A Reading Specialist was hired for Ridgeview High School. \$104K

Action 9:

Planned - S&C	Actual - S&C
Provide one period a day of ELD intervention at Paradise High School. \$20K	Both PHS and Paradise Intermediate provide one period a day ELD class. \$39K

Action 10:

Planned - S&C	Actual - S&C
Provide extended library hours at all school sites. \$30K	Extended library hours are offered at all school sites. \$30K

Action 11:

Planned - S&C	Actual - S&C
Provide a Curriculum, Instruction, and Assessment Director to provide a district wide student curricular focus and consistency. \$132K	The C&I position has evolved into an Assistant Superintendent, Instructional Services to ensure that our district maintains a student curricular focus and consistent curriculum offered at all school sites. \$132K

Action 12:

Planned - S&C	Actual - S&C
Provide a extended day instructional schedule at Ridgeview Continuation High School. \$295K	Ridgeview Continuation High School offers an extended instructional day for all students. \$295K

Goal #2: Paradise Unified School District will provide staff with differentiated professional development focusing on full implementation of CA CCSS infused with educational technology and the STEAM philosophy.

Action 1:

Planned - S&C	Actual - S&C
Provide CA CCSS professional development for all staff. \$275K	CA CCSS professional development was provided for all staff across curricular areas. \$275K

Action 2:

Planned - S&C	Actual - S&C
Provide professional development training in the implementation of the SAMR model of enhancing technology integration into all subjects. \$50K	Professional development training for the implementation of the SAMR model was provided to over 50% of staff. \$50K

Action 3:

Planned - Educator Effectiveness Grant	Actual - Educator Effectiveness Grant
Provide professional development training in the implementation of the STEAM instructional strategies and methods for educating all students. \$30K	Provide professional development training in the implementation of the STEAM instructional strategies and methods for educating all students. \$30K

Action 4:

Planned	Actual
Provide structures for staff to participate in grade level and department PLC collaboration (weekly PLC meetings). \$-0-	Provide structures for staff to participate in grade level and department PLC collaboration (weekly PLC meetings). \$-0-

Action 5:

Planned	Actual
Use flexible scheduling to articulate between grade levels and departments. \$-0-	Flexible scheduling of prep period is used to articulate between grade levels and departments. \$-0-

Action 6:

Planned - S&C	Actual - S&C
Provide BTSA services for new teachers.\$40K	BTSA services were provided to all 1st and 2nd year teachers. PUSD's cost for this program was over budget as we employed more beginning teachers than planned. \$67K

Action 7:

Planned - S&C	Actual - S&C
Provide Tier II supports for new administrators. \$20K	Tier II coaching and mentoring services were provided for all beginning administrators. PUSD's cost for this program was over budget as we employed more beginning teachers than planned. \$60K

Action 8:

Planned - S&C	Actual
Provide an EdTech TOSA to provide daily professional development and SAMR technology integration. \$100K	We were unable to secure an EdTEch TOSA to provide daily professional development and SAMR technology integration. Site administration and Assistant Superintendent provided training for teachers. \$-0-

Action 9:

Planned - S&C	Actual - S&C
Additional administrative services at Cedarwood, Pine Ridge, and Paradise Intermediate School. \$160K	Additional administrative services at Cedarwood, Pine Ridge, and Paradise Intermediate School were provided. \$160K

Goal #3: Paradise Unified School District will provide positive, safe and engaging learning environments and systems of supports that meet the intellectual, social,

emotional, and physical needs of all students so that they are able to maximize their learning and achievement.

Action 1:

Planned - S&C	Actual - S&C
Fully implement Positive Behavior Interventions and Supports Program (PBIS). \$160K	PBIS was fully implemented at all school sites. \$160K

Action 2:

Planned - S&C	Actual - S&C
Provide in-school suspension services to ensure all students access to educational instructions and systems of supports. \$195K	In-School suspension services were provided to ensure all students access to educational instructions and systems of support. \$195K

Action 3:

Planned - S&C	Actual - S&C
Provide Child Welfare and Attendance services, including SARB services. \$48K	Child Welfare and Attendance services (Including monthly SARB meetings) were provided to students and families when necessary. \$48K

Action 4:

Planned - S&C	Actual - S&C
Provide an Information Technology Director to ensure district wide technology and communication services are adequate and appropriate. \$120K	Provide an Information Technology Director to ensure district wide technology and communication services are adequate and appropriate. \$120K

Action 5:

Planned - S&C	Actual - S&C
Increase parents and community engagement. Provide School Messenger messages (phone, text, email) in Spanish to identified families. Send out invitation in Spanish to identified families to join school/District organizations (DAC, LCAP Advisory Board, SSC, PTO, ELAC). \$1K	Increase parents and community engagement. Provide School Messenger messages (phone, text, email) in Spanish to identified families. Send out invitation in Spanish to identified families to join school/District organizations (DAC, LCAP Advisory Board, SSC, PTO, ELAC). \$1K

Action 6:

Planned - S&C	Actual - S&C
Implement a School Security Program and devices to ensure safe school sites. \$150K	All sites developed School Security Plans that included a wish list of safety items/services. Requests were prioritized and fulfilled as funds allowed. \$150K

Action 7:

Planned - S&C	Actual - S&C
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Provide assistant athletic coaches. \$45K	Assistant athletic coaches were hired for high school programs. \$45K
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Action 8:

Planned - S&C	Actual - S&C
Develop an Individualized Learning Plan that will include an annual individual culmination or graduation plan, as grade appropriate for English Learner students and Foster Youth. Provide flexible scheduling (eLearning and Independent Study) to support Foster Youth alternative education. \$8K	Working with counselors, students and parents developed four-year plans (ILP's) to ensure all PUSD students graduate high school college and career ready. \$8K

**Paradise Unified School District
2016-2017 Site LCAP Expenditures**

1. Cedarwood Elementary School - \$27,000

- a. Teacher Collaboration Time - \$2,000 (Provide substitute teachers to enable grade level teachers to collaborate regarding student achievement)**
- b. Non-Fiction and Fiction Books - \$3,000 (Purchase new nonfiction and fiction student books)**
- c. Math Intervention Program - Online Interventions - \$7,000 (Online interventions for struggling students)**
- d. STEAM Materials and Supplies - \$15,000 (Purchase equipment to turn an extra classroom into a STEAM lab)**

2. Ponderosa Elementary School - \$64,000

- a. Additional Early Intervention Support - \$15,000 (Classified staff to provide K-2 intervention)**
- b. Purchase CLOSE Reading Support Materials - \$2,000 (Intervention materials)**
- c. Professional Development for CLOSE Reading Strategies - \$4,000**
- d. Math Intervention Support - \$15,000 (Classified staff to provide 3-5 math intervention)**
- e. Build PBIS Program - \$4,000 (Material/supplies and training for PBIS program)**
- f. Organized Activity Equipment - \$1,000 (Physical Education equipment for team building activities)**
- g. Technology Equipment and Training - \$19,000 (Upgrade technology and train staff in SAMR model)**
- h. Add Materials to STEM Room - \$4,000 (Add STEM materials to lab)**

3. Paradise Elementary School - \$68,000

- a. Purchase Technology Devices - \$40,700 (Purchase Chromebooks to work toward 1:1)**
- b. Purchase Headphones and Additional Accessories to Support use of Technology - \$1,800 (Purchase headphones and plugs for online learning)**
- c. Increase PBIS Materials - \$500 (Purchase materials and supplies for PBIS program)**

- d. Subscription to Bullying Prevention Curriculum - \$2,000 (Purchase bullying prevention curriculum)**
- e. ELA/Math Intervention Support - \$23,000 (Classified staff to provide K-5 ELA/Math support for struggling learners)**

4. Pine Ridge School - \$48,000

- a. ELA/Math Support Materials - \$4,000 (Purchase online intervention support)**
- b. SAMR Professional Development Training - \$2,000**
- c. Additional Technology - \$31,500 (Purchase technology devices)**
- d. Release Time for Expert Staff to Train Others - \$1,000 (Provide substitutes to allow expert staff time to train remainder of staff)**
- e. STEAM Materials and Supplies - \$2,000**
- f. Release Time - Promoting a Positive Culture - \$1,000 (Provide substitutes to give staff time to plan and promote positive school culture events)**
- g. Student Planners - \$2,000 (Provide students with an organizational tool to increase accountability and student success)**
- h. Attendance/Behavior/Academic Awards - \$1,000 (Provide students with extrinsic motivation)**
- i. Cultural/Academic Field Trips - \$3,000 (Provide students with hands-on learning experiences)**
- j. School Expectations Materials and Supplies - \$500 (Help support school culture and climate)**

5. Paradise Intermediate School - \$49,000

- a. Renaissance Place STAR Math - \$7,500 (Online math intervention program)**
- b. ELD Support Class - \$14,000 (Provide support to EL students)**
- c. Edgenuity/APEX Online Support Classes - \$5,000 (Online support for credit deficient students)**
- d. Support Materials for Struggling Learners - \$2,000**
- e. PBIS Tier 2 Interventions and Supports - \$2,000 (Provide check-in/out program for struggling students)**
- f. Chromebooks - \$18,500 (Upgrade technology)**

6. Paradise High School - \$252,000

- a. After School Tutorials - \$3,000 (Provide support for struggling learners)**

- b. Technology Devices- \$87,000 (Update technology as we work towards 1:1 devices)**
- c. Renaissance Place ELA - \$5,000 (online program for ELA achievement)**
- d. Classified Support of Struggling Math Learners - \$24,000 (Classified support for struggling math students)**
- e. College/Career Center Staff - \$12,000 (Support for students deciding on college and/or career paths)**
- f. Juniors' Field Trip to Butte - \$2,000 (Field trips for all junior students to get their feet on a college campus)**
- g. AVID Program - \$8,000 (Program for enticing students to realize their potential)**
- h. Library Specialist Extra Hour - \$2,500 (Classified staff to keep library open ½ hour before school)**
- i. SAGE Entrepreneur Class Materials - \$2,000 (Material and supplies for Entrepreneur class)**
- j. .50 Technology Coordinator - \$50,000 (Provide technology support to students and staff)**
- k. 8th Grade Preview Day - \$2,500 (Provide transportation and materials/supplies for 8th grade students entering PHS following year)**
- l. Freshman LINK Crew Support - \$10,000 (Freshmen year long transition program to help freshmen become successful high school students)**
- m. CADA Leadership Conference - \$3,000 (Student leadership conference)**
- n. Kindness Week Speaker - \$2,000 (Culture and Climate speaker)**
- o. Anti-Bullying Activities - \$2,000 (Materials and supplies for our culture and climate goal)**
- p. PBIS Training - \$6,000 (Provide training and ongoing support for our PBIS program and culture/climate goal)**
- q. STEAM Field Trips - \$3,000 (Hands-on field trips to CSUC and engineering companies)**
- r. Campus Technology Infrastructure - \$27,000 (Provide wiring, switches, etc to allow greater bandwidth and increased technology abilities)**

7. Ridgeview High School - \$12,000

- a. Technology Devices - \$6,000 (Purchase technology devices as we work toward 1:1 devices)**

- b. Ridgeview Rangers Transportation - \$4,000 (Provide transportation for Ridgeview Rangers (Unduplicated students who provide community service))**
 - c. Supplies for Ridgeview Ranger Community Projects - \$2,000**

- 8. Honey Run Community Day School - \$1,900**
 - a. Chromebooks - \$1,900**

**Paradise Unified School District
2016-2017 Site LCAP Expenditures**

1. Cedarwood Elementary School - \$27,000

- a. Teacher Collaboration Time - \$2,000 (Provide substitute teachers to enable grade level teachers to collaborate regarding student achievement)**
- b. Non-Fiction and Fiction Books - \$3,000 (Purchase new nonfiction and fiction student books)**
- c. Math Intervention Program - Online Interventions - \$7,000 (Online interventions for struggling students)**
- d. STEAM Materials and Supplies - \$15,000 (Purchase equipment to turn an extra classroom into a STEAM lab)**

2. Ponderosa Elementary School - \$64,000

- a. Additional Early Intervention Support - \$15,000 (Classified staff to provide K-2 intervention)**
- b. Purchase CLOSE Reading Support Materials - \$2,000 (Intervention materials)**
- c. Professional Development for CLOSE Reading Strategies - \$4,000**
- d. Math Intervention Support - \$15,000 (Classified staff to provide 3-5 math intervention)**
- e. Build PBIS Program - \$4,000 (Material/supplies and training for PBIS program)**
- f. Organized Activity Equipment - \$1,000 (Physical Education equipment for team building activities)**
- g. Technology Equipment and Training - \$19,000 (Upgrade technology and train staff in SAMR model)**
- h. Add Materials to STEM Room - \$4,000 (Add STEM materials to lab)**

3. Paradise Elementary School - \$68,000

- a. Purchase Technology Devices - \$40,700 (Purchase Chromebooks to work toward 1:1)**
- b. Purchase Headphones and Additional Accessories to Support use of Technology - \$1,800 (Purchase headphones and plugs for online learning)**
- c. Increase PBIS Materials - \$500 (Purchase materials and supplies for PBIS program)**

- d. Subscription to Bullying Prevention Curriculum - \$2,000 (Purchase bullying prevention curriculum)**
- e. ELA/Math Intervention Support - \$23,000 (Classified staff to provide K-5 ELA/Math support for struggling learners)**

4. Pine Ridge School - \$48,000

- a. ELA/Math Support Materials - \$4,000 (Purchase online intervention support)**
- b. SAMR Professional Development Training - \$2,000**
- c. Additional Technology - \$31,500 (Purchase technology devices)**
- d. Release Time for Expert Staff to Train Others - \$1,000 (Provide substitutes to allow expert staff time to train remainder of staff)**
- e. STEAM Materials and Supplies - \$2,000**
- f. Release Time - Promoting a Positive Culture - \$1,000 (Provide substitutes to give staff time to plan and promote positive school culture events)**
- g. Student Planners - \$2,000 (Provide students with an organizational tool to increase accountability and student success)**
- h. Attendance/Behavior/Academic Awards - \$1,000 (Provide students with extrinsic motivation)**
- i. Cultural/Academic Field Trips - \$3,000 (Provide students with hands-on learning experiences)**
- j. School Expectations Materials and Supplies - \$500 (Help support school culture and climate)**

5. Paradise Intermediate School - \$49,000

- a. Renaissance Place STAR Math - \$7,500 (Online math intervention program)**
- b. ELD Support Class - \$14,000 (Provide support to EL students)**
- c. Edgenuity/APEX Online Support Classes - \$5,000 (Online support for credit deficient students)**
- d. Support Materials for Struggling Learners - \$2,000**
- e. PBIS Tier 2 Interventions and Supports - \$2,000 (Provide check-in/out program for struggling students)**
- f. Chromebooks - \$18,500 (Upgrade technology)**

6. Paradise High School - \$252,000

- a. After School Tutorials - \$3,000 (Provide support for struggling learners)**

- b. Technology Devices- \$87,000 (Update technology as we work towards 1:1 devices)**
- c. Renaissance Place ELA - \$5,000 (online program for ELA achievement)**
- d. Classified Support of Struggling Math Learners - \$24,000 (Classified support for struggling math students)**
- e. College/Career Center Staff - \$12,000 (Support for students deciding on college and/or career paths)**
- f. Juniors' Field Trip to Butte - \$2,000 (Field trips for all junior students to get their feet on a college campus)**
- g. AVID Program - \$8,000 (Program for enticing students to realize their potential)**
- h. Library Specialist Extra Hour - \$2,500 (Classified staff to keep library open ½ hour before school)**
- i. SAGE Entrepreneur Class Materials - \$2,000 (Material and supplies for Entrepreneur class)**
- j. .50 Technology Coordinator - \$50,000 (Provide technology support to students and staff)**
- k. 8th Grade Preview Day - \$2,500 (Provide transportation and materials/supplies for 8th grade students entering PHS following year)**
- l. Freshman LINK Crew Support - \$10,000 (Freshmen year long transition program to help freshmen become successful high school students)**
- m. CADA Leadership Conference - \$3,000 (Student leadership conference)**
- n. Kindness Week Speaker - \$2,000 (Culture and Climate speaker)**
- o. Anti-Bullying Activities - \$2,000 (Materials and supplies for our culture and climate goal)**
- p. PBIS Training - \$6,000 (Provide training and ongoing support for our PBIS program and culture/climate goal)**
- q. STEAM Field Trips - \$3,000 (Hands-on field trips to CSUC and engineering companies)**
- r. Campus Technology Infrastructure - \$27,000 (Provide wiring, switches, etc to allow greater bandwidth and increased technology abilities)**

7. Ridgeview High School - \$12,000

- a. Technology Devices - \$6,000 (Purchase technology devices as we work toward 1:1 devices)**

Paradise

UNIFIED SCHOOL DISTRICT



Small Schools. Big Results.

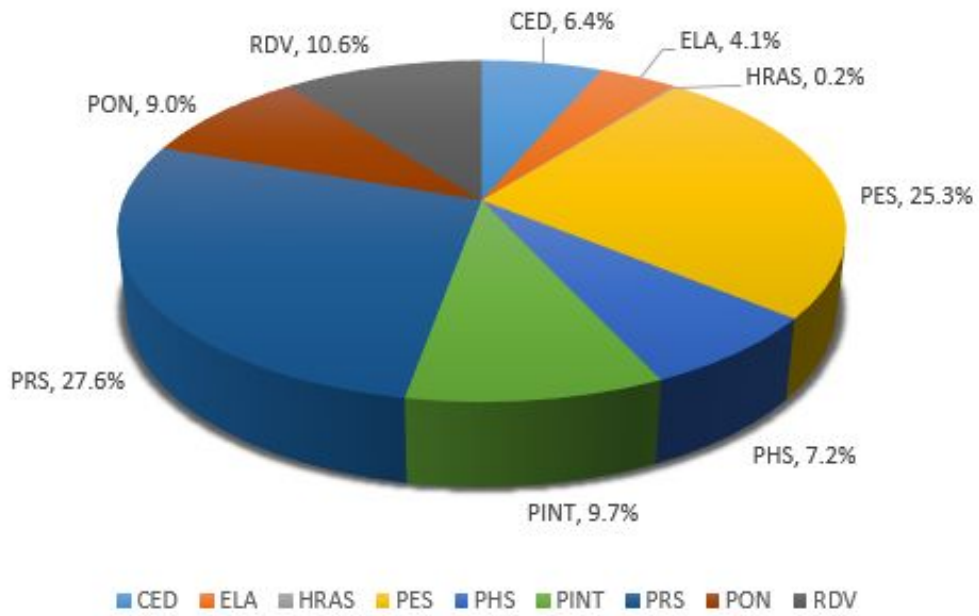
2016-2017 LCAP Stakeholder

Survey Results

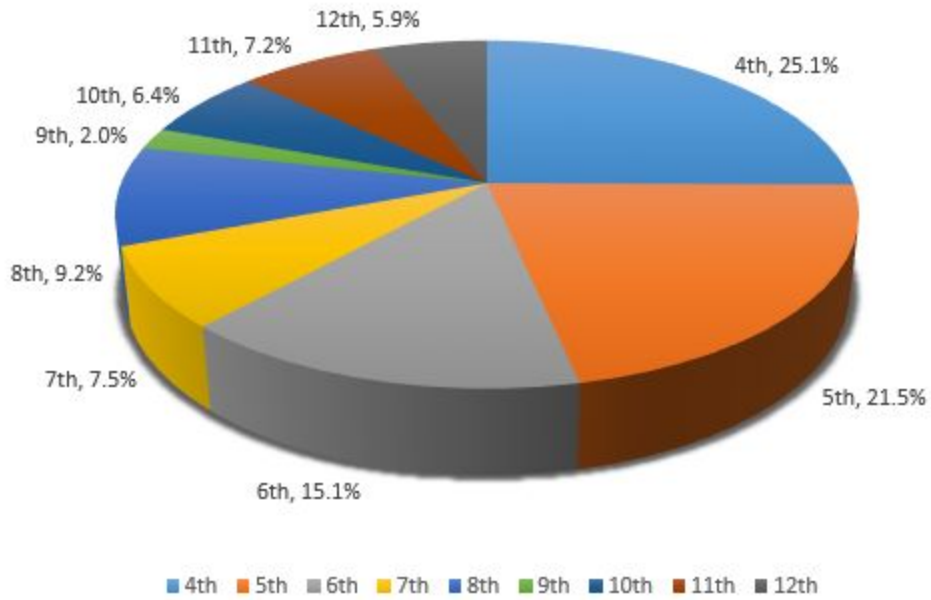
- > Student*
- > Parent*
- > Staff*
- > Community*

LCAP Student Survey Results as of 2/6/17

Student Participation by School

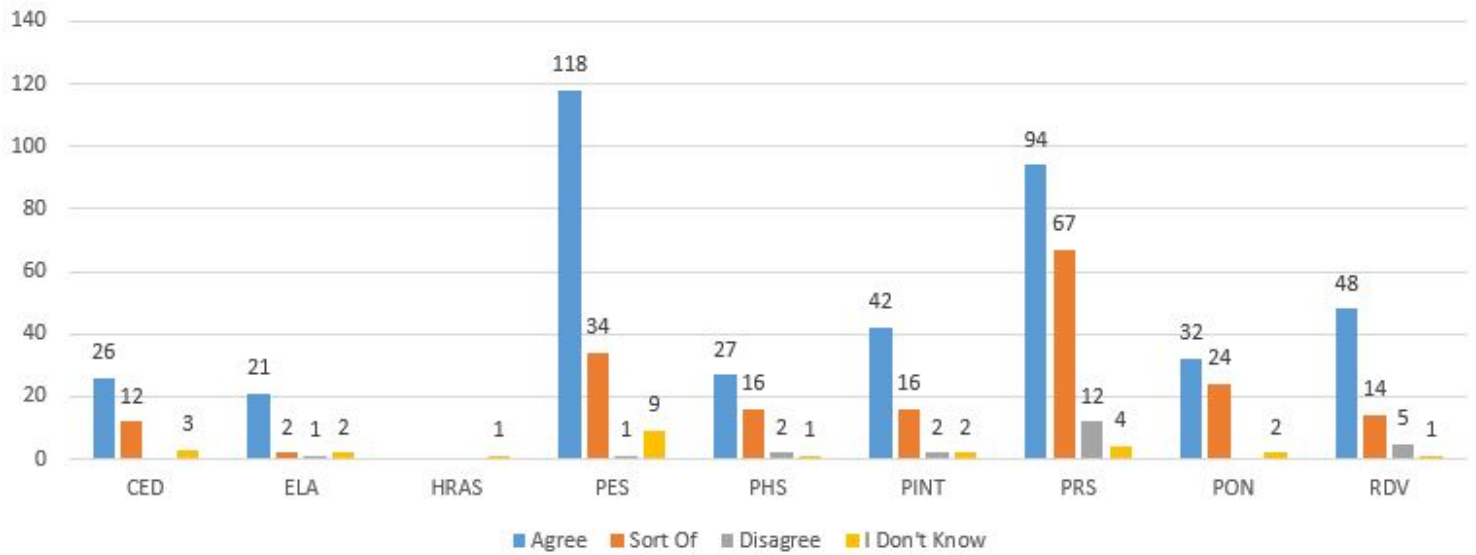


Student Participation by Grade Level

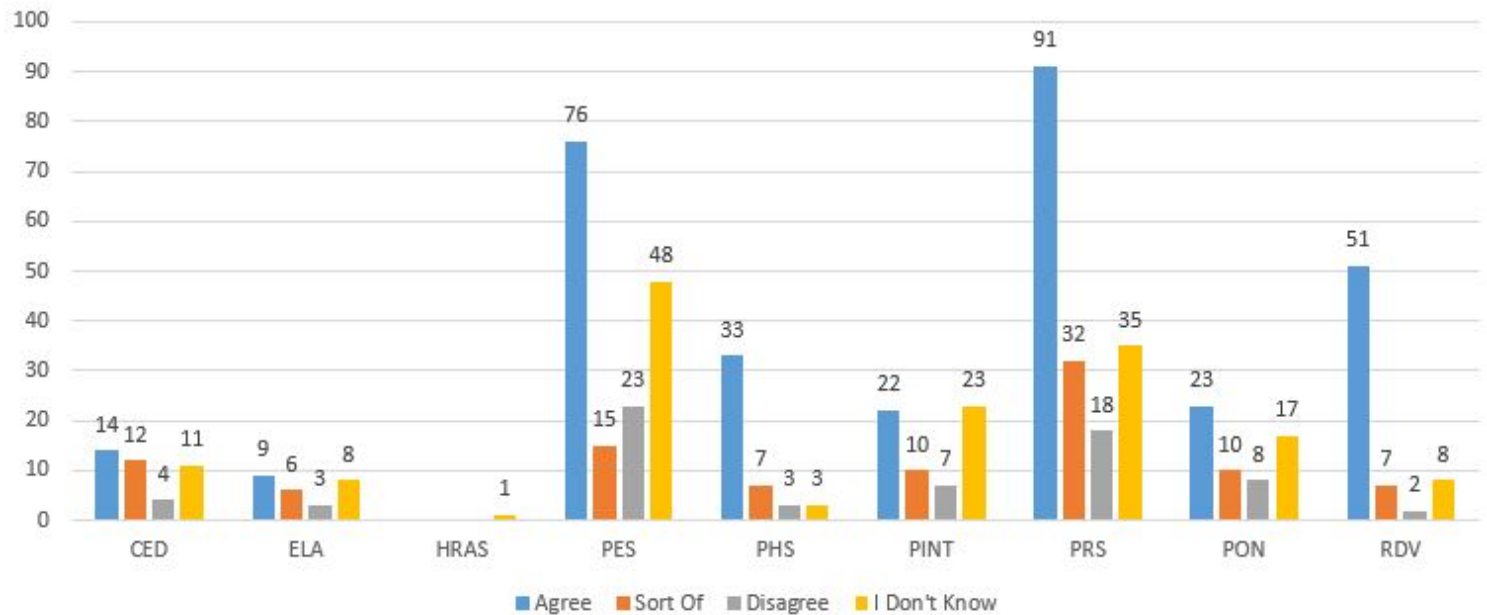


Please provide your opinion for the following statements.

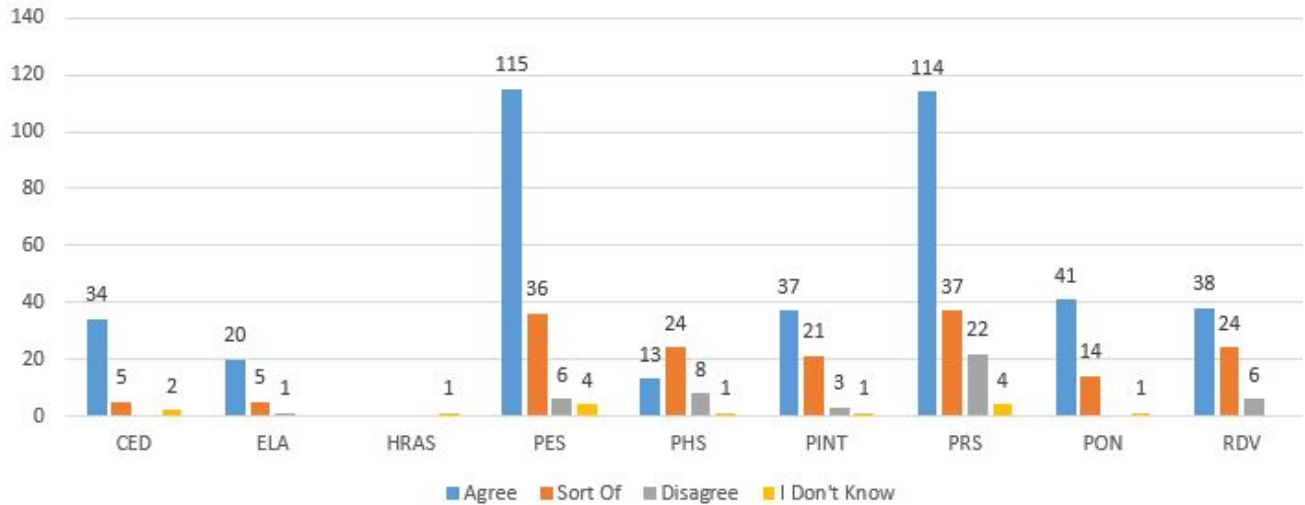
My school provides all the books and supplies I need to learn while at school.



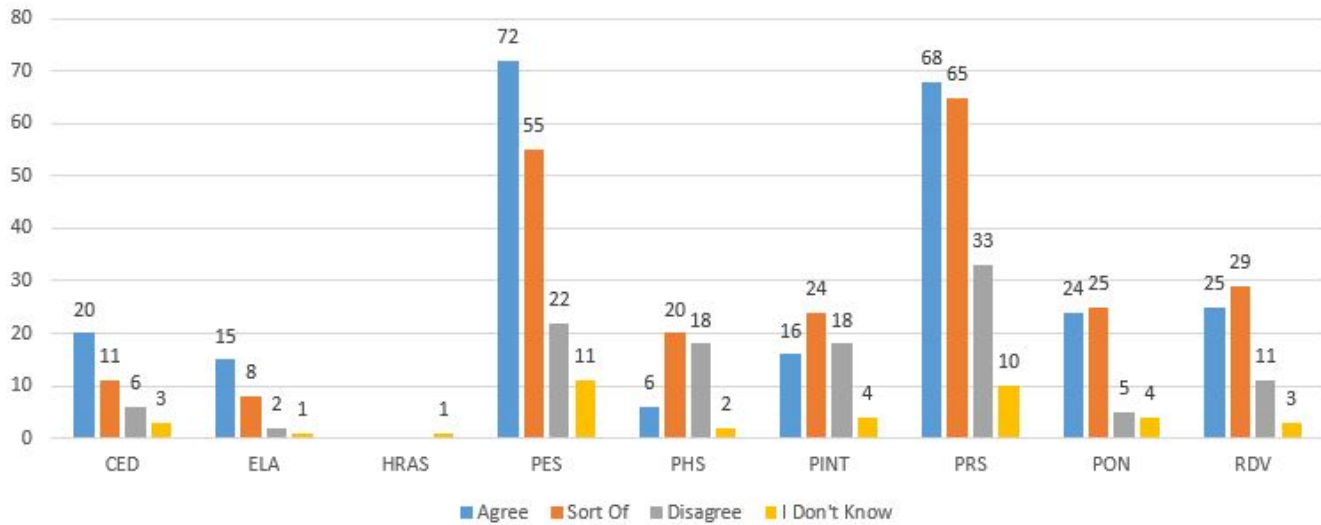
My school contacts my parents if I am late or absent from school.



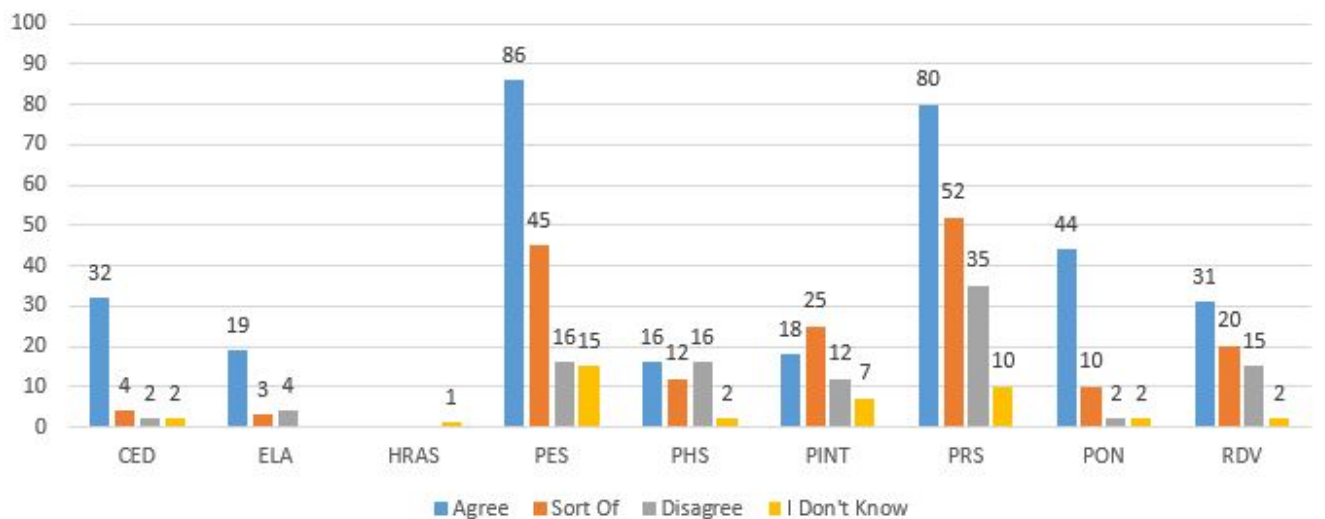
I regularly receive encouragement from teachers to work hard and to do my best.



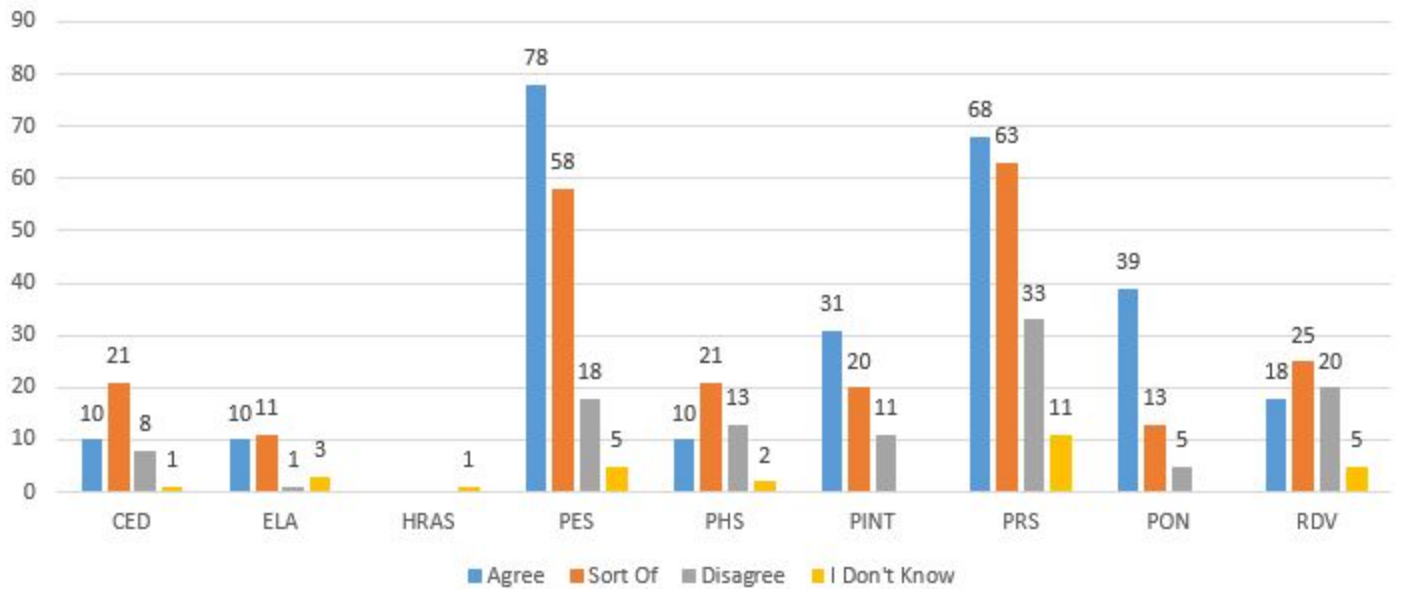
I regularly receive encouragement from regular school staff (aides, yard duty, office staff) to work hard and to do my best.



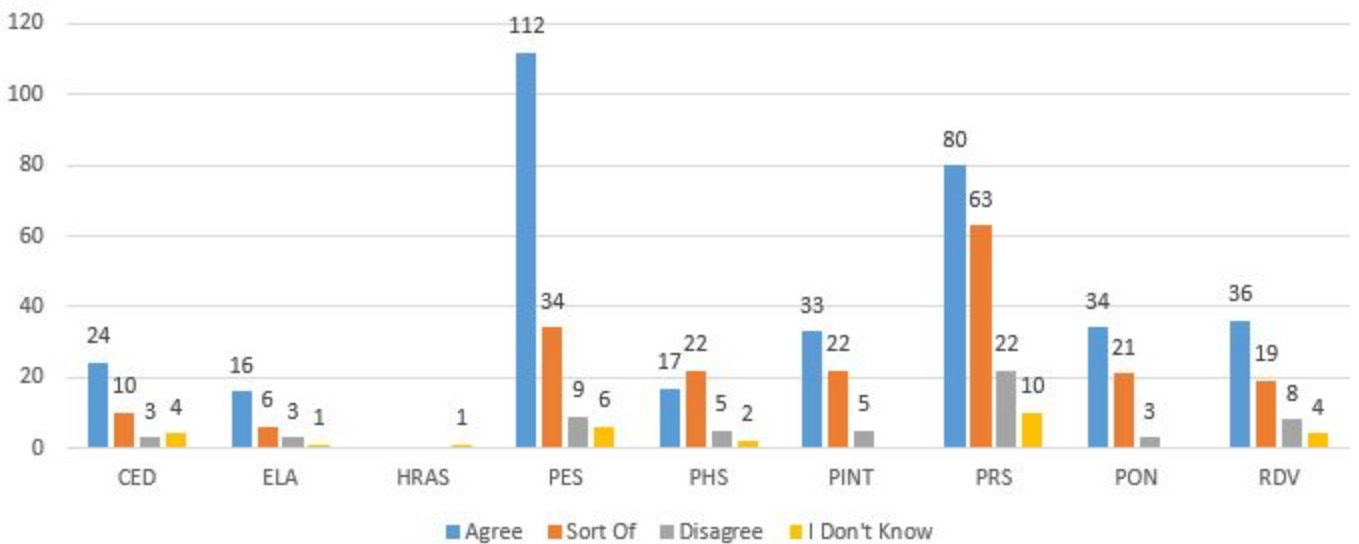
I regularly receive encouragement from my principal to work hard and to do my best.



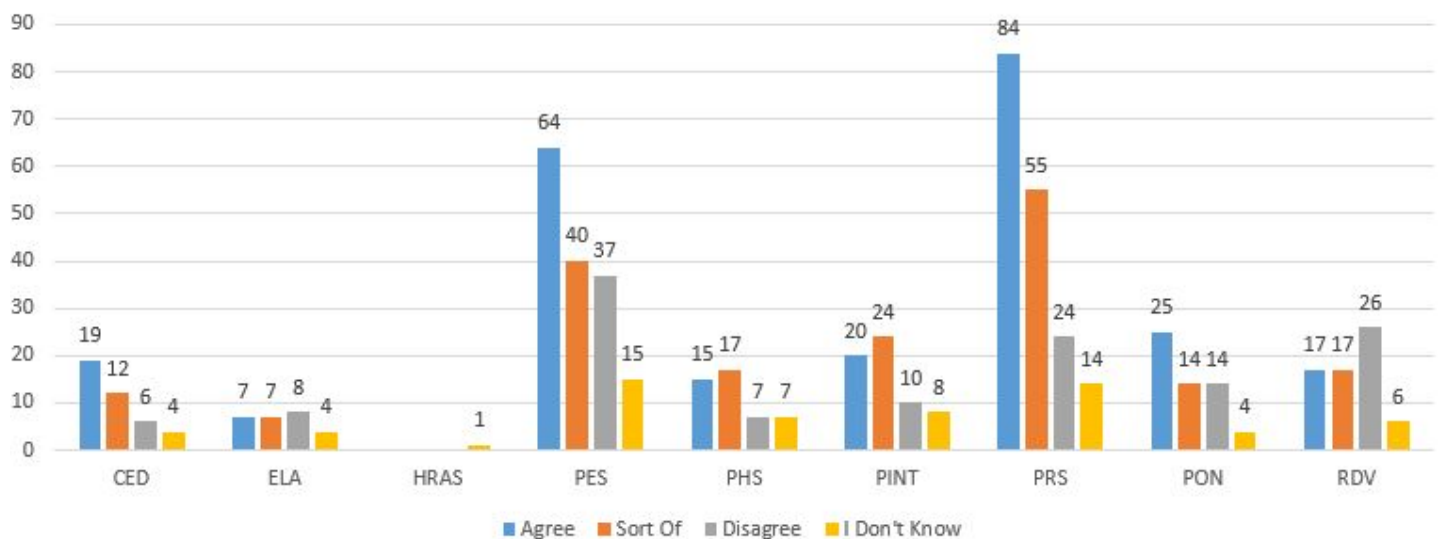
I look forward to coming to school every day.



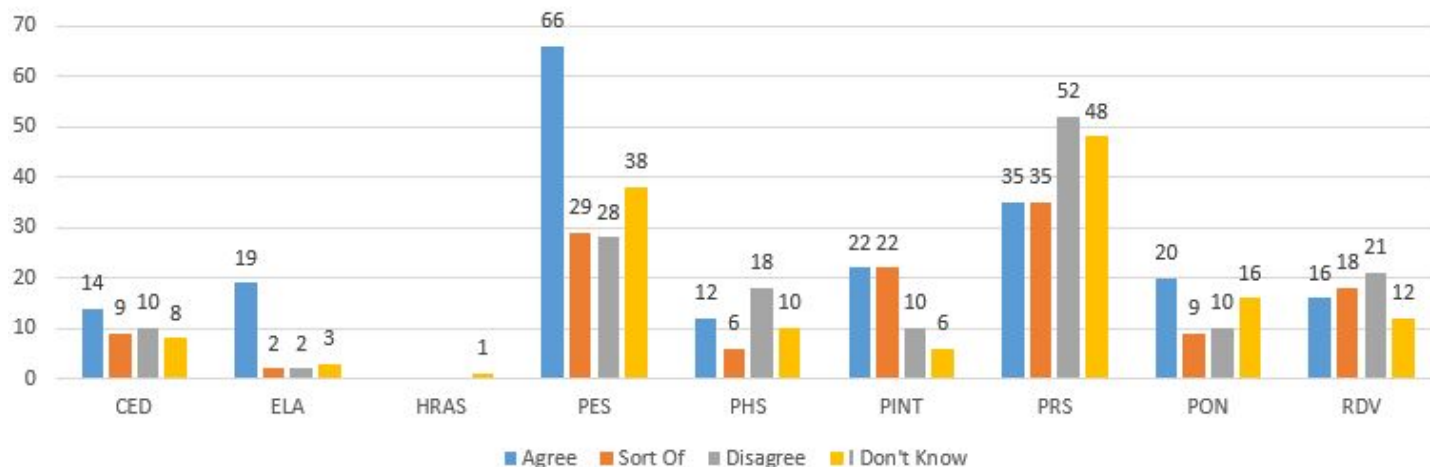
I feel safe while at school.



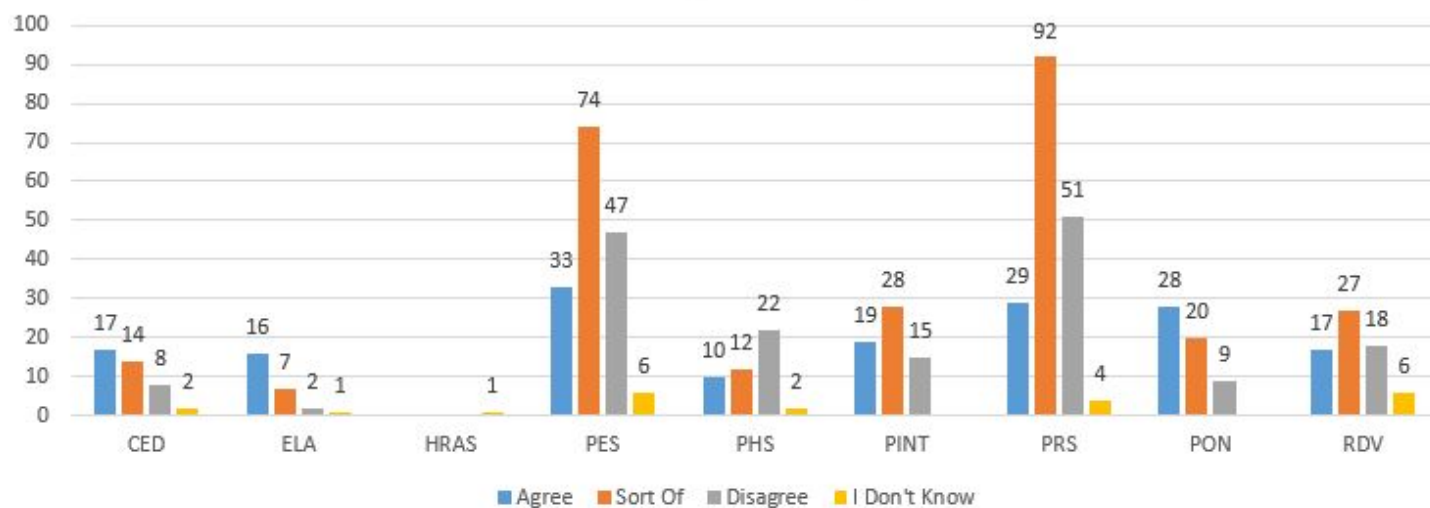
Students bullying other students is a problem at my school.



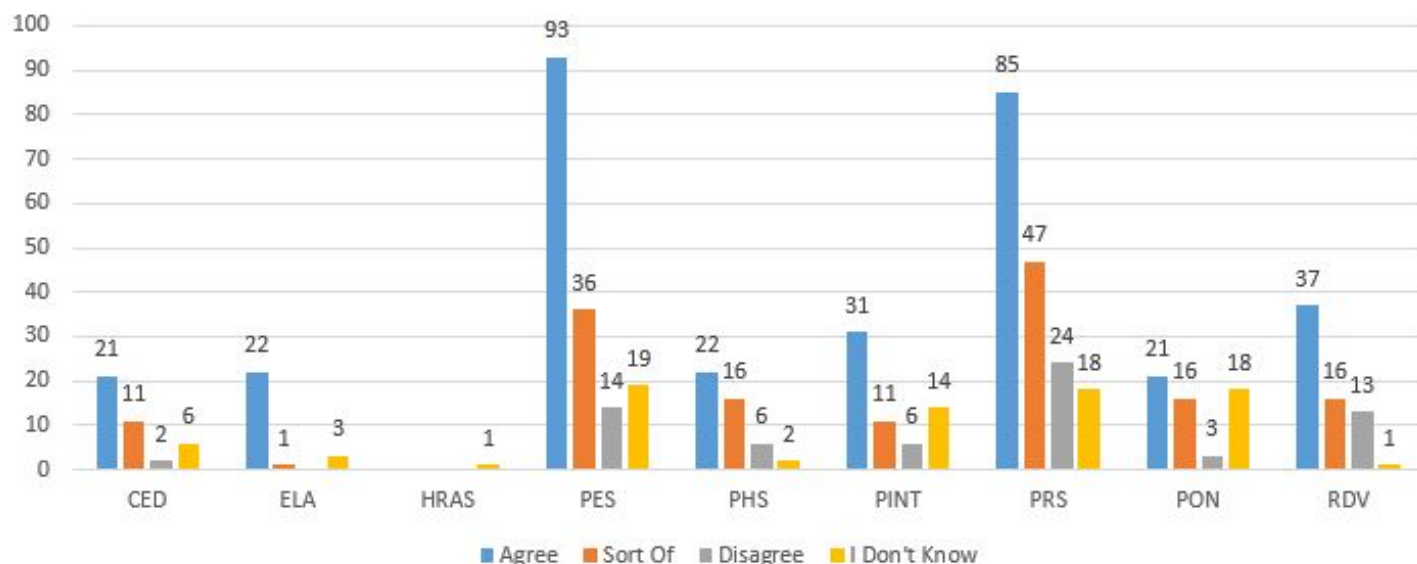
My teacher calls or writes my parents/guardians when I am struggling with my schoolwork.



My school is clean, safe, and in good condition (such as the bathrooms and drinking fountains).

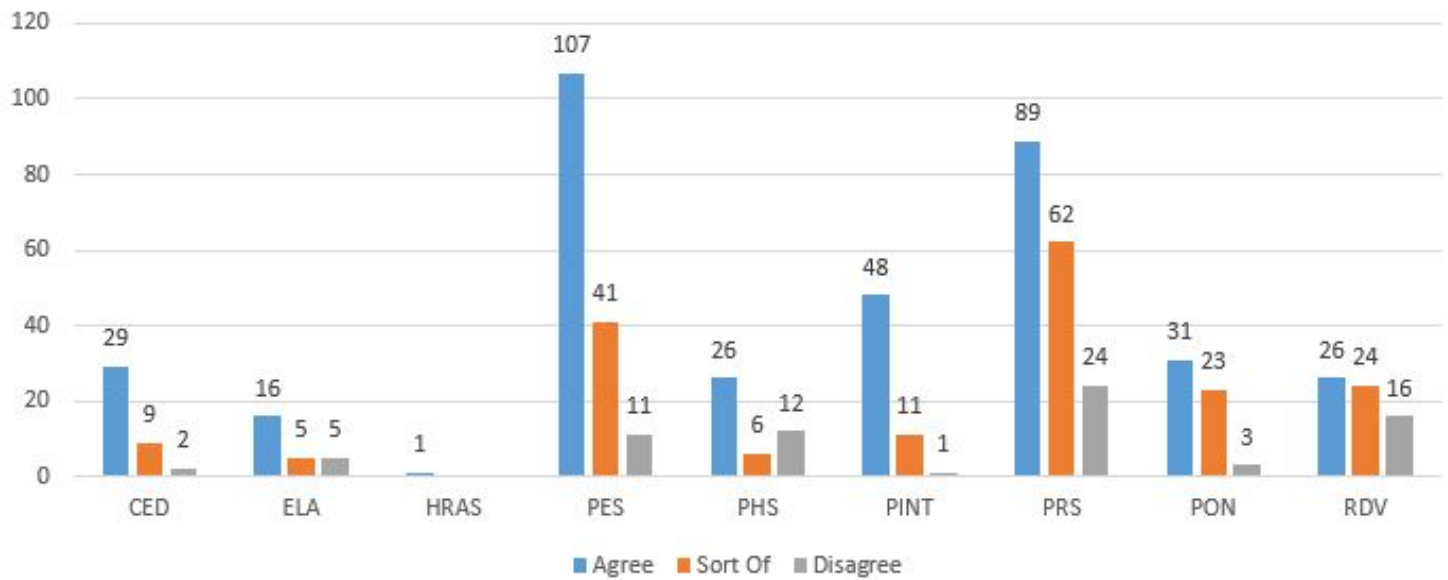


My school prepares students for future college OR career paths.

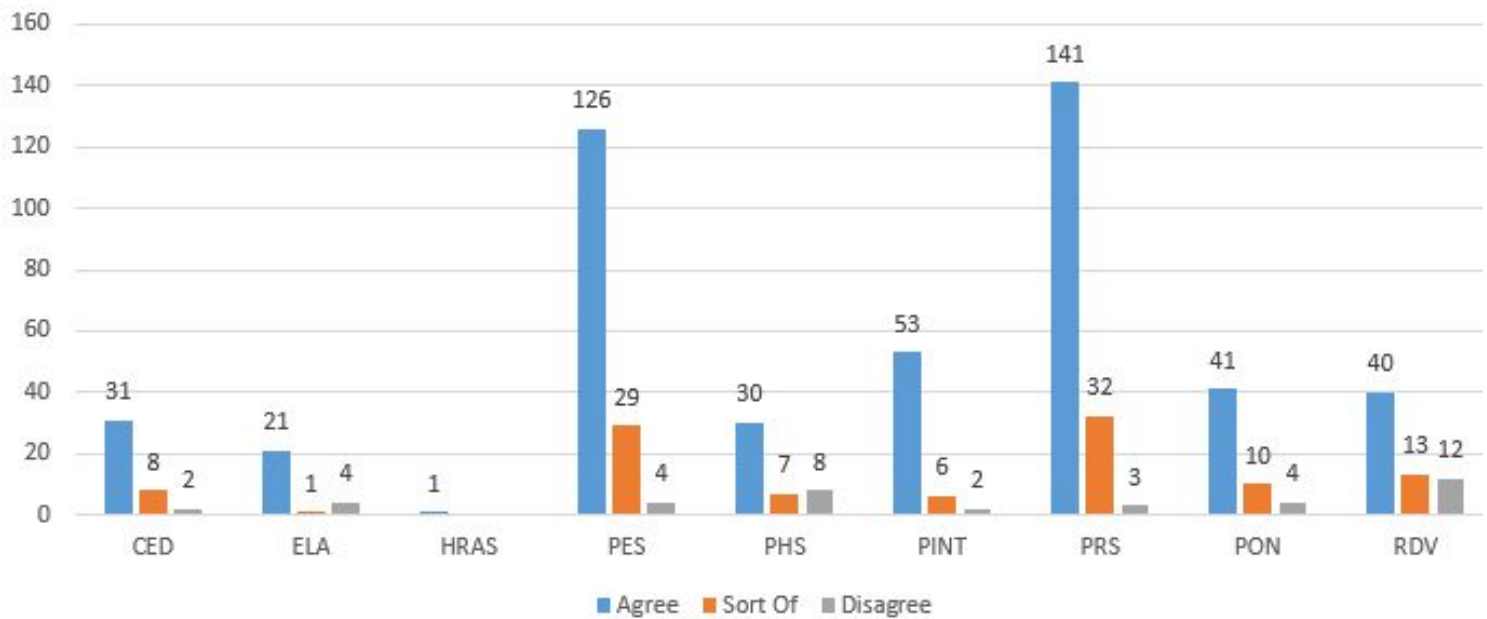


During the year, I learn about each of the following subjects:

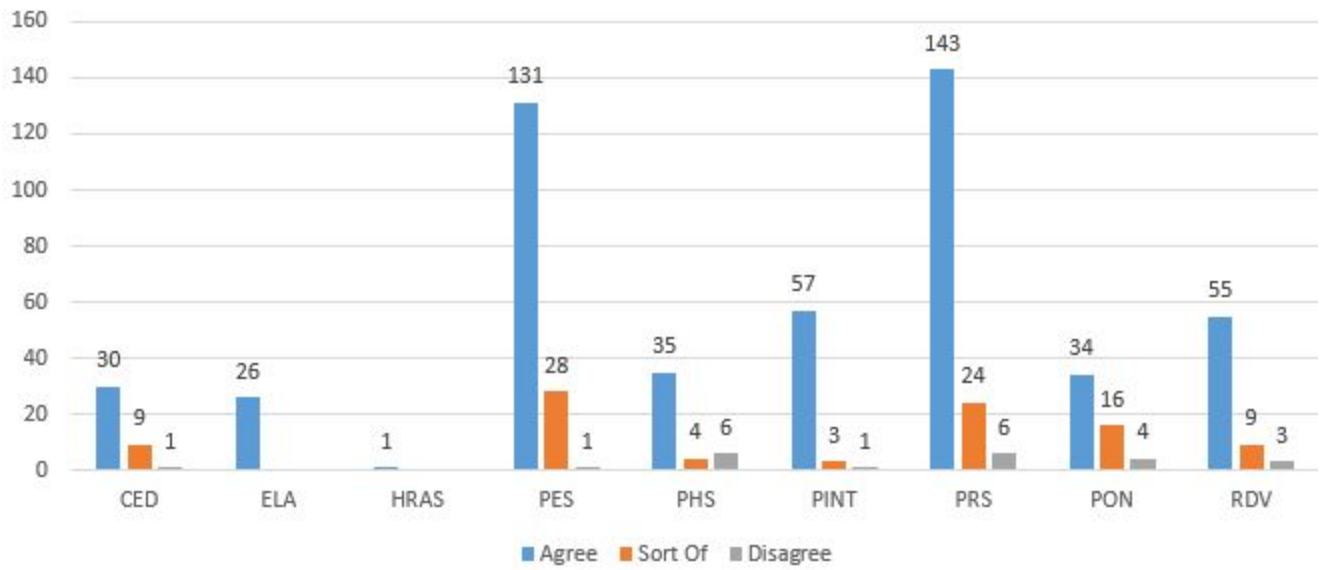
Computers/Technology



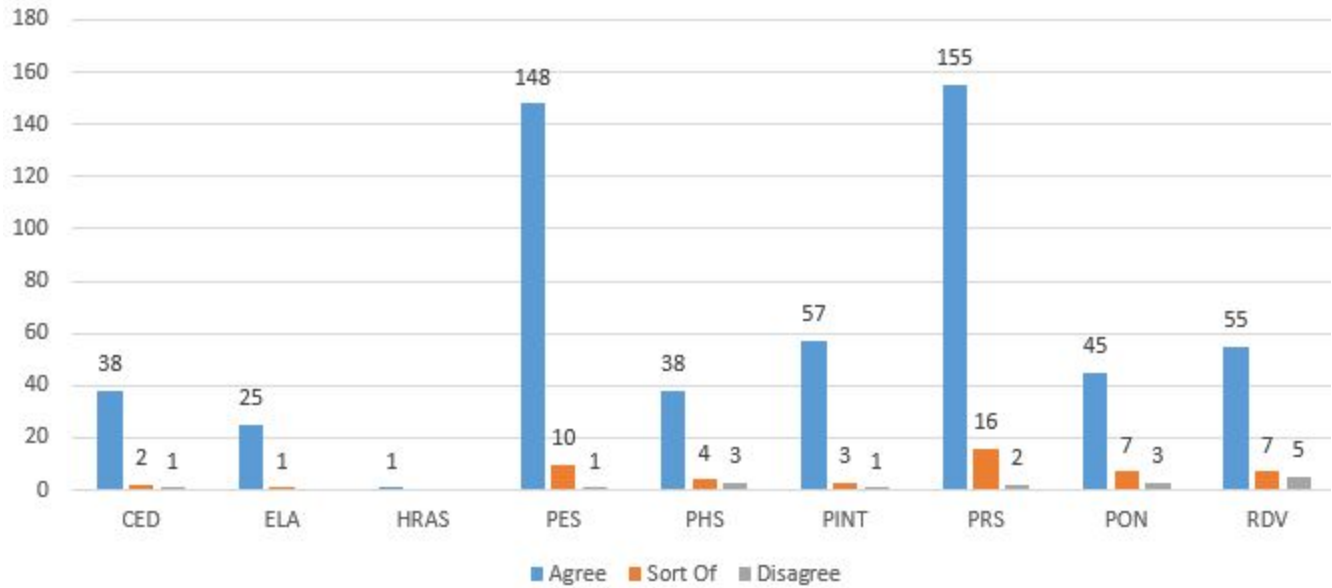
Health/PE



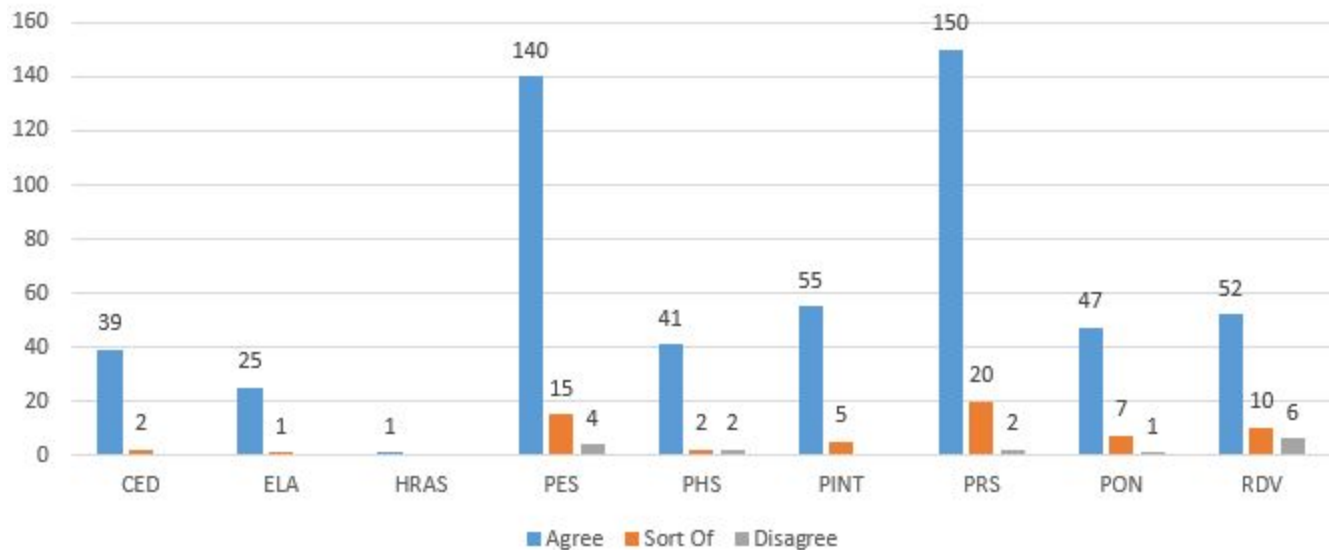
History/Social Science



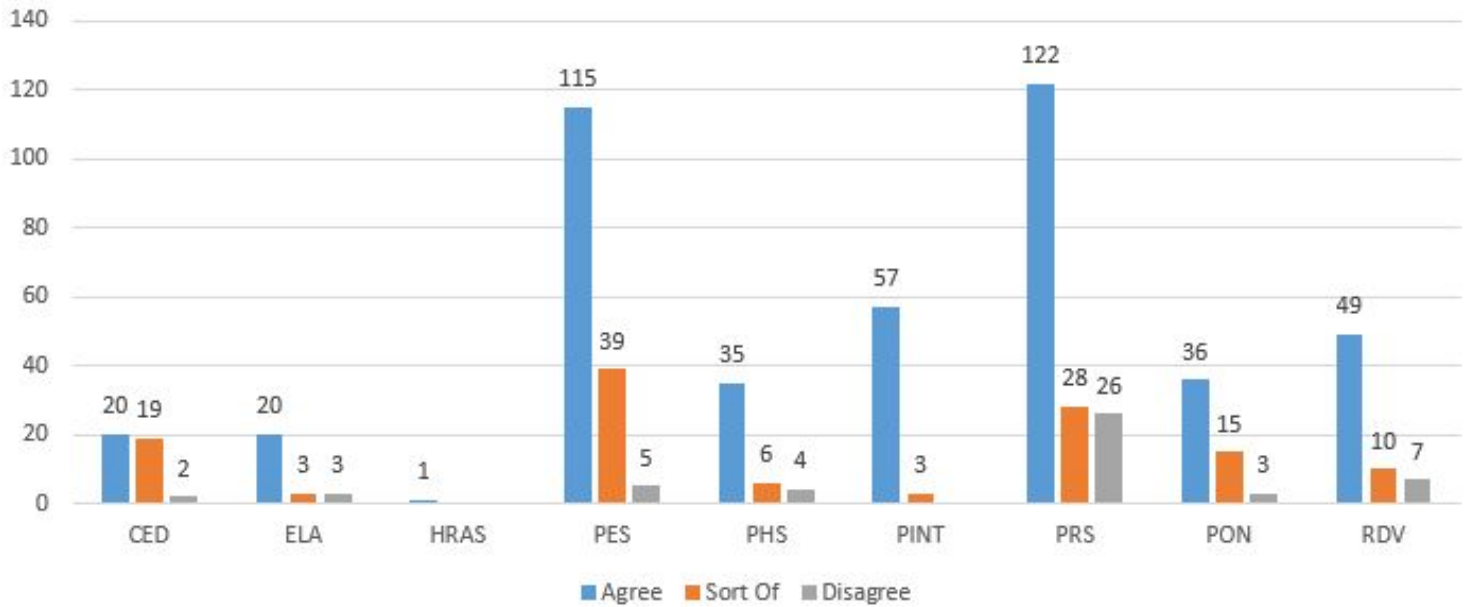
Mathematics



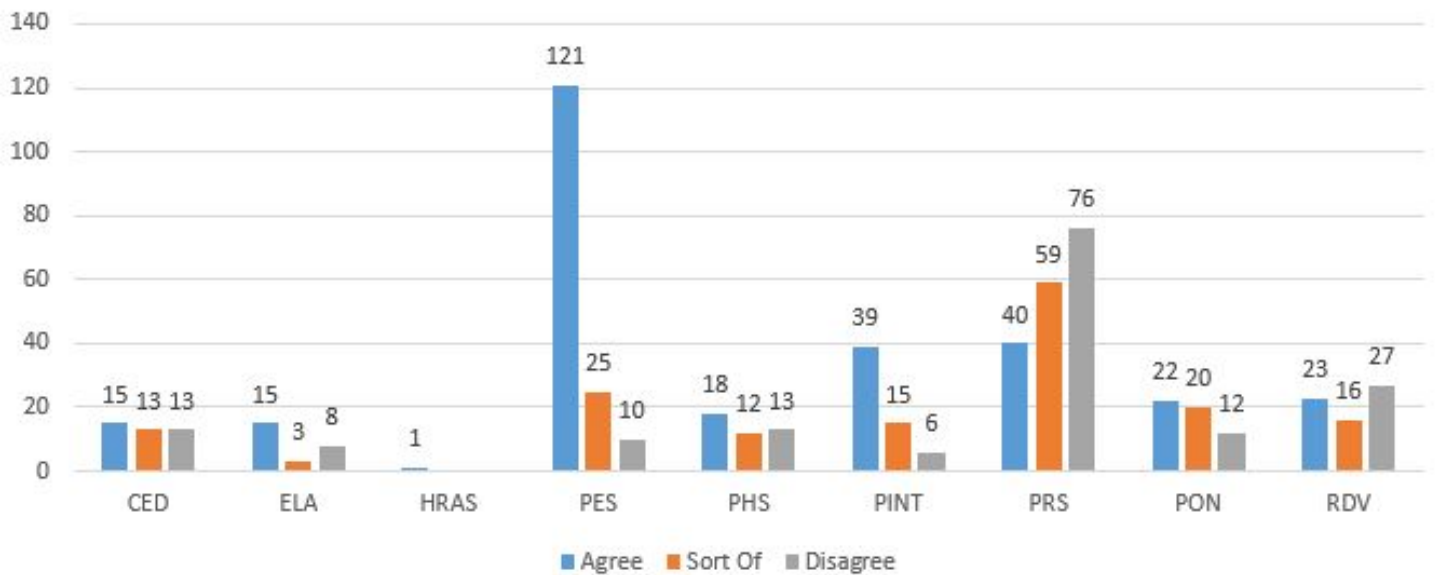
Reading/Language Arts



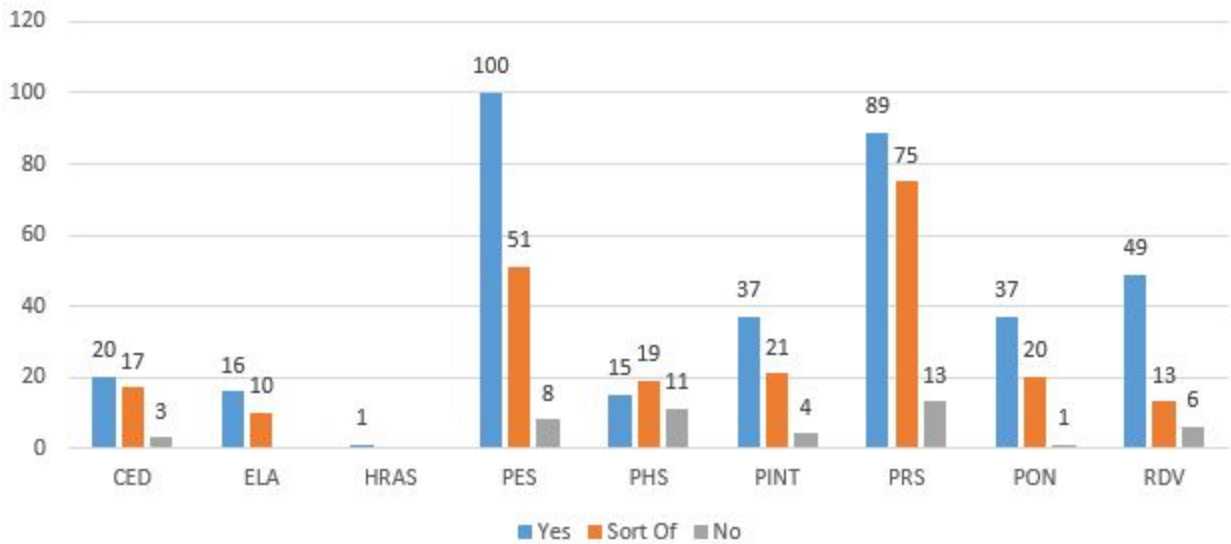
Science



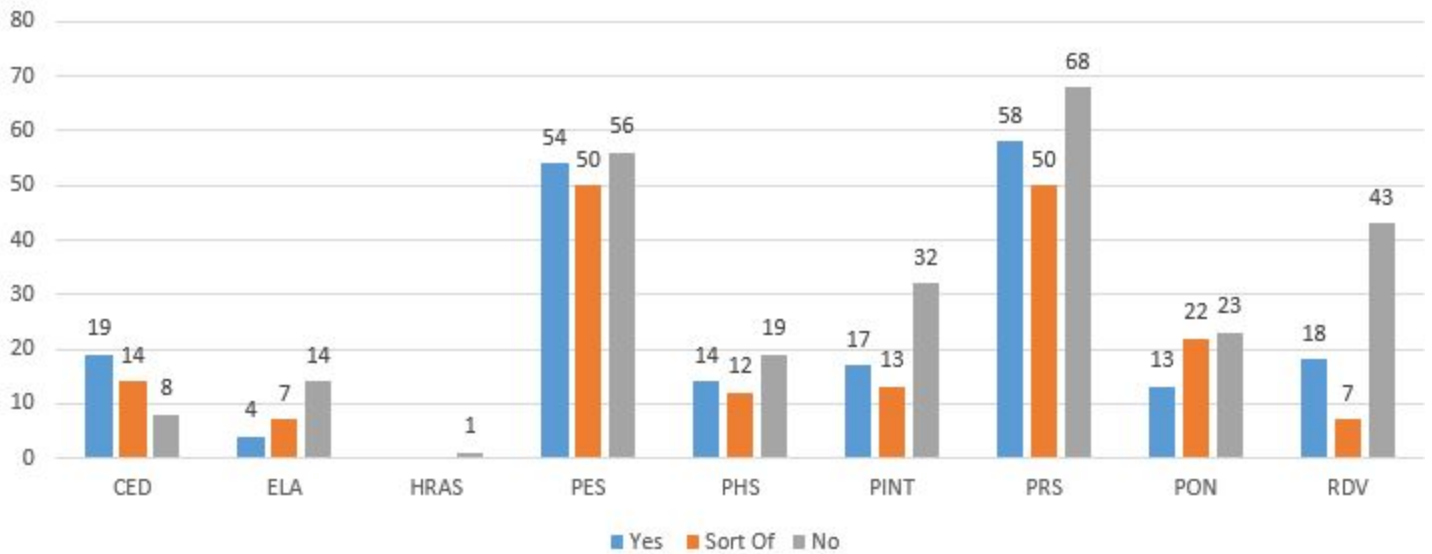
VAPA (arts, drama, choir, etc.)



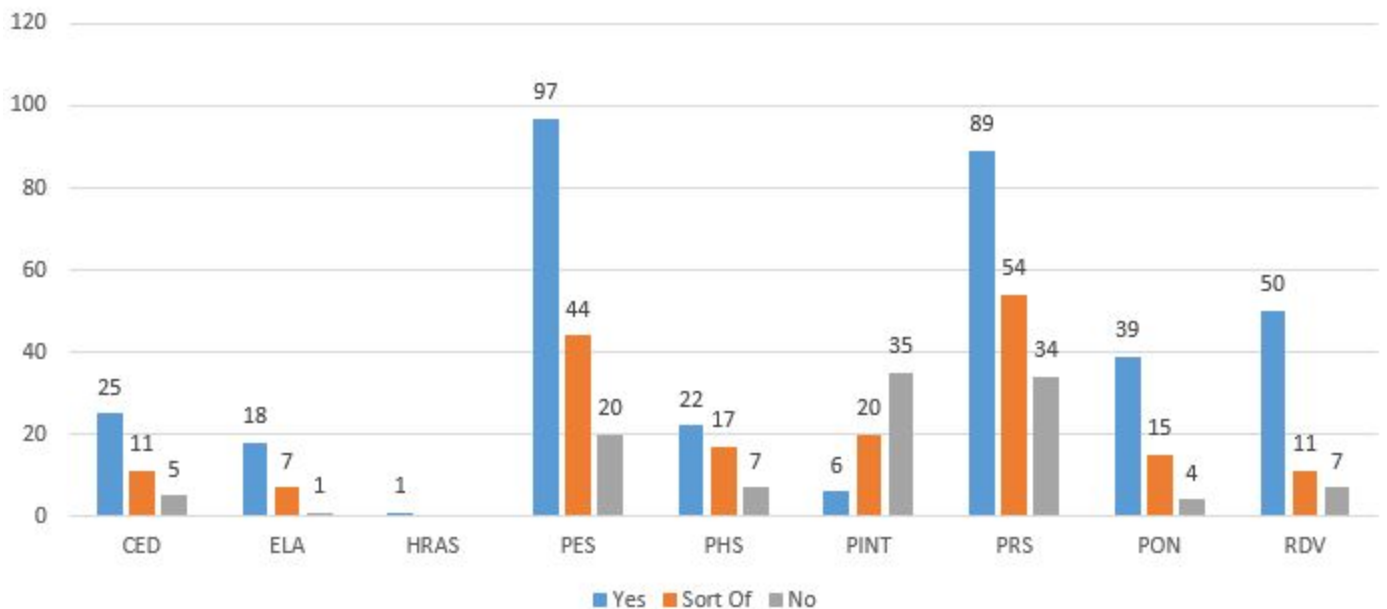
Are you able to do your homework in a timely manner?



Have you ever felt pressure to make a bad decision?



Are you comfortable asking your teachers for help?



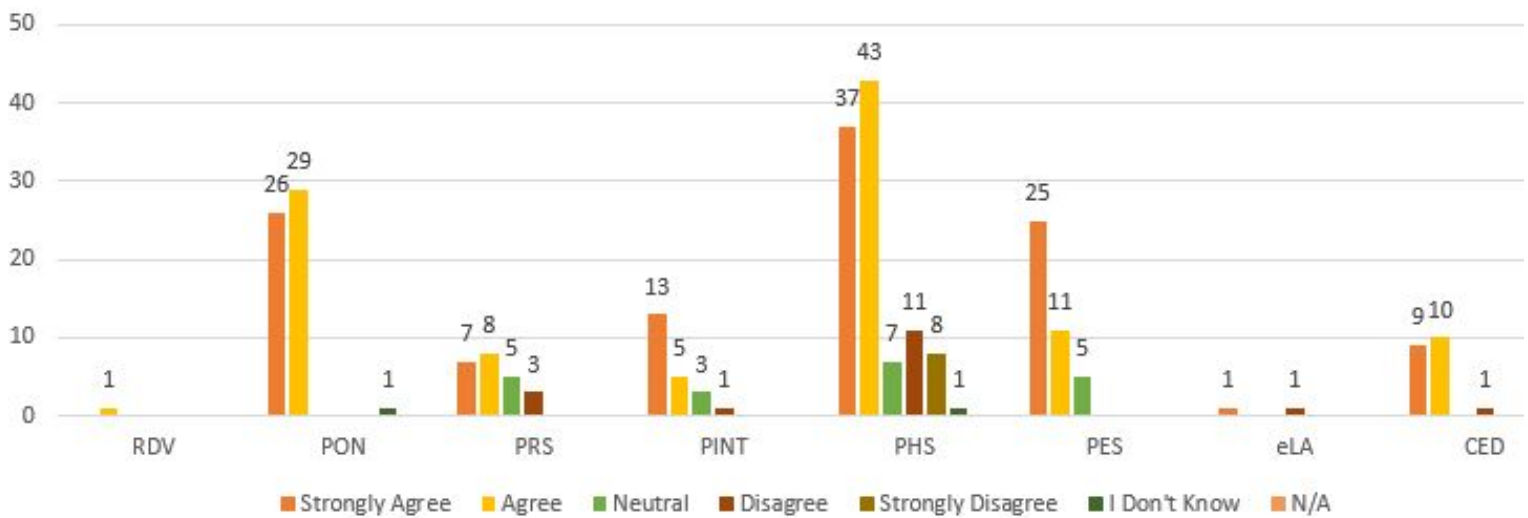
What is one thing your school could do to help you be successful in school? **(Summary)**

- Cleaner campuses – bathrooms, cafeteria, drinking fountains, hot water (PES, PON, PHS, PINT, PRS, RV)
- Better food/lunches (PES, PHS, PRS, RDV, PINT)
- Keep up what they're doing (CED, eLearning, PRS, PON, RDV)
- More help from teachers (CED, PES, PRS, RDV, eLearning)
- More P.E./Sports (CED, PES, PINT, PRS, RDV)
- More counselors to help us with our future and prepare us for college (RDV, PHS, PINT, PRS)
- More technology/computers work (RDV, PRS, CED, PES)
- Teachers who are encouraging, and care about their students (PES, PHS, PRS, PINT)
- Teachers who are nice, supportive, and open-minded (RDV, PHS, PON, PRS)
- Less homework (PHS, PRS, RDV)
- More VAPA (CED, PES, PRS)
- Stop bullying (PES, CED, PRS)
- More after school activities (PINT, PRS)
- More time for homework (eLearning, PES, PRS)
- More books/reading (PRS, PES)
- More breaks/recess (PES, PINT)
- More difficult math (CED, PES)
- More field trips (CED, PINT)
- More programs to help with subjects we struggle in (PHS, PRS)
- Teachers who can explain things (PINT, PRS)
- 30 minutes of nap time (PRS)
- Bring back driver's ed. class (RDV)
- Cooking program (PINT)
- Have in class time to work on missing work (PRS)
- Have music regularly to lighten the mood and reduce drama (PRS)
- Homework Club is an amazing program (PINT)
- I am successful because of Mr. Hall (PINT)
- Less drugs (RDV)
- Less recess (PON)
- Longer periods (PINT)
- Lunch study (PHS)
- More custodians (PRS)
- More hands on (PRS)
- More groups work (PRS)
- More school dances and socials (PINT)
- More T.A. training (PHS)
- Off campus lunch (RDV)
- Protect us from danger and keep us safe (PES)
- Rain/snow covers (PRS)
- Reward for students who don't miss a day of school (PON)
- School clubs (CED)
- Science lab (PINT)
- Spanish Class (RDV)
- Teach Health (CED)
- Teachers who have good attendance (RDV)

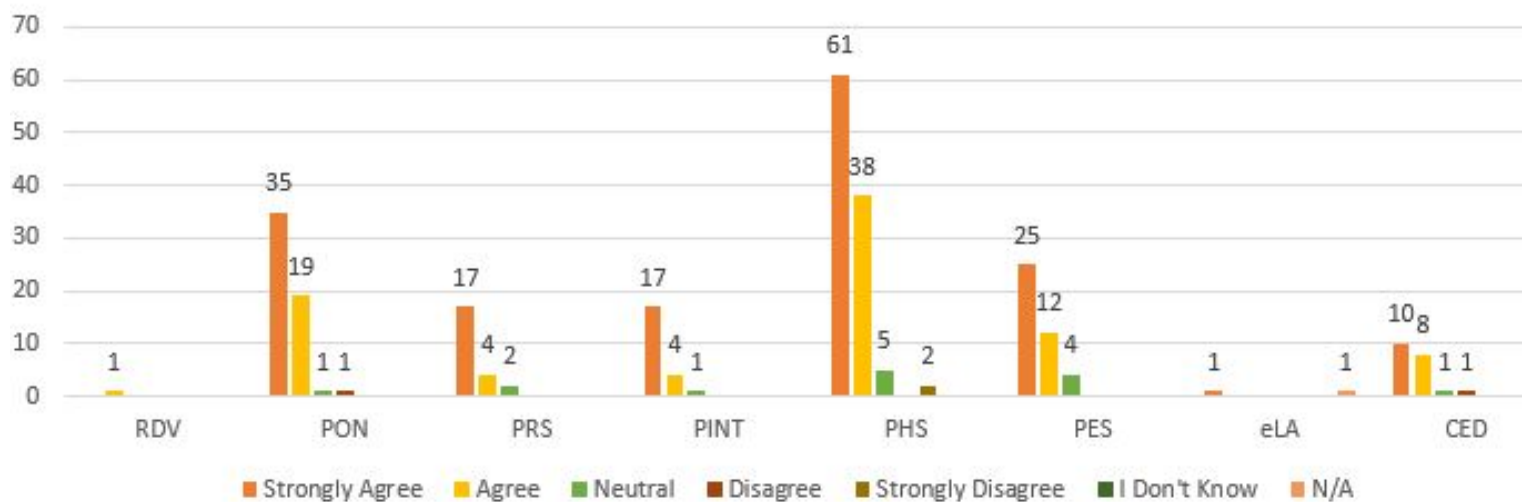
LCAP Parent Survey Results as of 2/2/17

1. To what extent do you agree with the following statements?

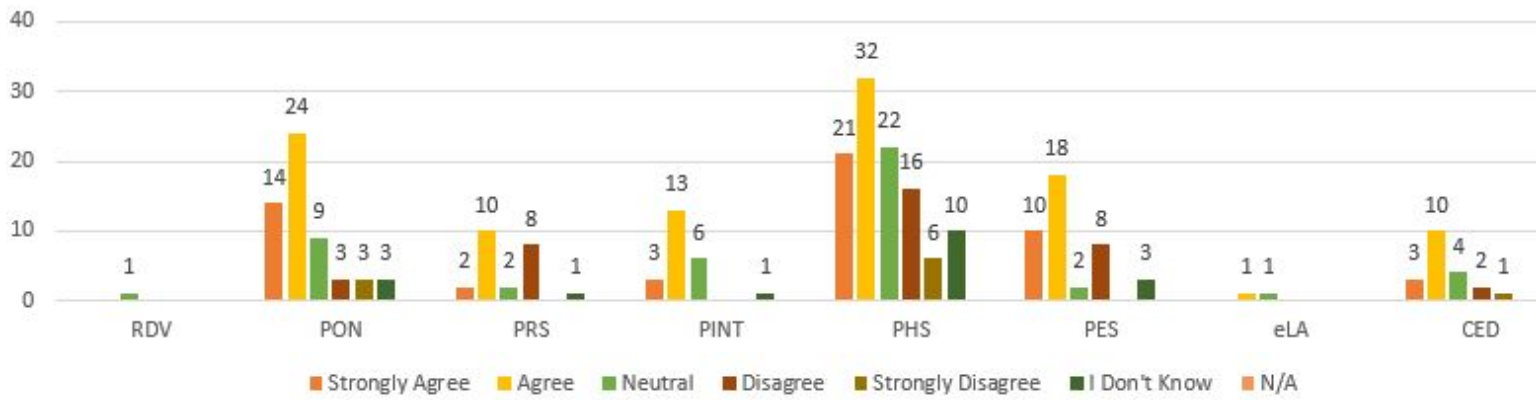
My child is achieving successful grades at school.



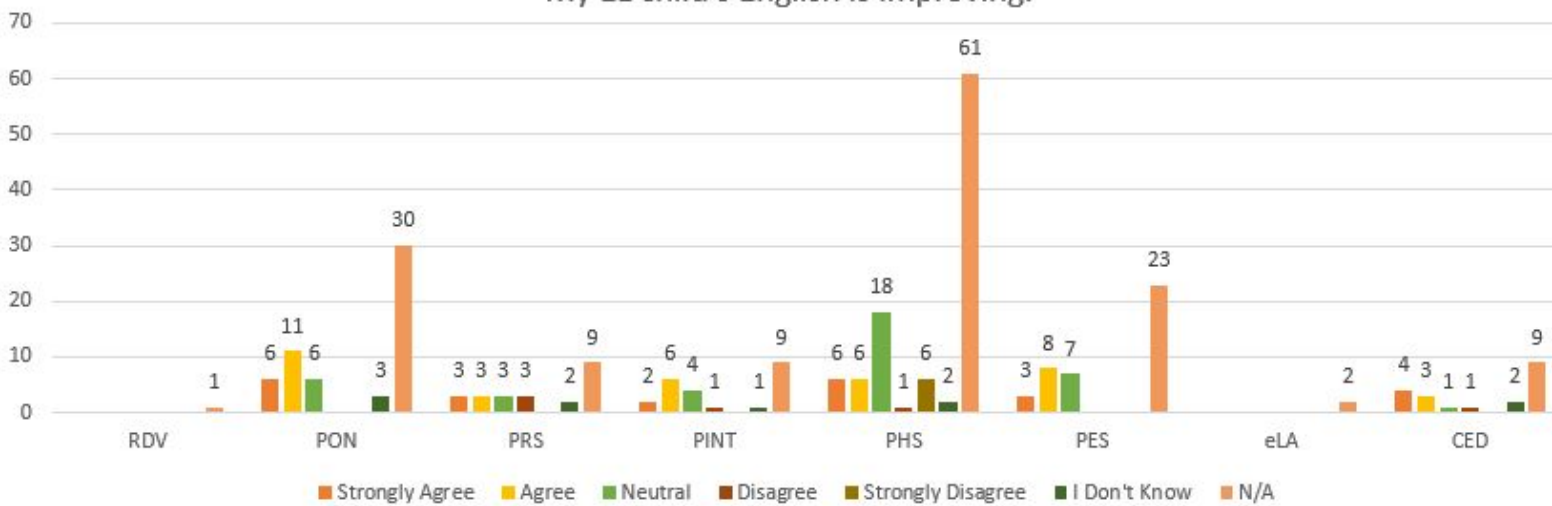
My child has good attendance.



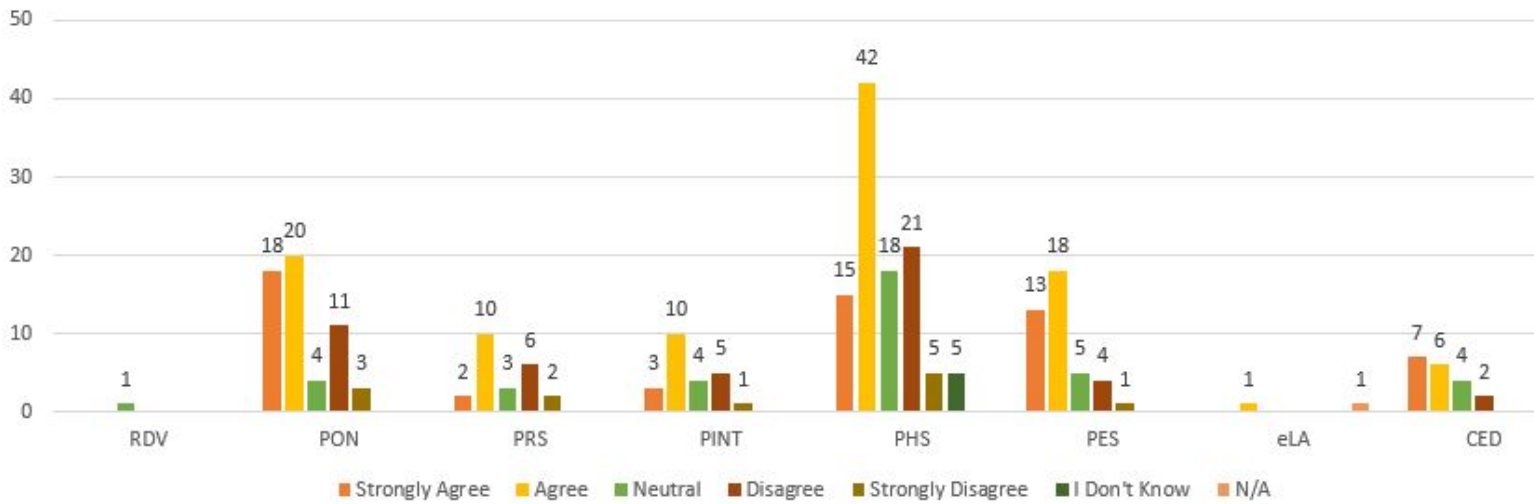
My child' school has adequate instructional supplies.



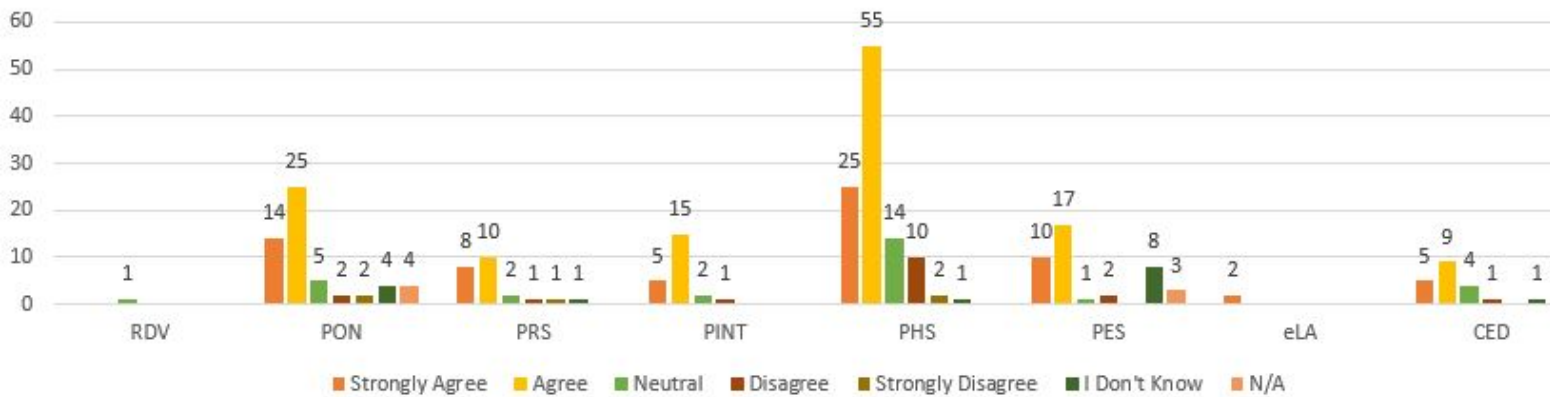
My EL child's English is improving.



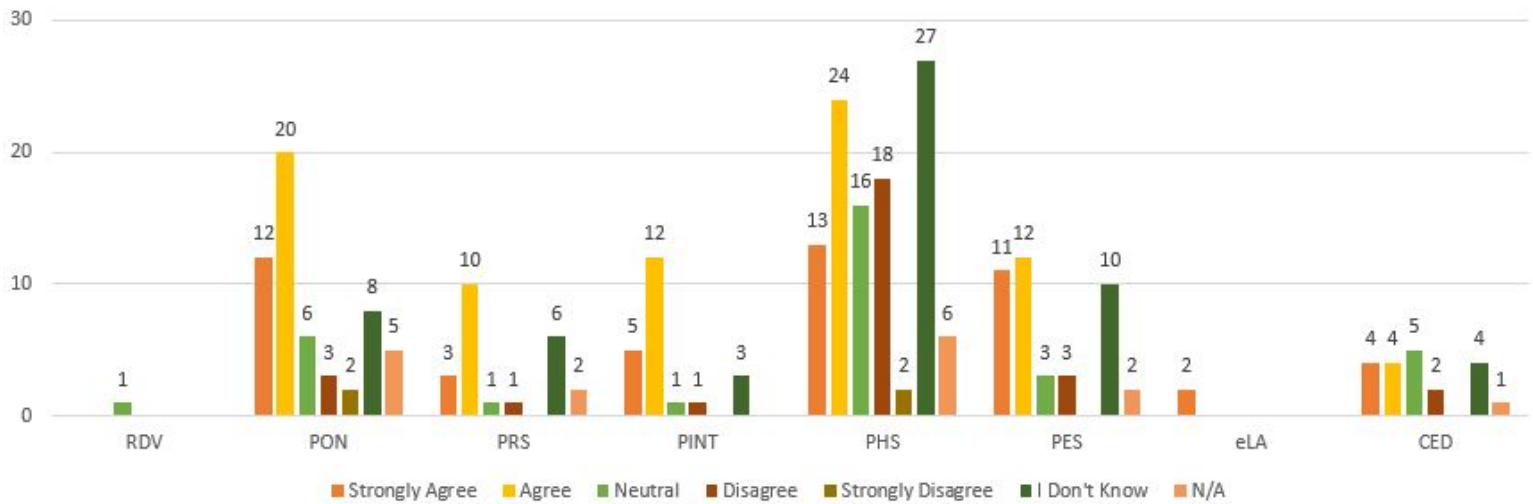
My child's class size is appropriate.



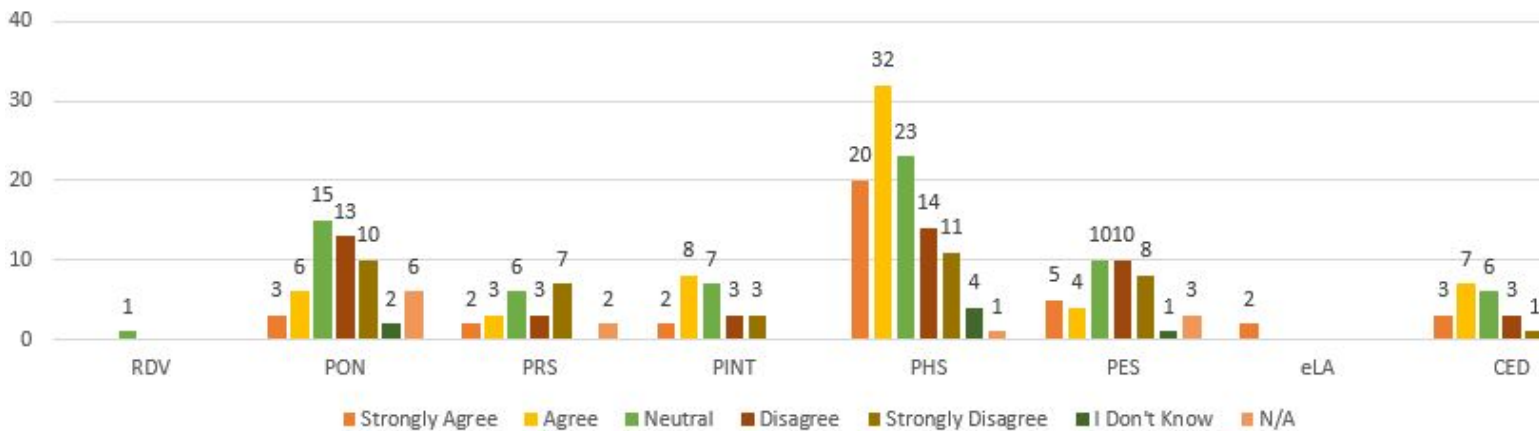
My child's classroom provides textbooks to meet his/her classroom needs.



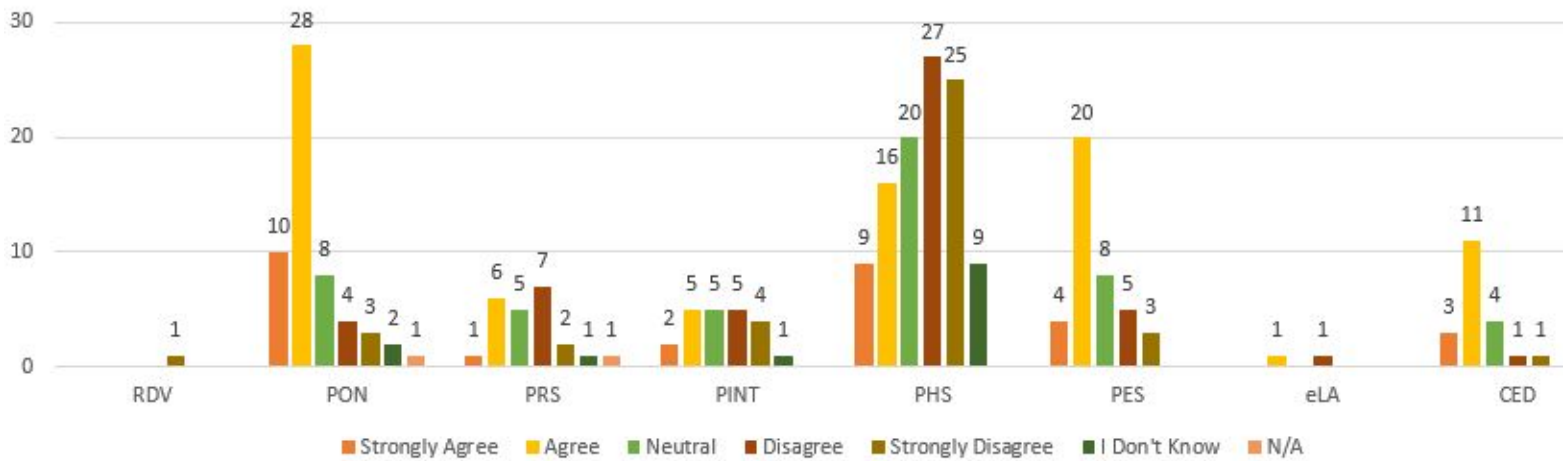
My child has access to a Chromebook device.



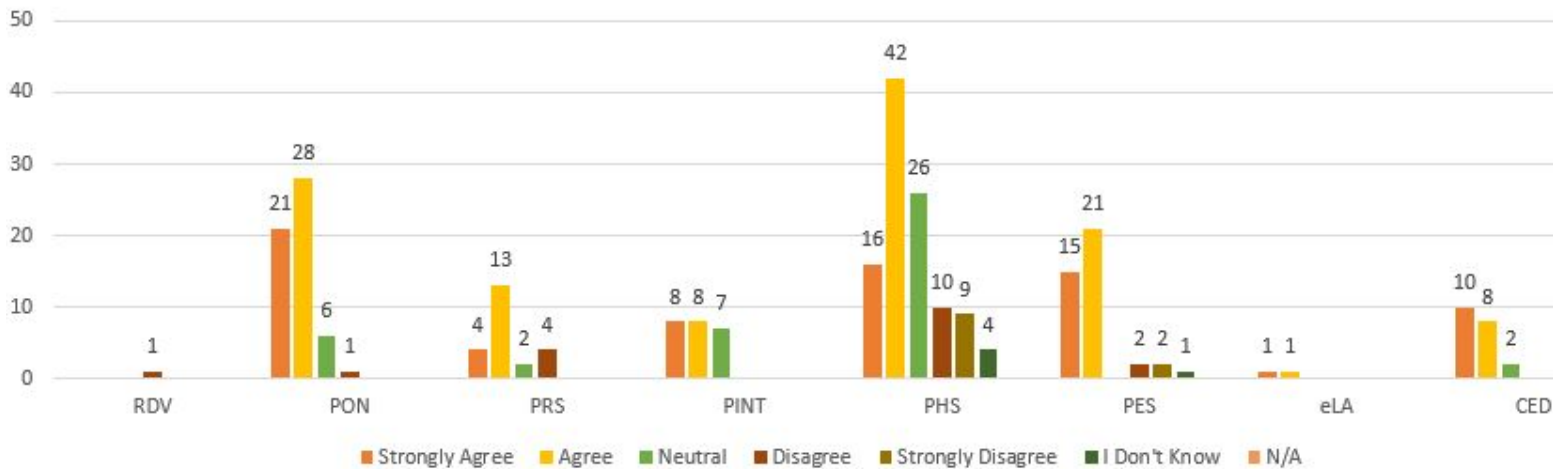
My child should be allowed to bring his/her own electronic device to school, in order to use that device for learning.



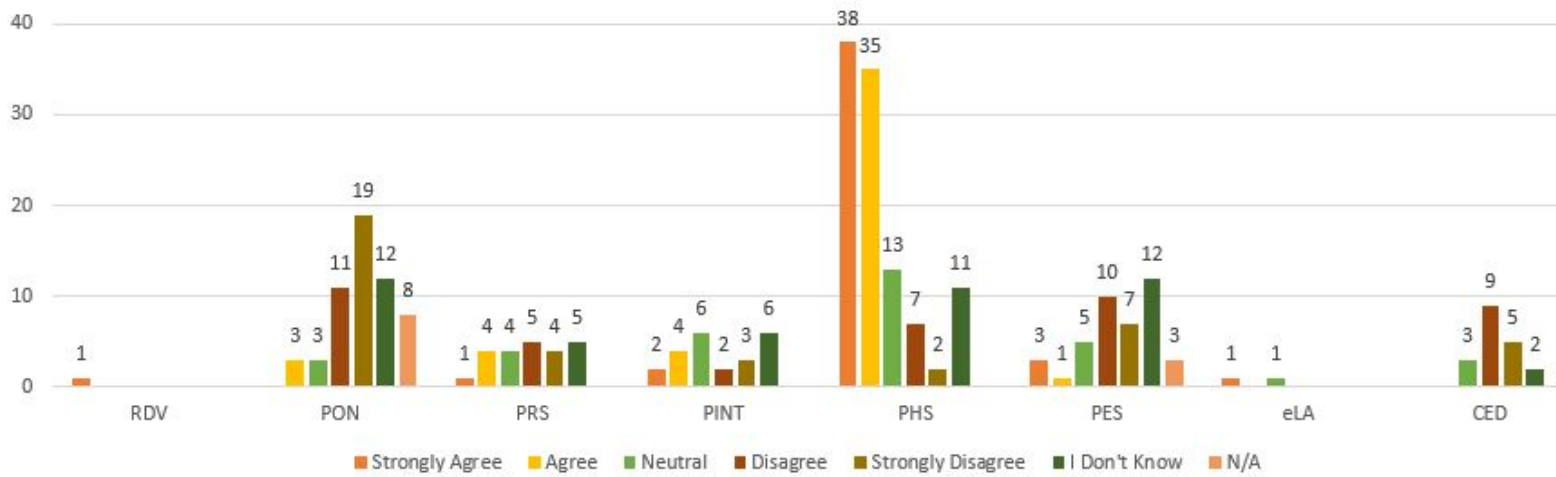
Students at my child's school treat each other with respect.



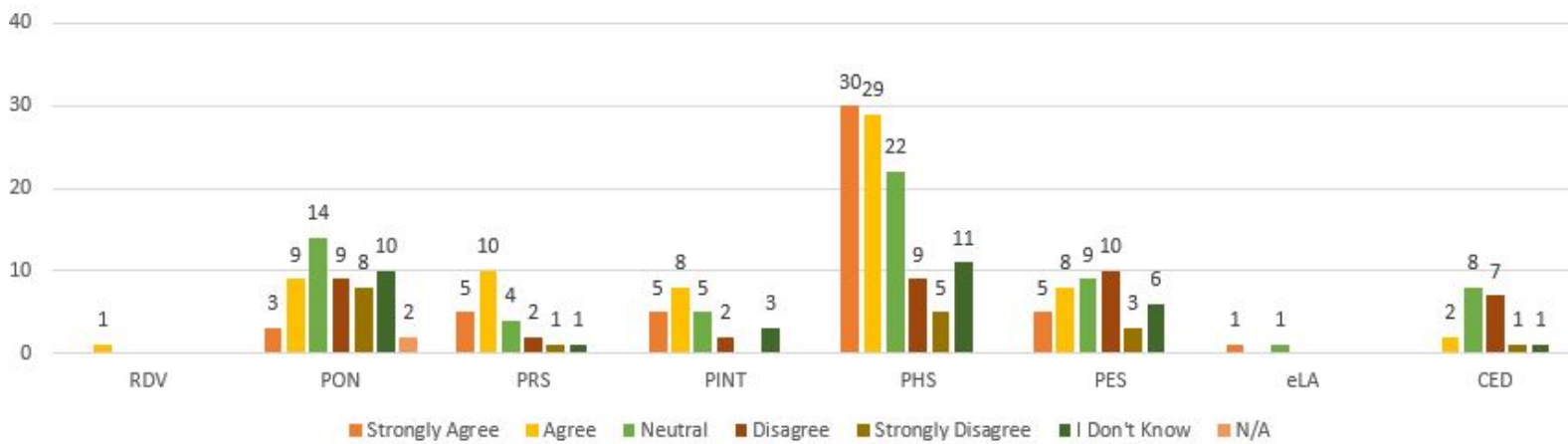
Staff members at my child's school treat students with respect.



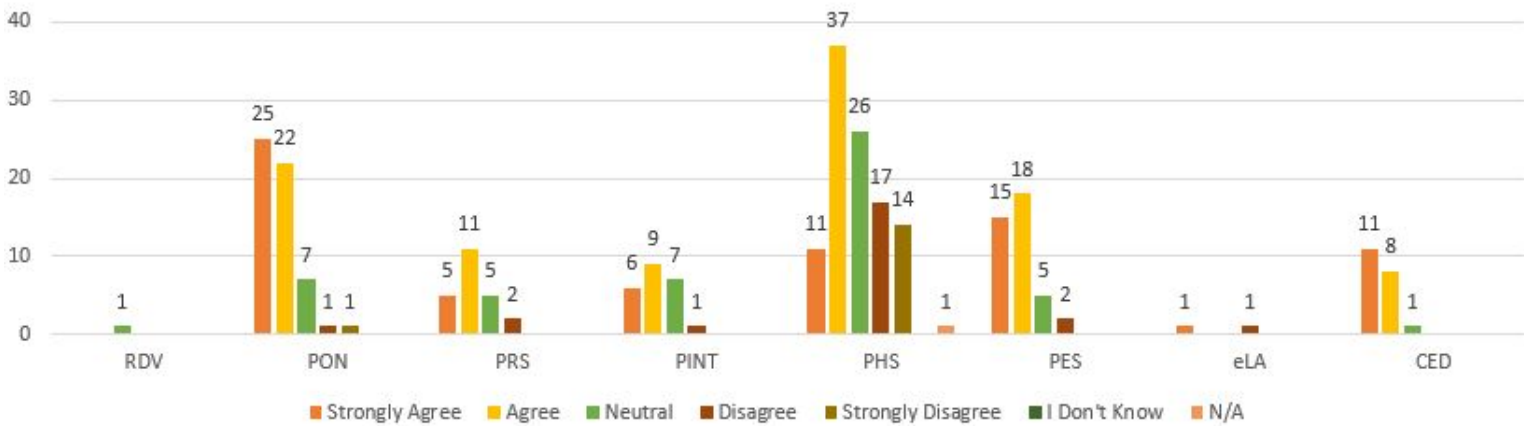
Drug and/or alcohol use is a problem at my student's school.



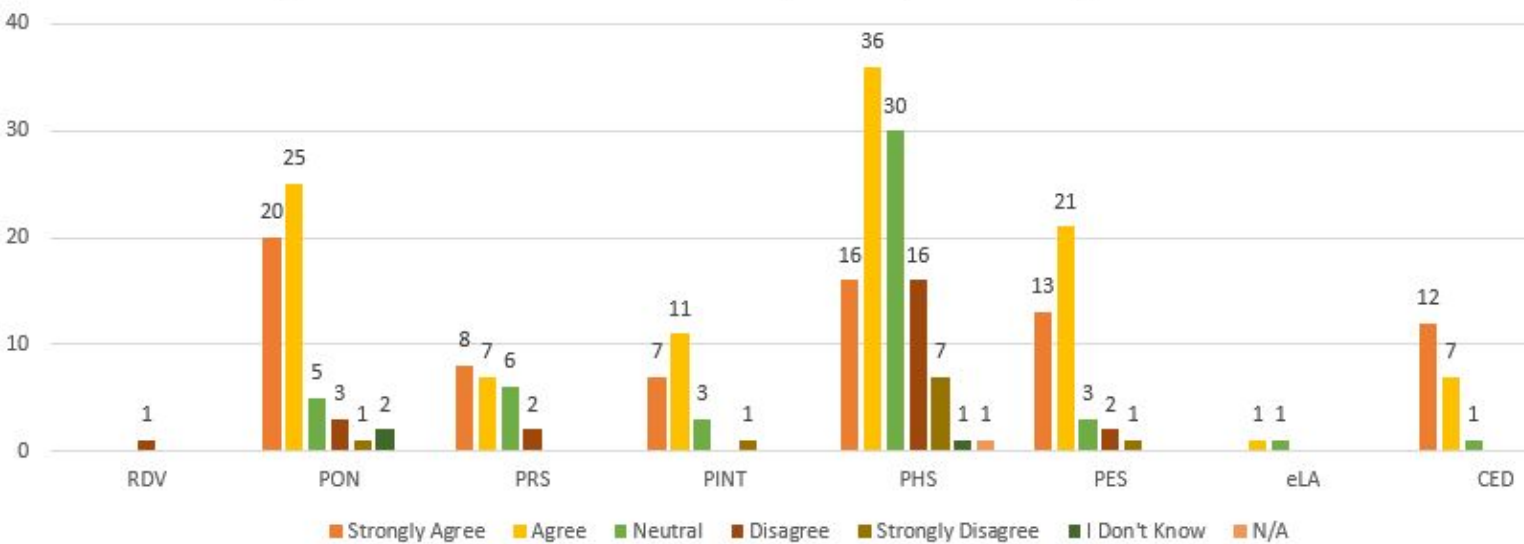
Bullying is a problem at my child's school.



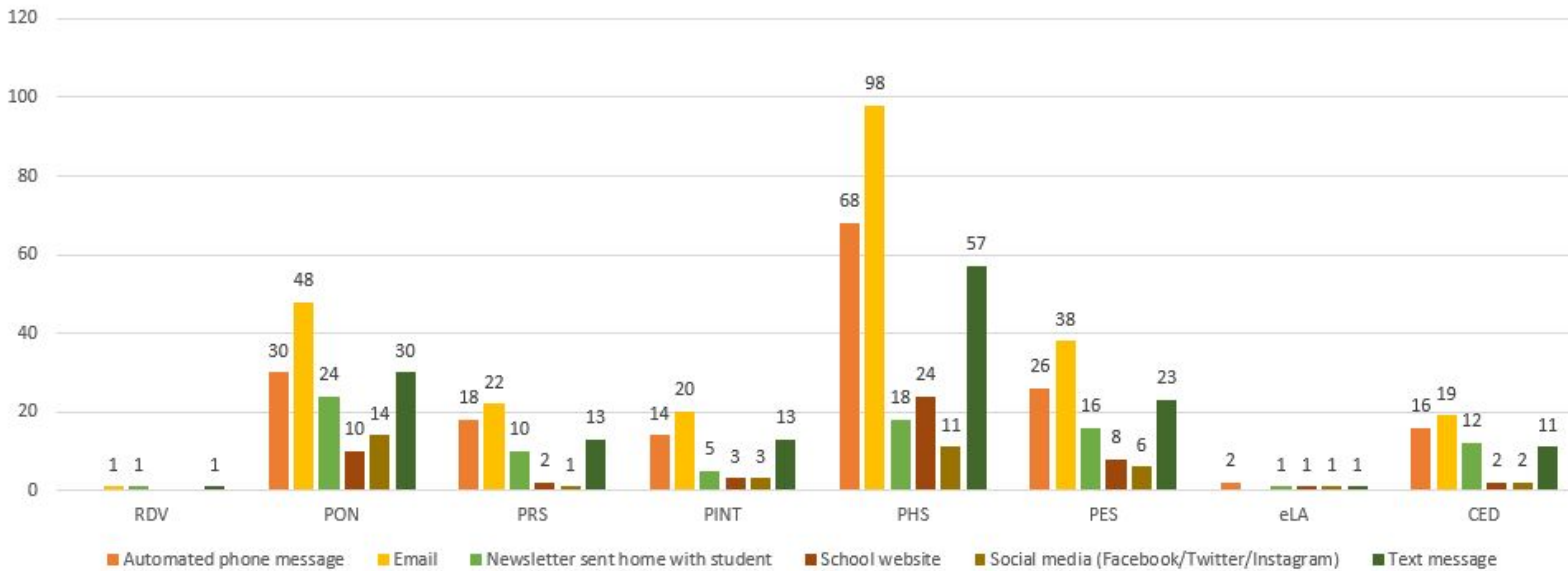
My child's school is warm and welcoming.



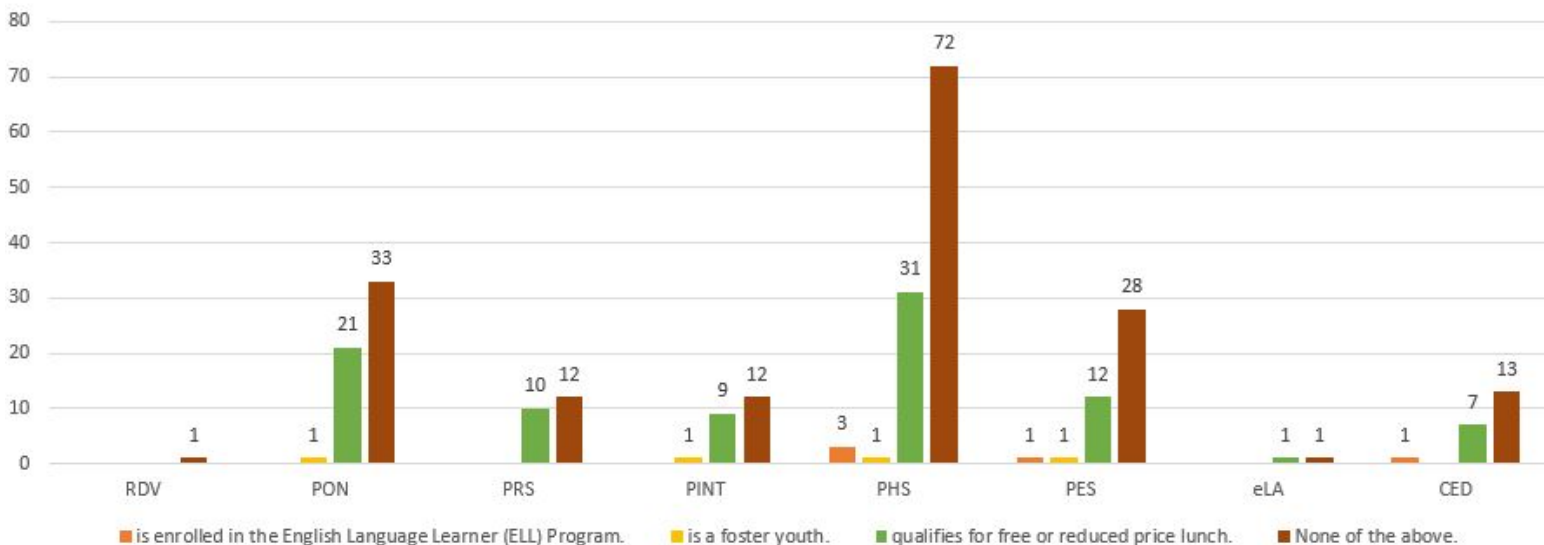
My child's school values me as an important partner in my child's education.



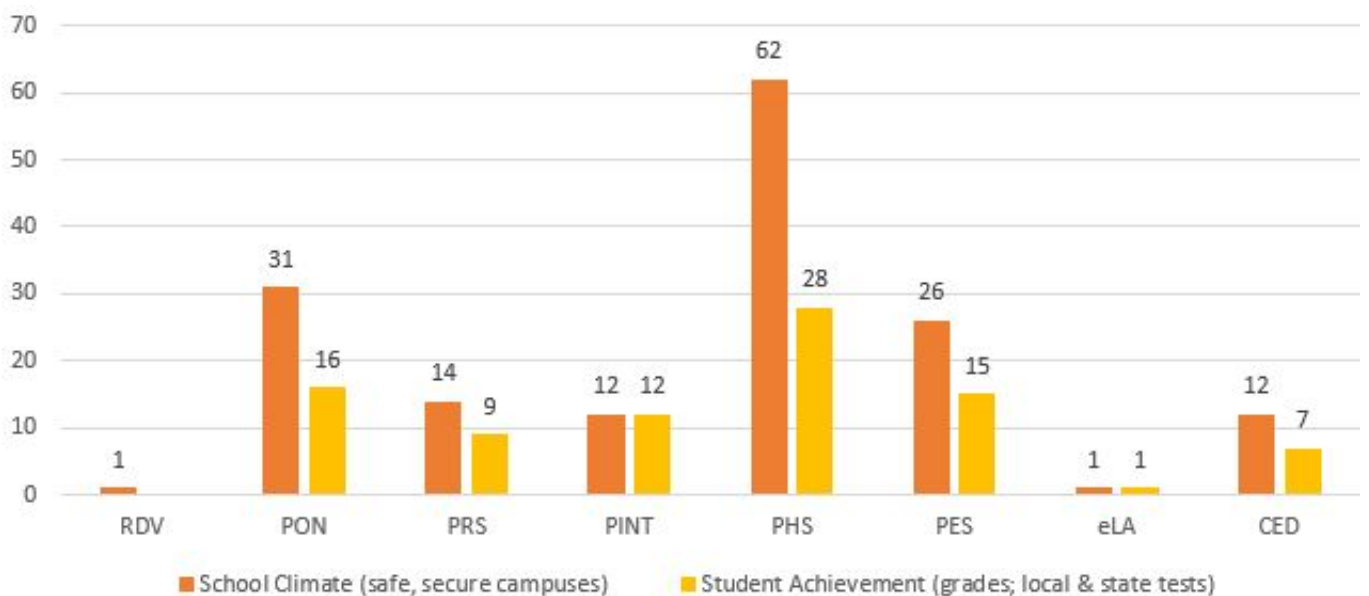
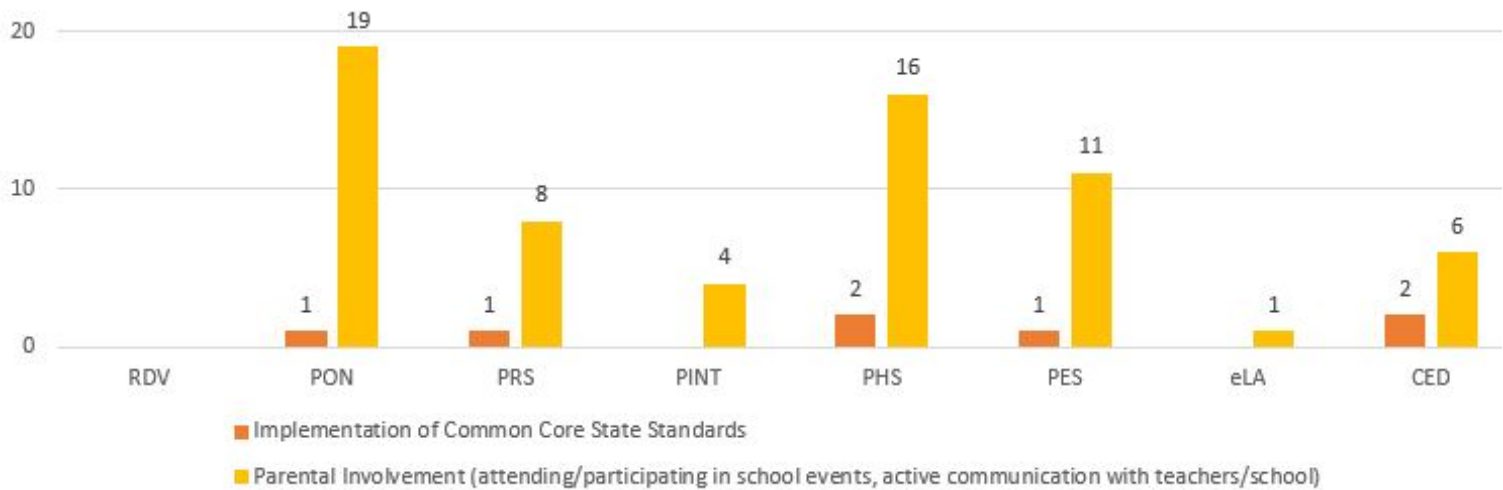
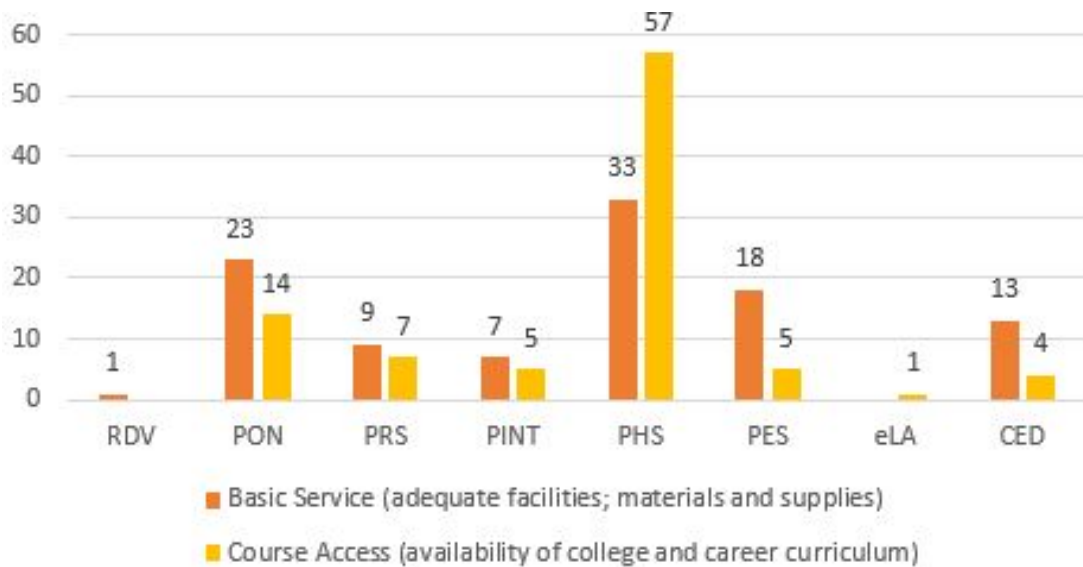
Select the tops 3 ways you prefer school/home communication:



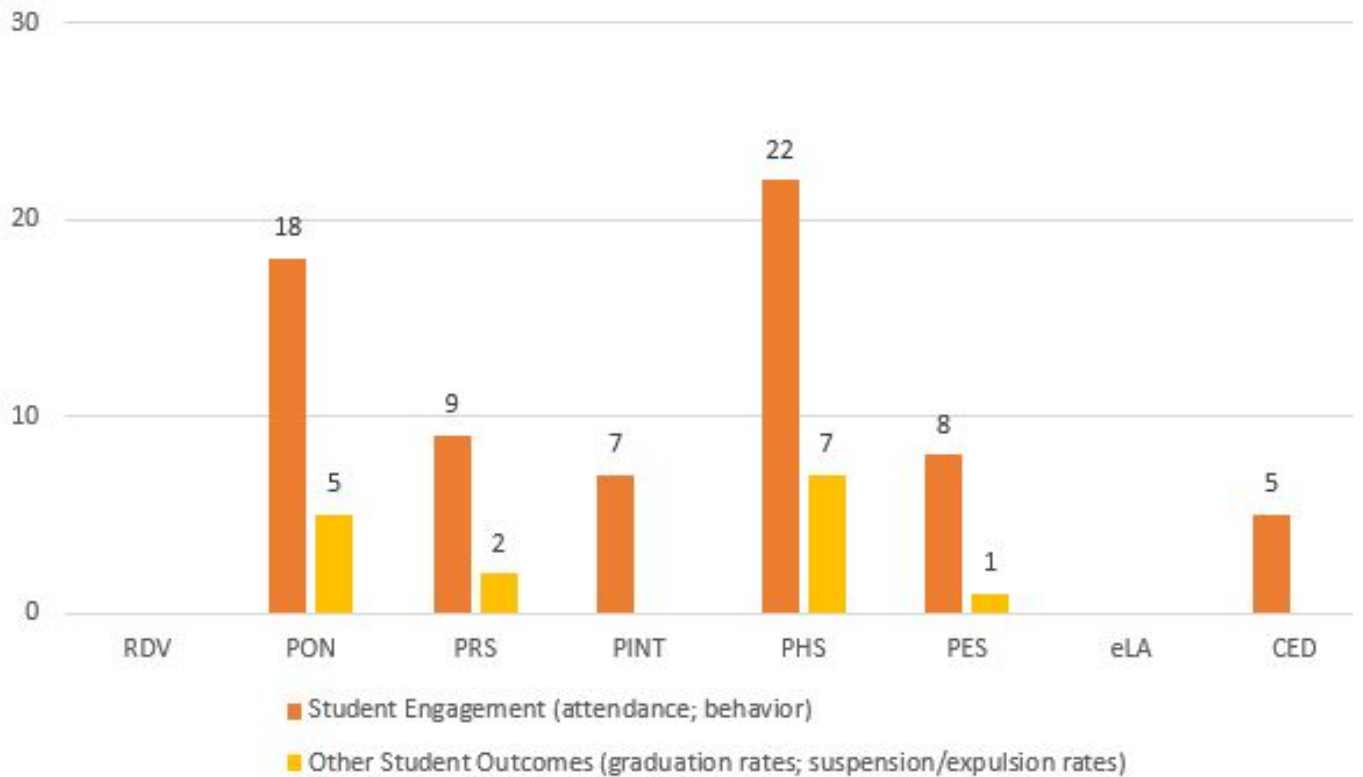
My student...(select all that apply)



Which of the 8 state priorities are most important to you. Select two.



Which of the 8 state priorities are most important to you. Cont'd.



If you selected Other Student Outcomes, please define:

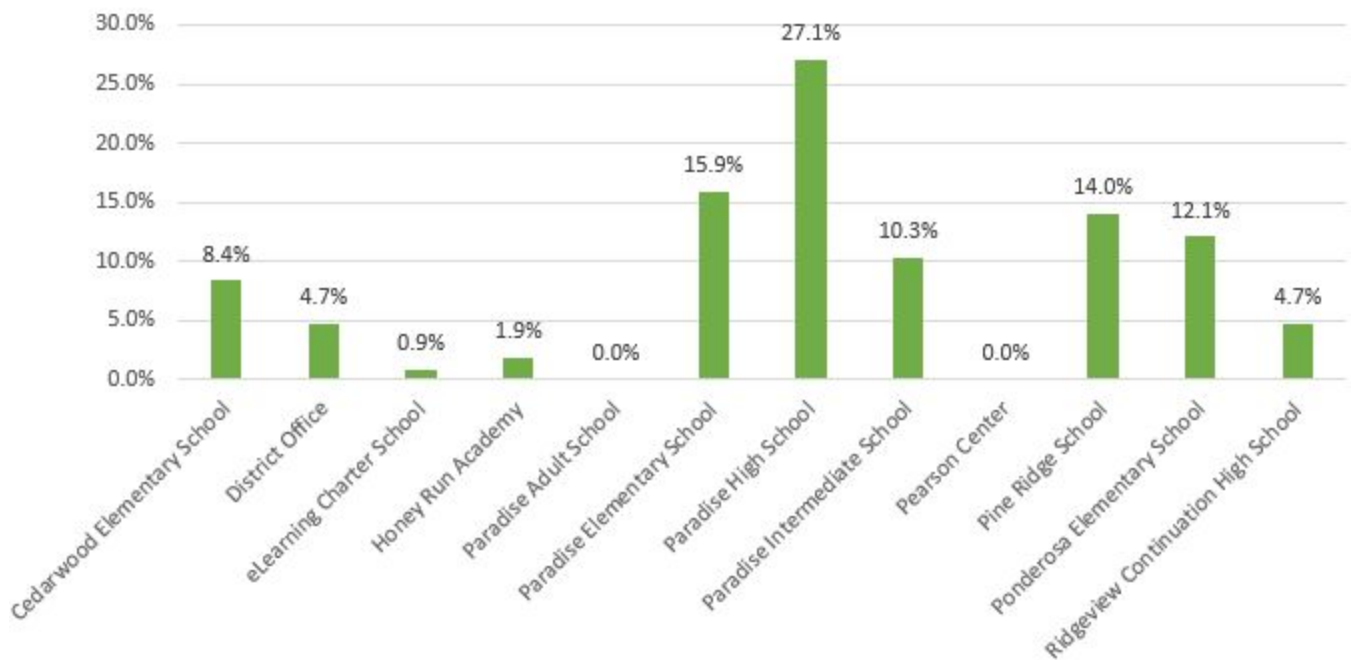
- Additional collaboration with businesses so students can obtain internships and entry level jobs
- Aid for disabled students
- Bring back extra-curricular activities that boost self-confidence (sports, VAPA)
- Grades but not state standards
- Graduate percentage of the school to a four-year college
- Graduation rate
- Real consequences for bullying

Additional Comments:

- Ability to connect with my student via their school email
- Additional campus supervision at PINT
- Appreciate the personal touch received from Mr. Christie this year
- As long as the district has to focus so heavily on ensuring the basic needs of students are met, we will never be able to compete with alternative learning environments
- Changes needed at the high school. The issues at the high school are bigger than the programs offered
- Create an easier transition for students going to middle school and high school
- Disappointed with the climate and quality of education offered at Paradise High
- District has gone downhill and needs to be more honest
- Do not remove the Pathways program; extra student support is essential
- Do not settle for adequate. Strive for excellent facilities, materials, and supplies
- Eliminate Common Core
- Eliminate the late start/early out days
- eLearning is a gem of a school for PUSD and has a small family community feel; thrilled with their staff
- Encourage everyone to support sports teams by attending games
- Extremely supportive staff at PHS
- Facilities really need a face lift. Kindergartners need a place they can run. Classroom sizes need to be reduced and more play based

- Focus on providing a competitive quality education for students
- Hands on learning is very important for younger students; love the PON STEAM lab but do not want children to depend so heavily on technology
- Have seen great improvements in discipline at PHS and hope to see more
- Hire better qualified English 12 teacher at the high school
- Hold students to higher standards; challenge them more; push them to reach their full potential
- Improve Back to School Nights (teacher attitude)
- Longer lunch time for elementary students; PES needs larger lunch room
- Love Pine Ridge and their teachers
- More caring teachers
- More community involvement at schools; exposure to extra-curricular activities and community role models in those areas
- Offer online instruction or online classroom participation
- Older students are bullying younger students on the PON playground
- PES is a positive, happy school which is cultivated by the staff
- Provide parents with the names/contact information for those in charge of district funds
- Provide upper ridge students with positive role models to show they too can live productive lives
- Really like PHS
- Reduce math homework at CED; teachers should build a better bond with students so they're comfortable asking for help
- Reverse the no expulsion policy to help eliminate disruptive behavior
- Thrilled with Lori Kerns' leadership and energy' great technology improvements at CED, poverty is the real issue
- Very impressed with the quality of instruction overall (PHS); instructors are genuine. Students are concerned about prejudice and racist comments that take place on campus as well as rampant drug use
- Wonderful teachers and staff at PON

Participation by School (107 Responses)

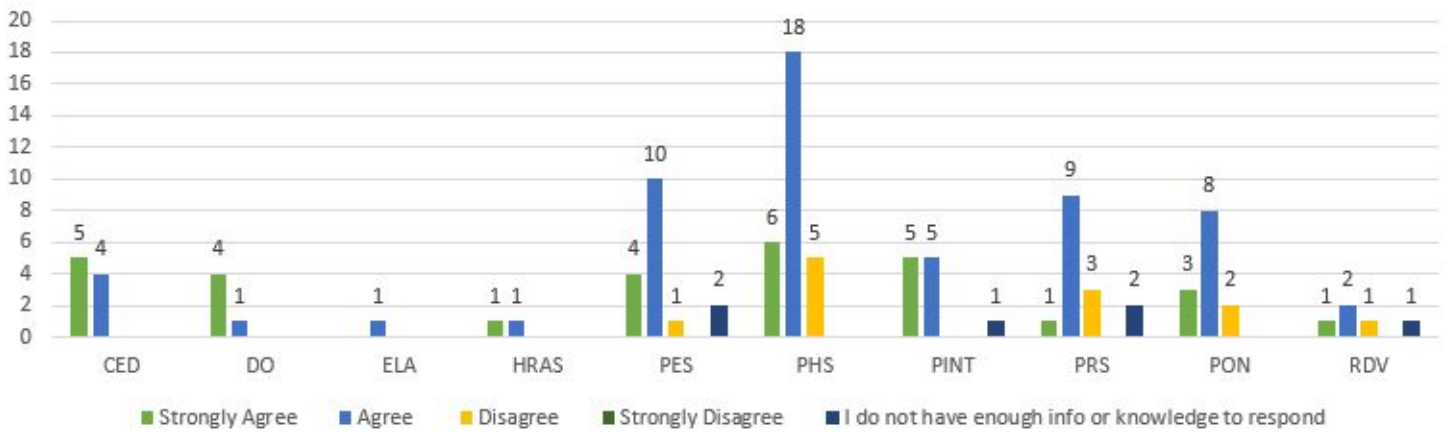


Other:

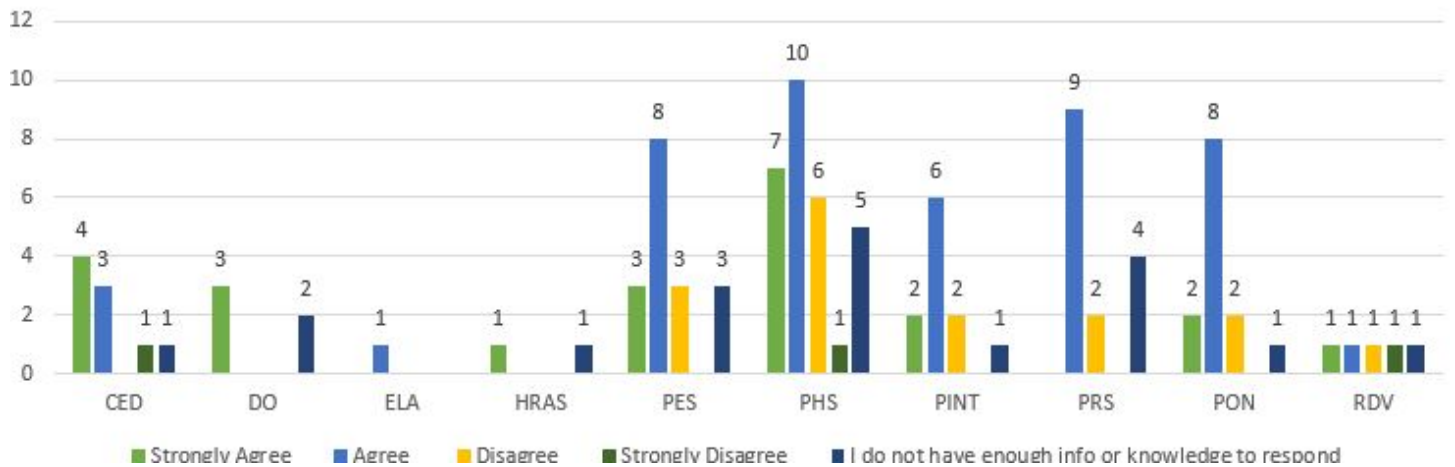
- 1 Ridgeview, HomeTech, Preschool
- 1 All sites; 1 in communication with all sites
- 2 Ponderosa and Pine Ridge
- 1 Cedarwood, Paradise Intermediate, Ridgeview, Paradise high, and Pearson

To what extent do you agree with the following:

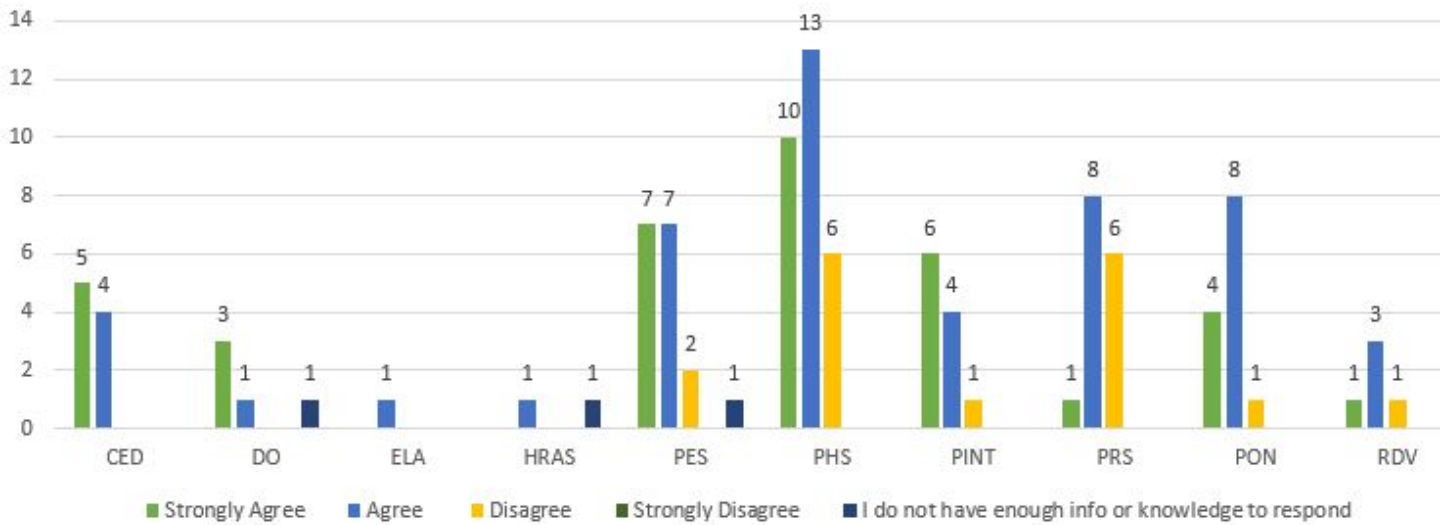
District and site leadership provide support for instructional strategies, curriculum implementation, and ongoing professional development opportunities.



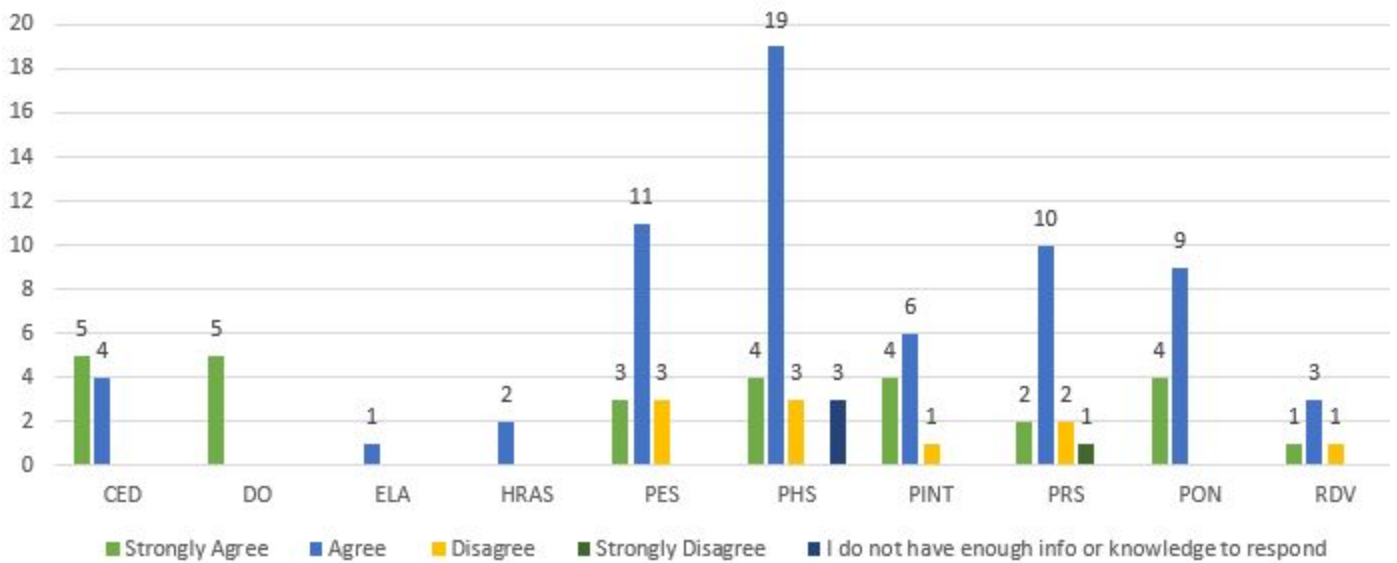
PUSD provides adopted instructional materials that are in alignment with the California State Standards.



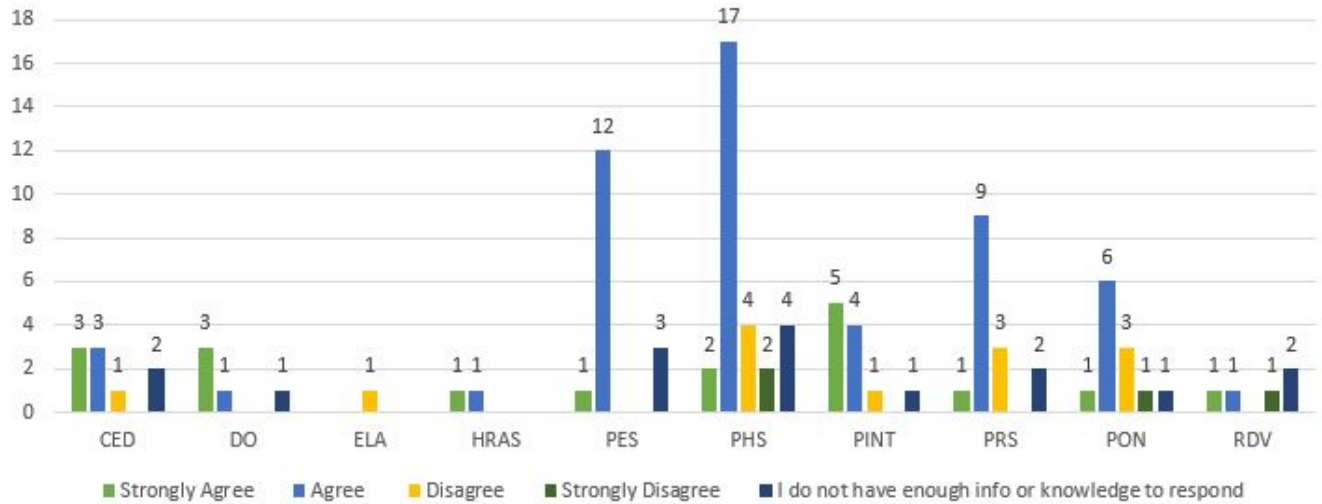
Regular collaboration time is provided for staff to share best practices in their areas of expertise.



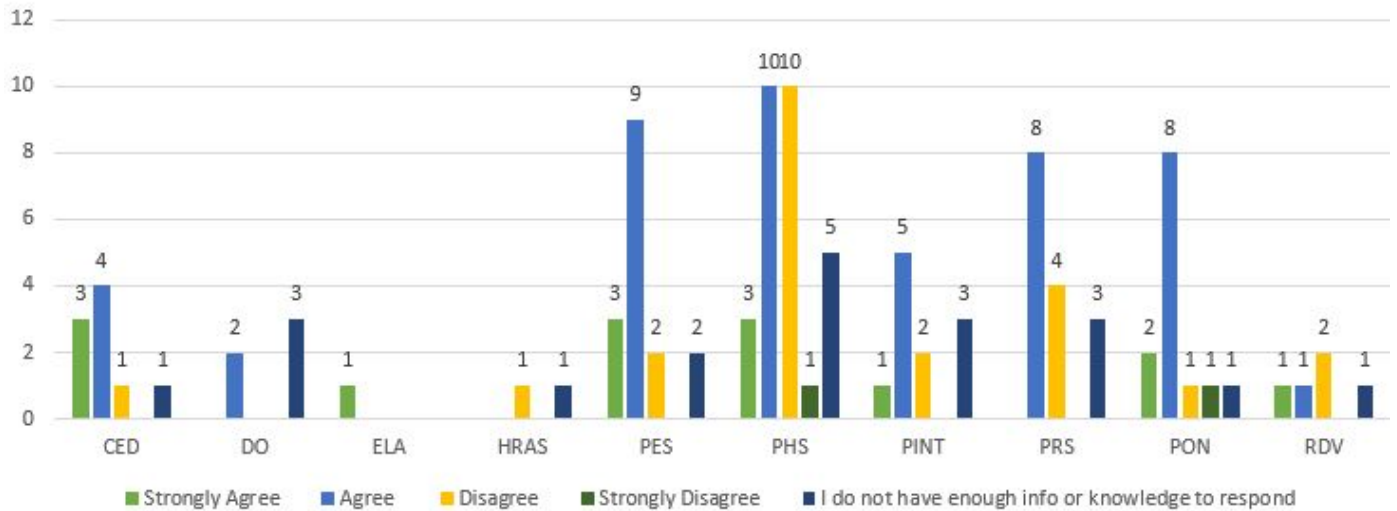
PUSD fosters a culture of continual improvement.



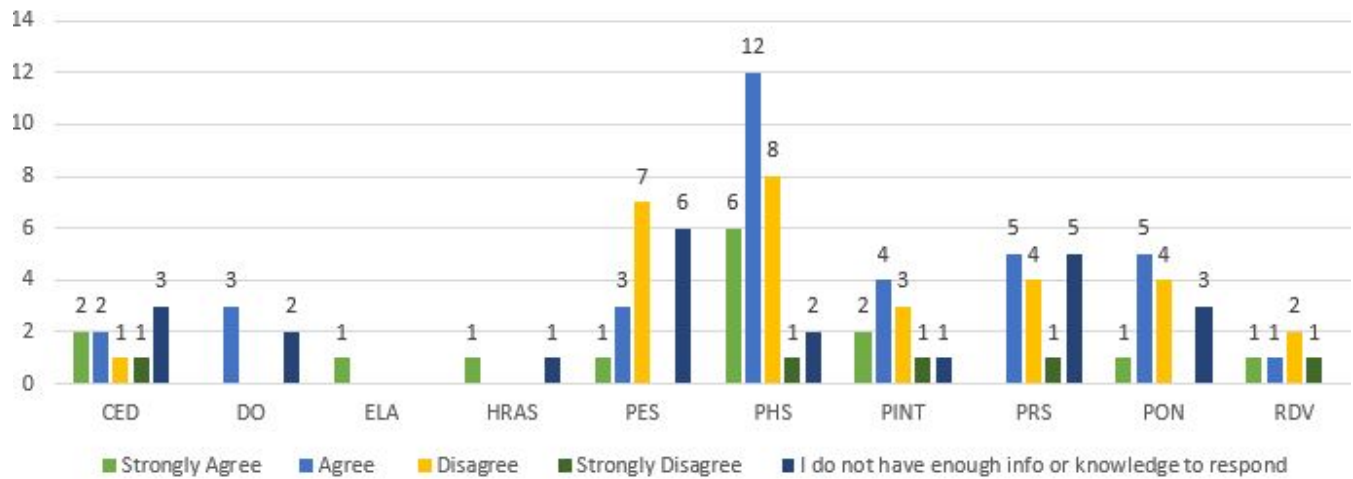
District and site leadership provide opportunities for all stakeholders to participate in the educational decision-making process.



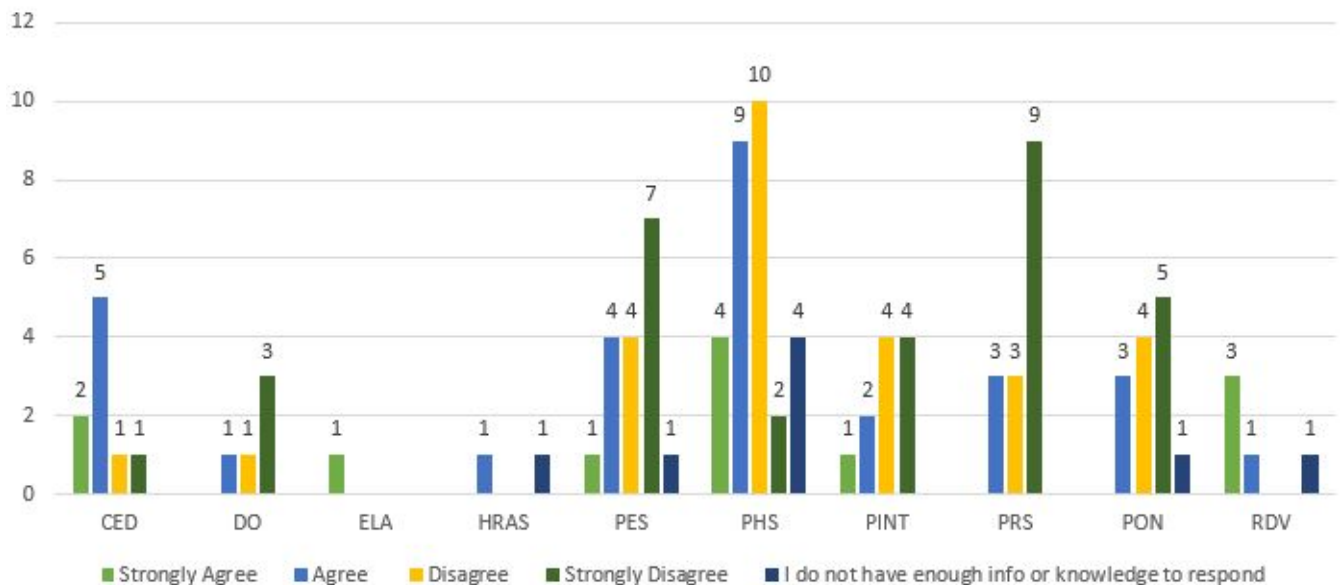
Teachers actively seek parent input into decisions related to their child's education.



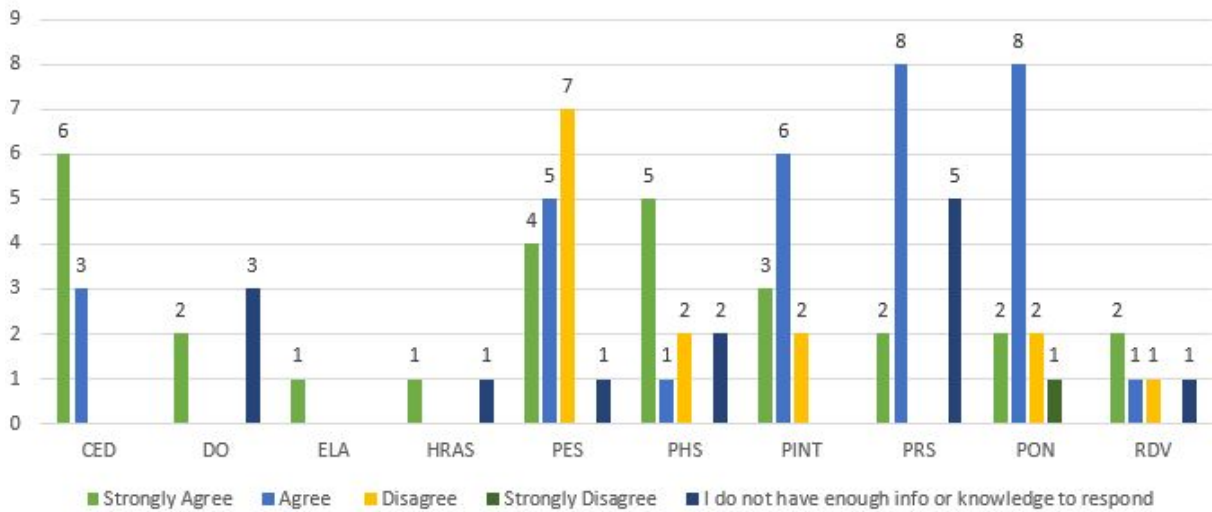
PUSD school sites offer a variety of programs for students to be engaged in the community.



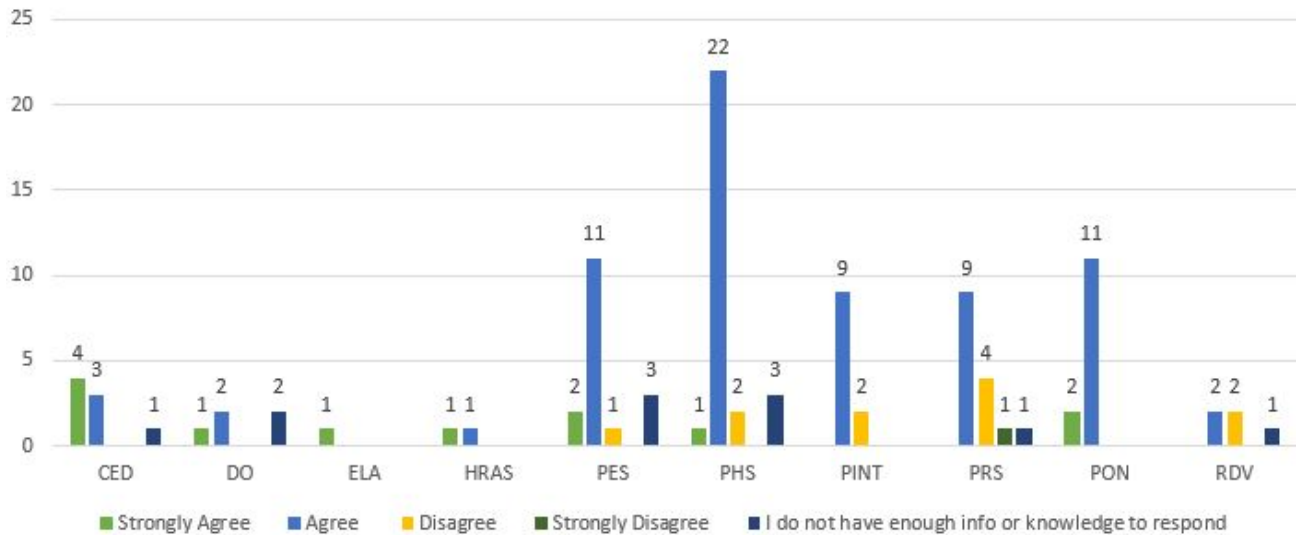
My school offers adequate counseling services that provide support for social emotional concerns that impact attendance and conduct.



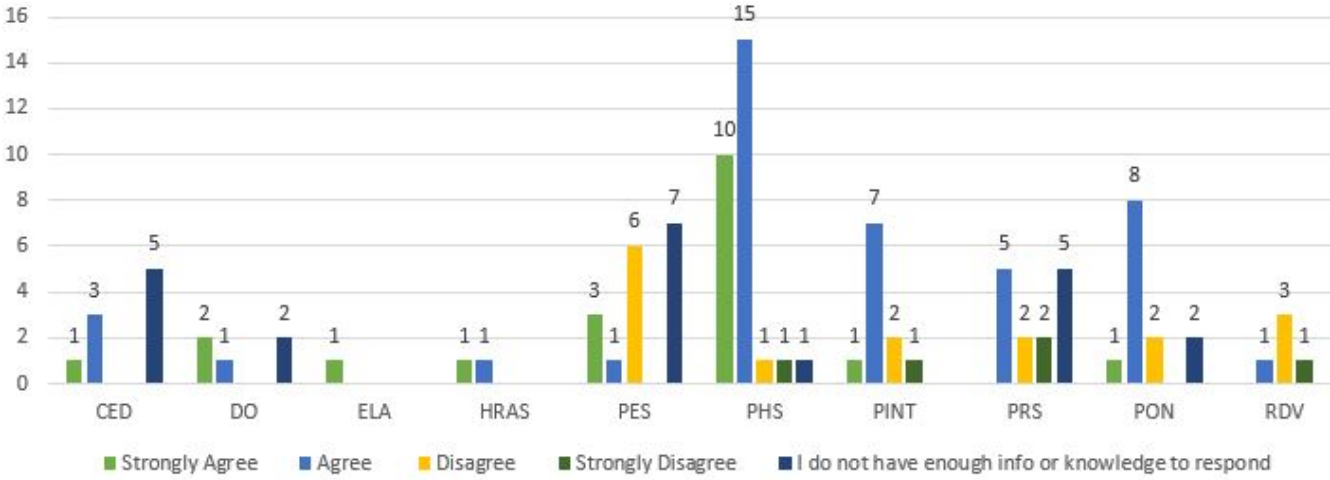
My school provides all students with textbooks and learning materials to support student learning.



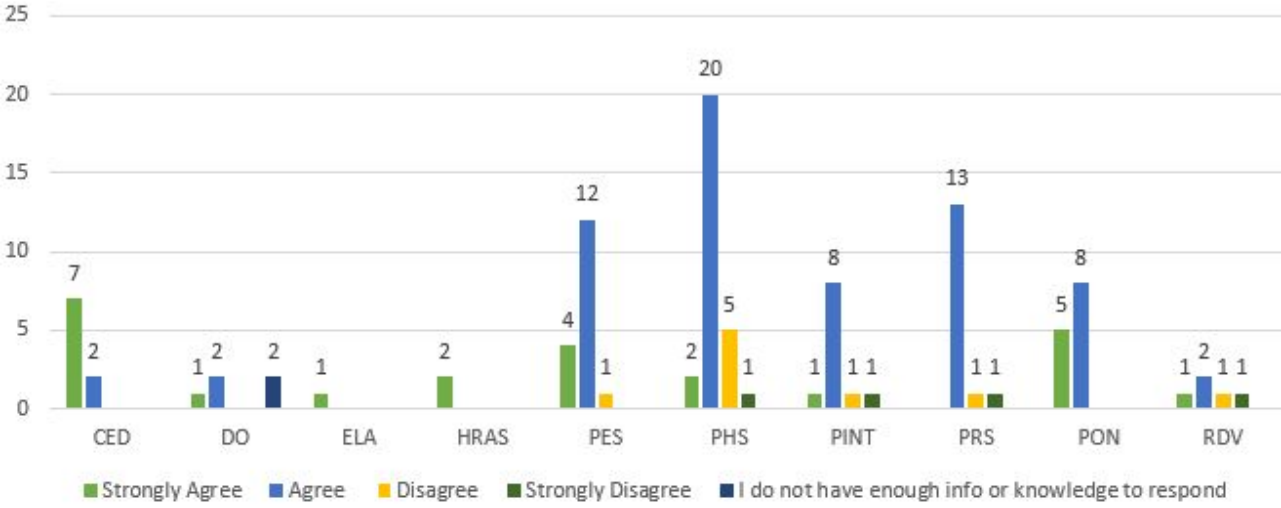
Students look forward to attending school.



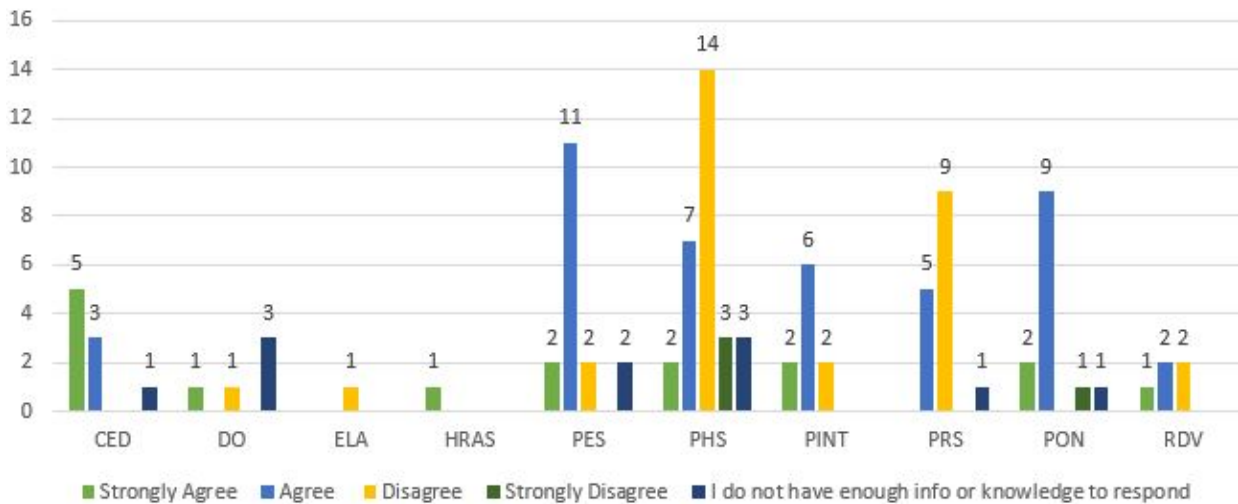
Students have access to a variety of courses, pathways, and learning opportunities to prepare them for high school, college, and career readiness.



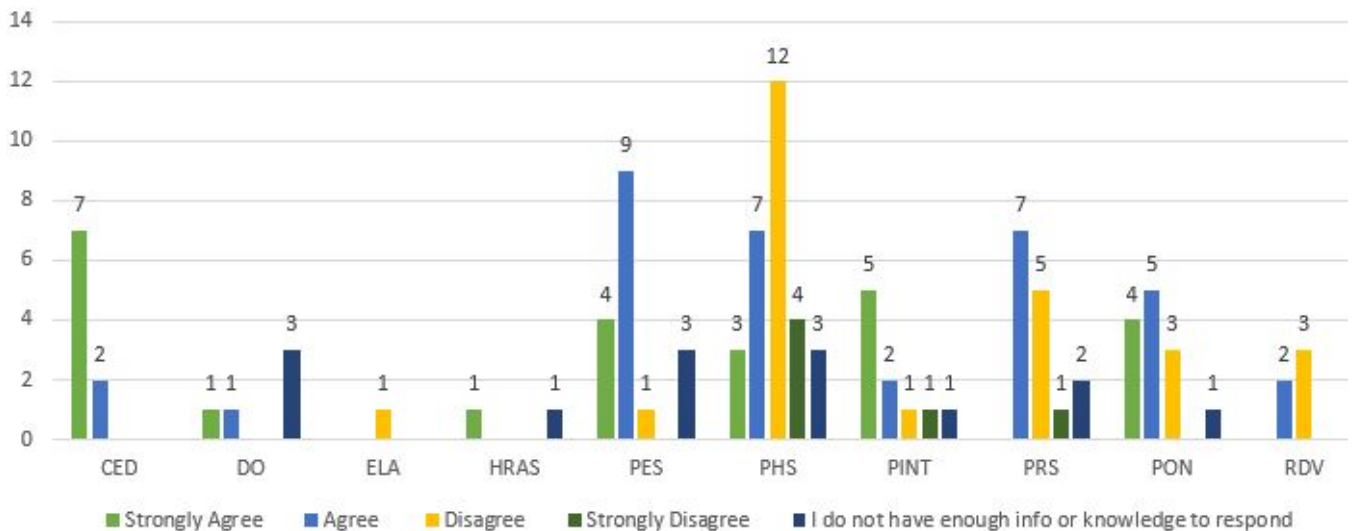
My school climate fosters a feeling of safety, security, and support.



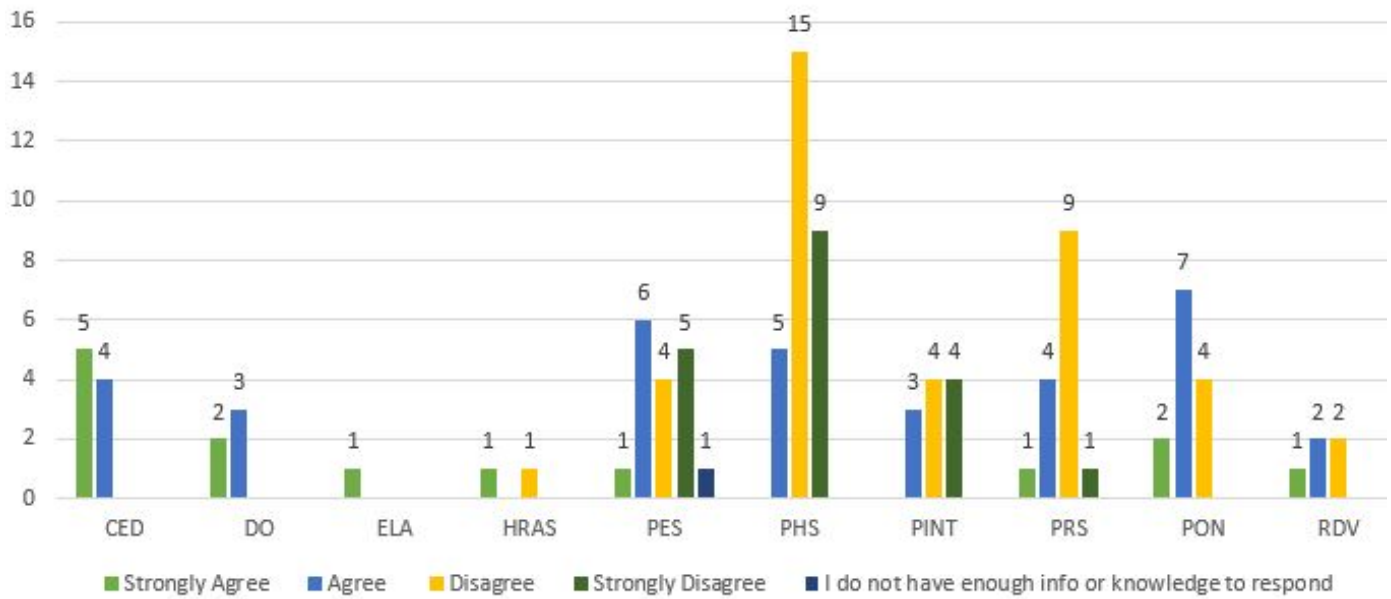
Discipline procedures for dealing with students consistently and fairly are followed by teachers at my school.



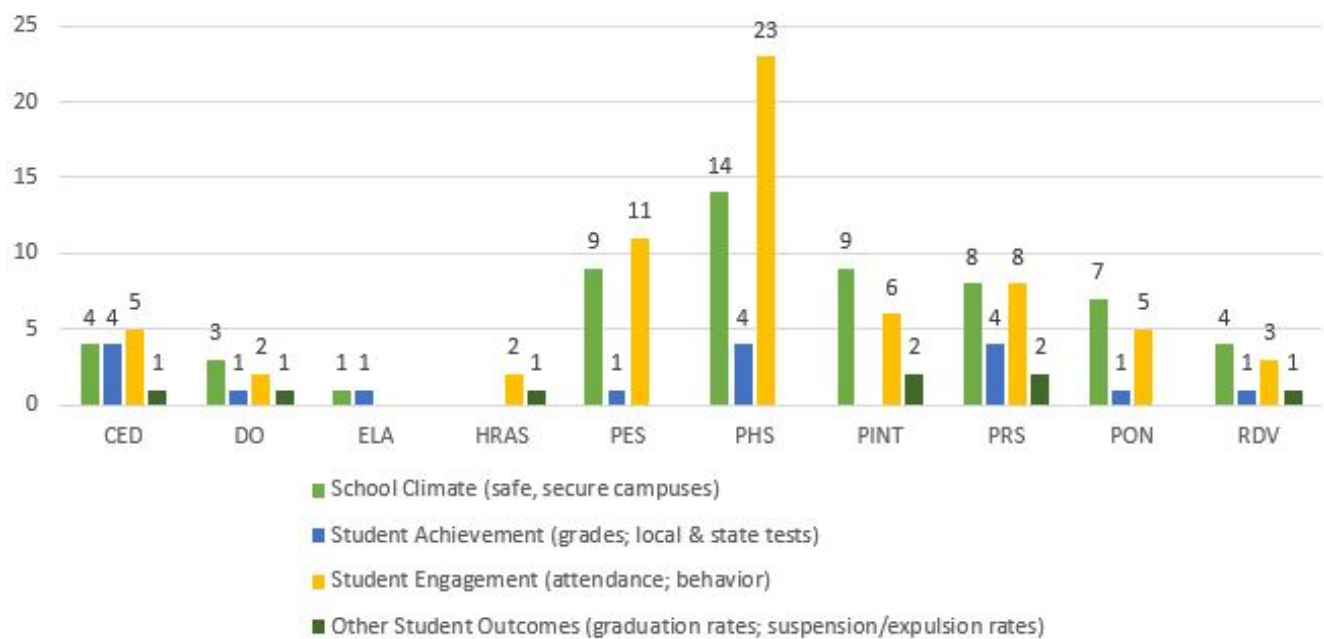
Discipline procedures for dealing with students consistently and fairly are followed by administrator(s) at my school.



The school where I work is clean, safe and in good repair.



Which of the 8 state priorities are most important to you.
Select two (several selected 2+).



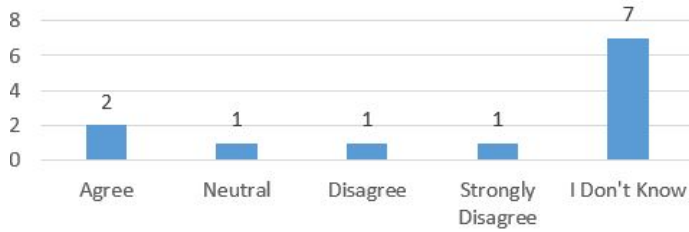
If you selected Other Student Outcomes, please define:

- Behavior
- Better technology and additional personnel to support it
- Data collection to improve student outcomes.
- Provide the necessary social/emotional support (full-time counselor)
- Graduation rates
- Suspension/expulsion rates

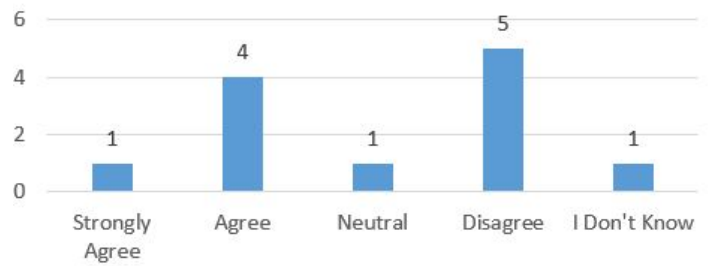
LCAP Community Survey Results as of 2/2/17

1. To what extent do you agree with the following?

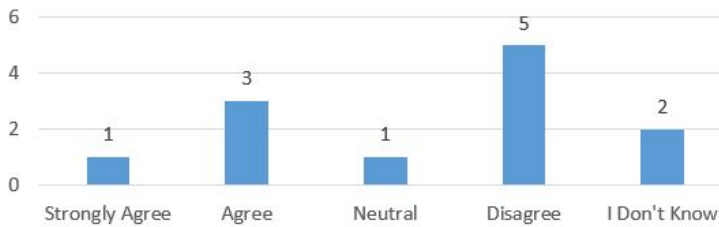
Students at PUSD schools are engaged as evidenced by high attendance rates.



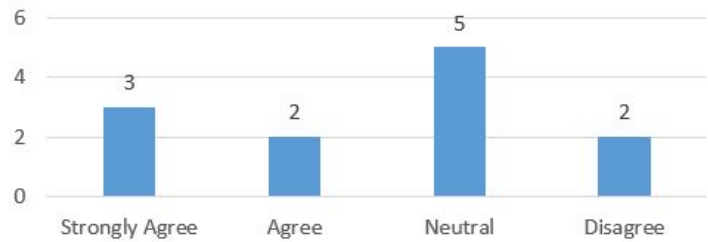
Our schools encourage parental involvement and participation.



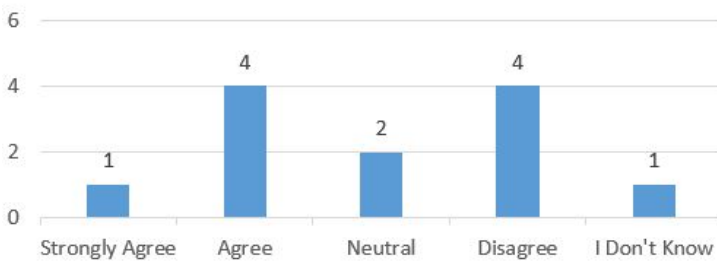
PUSD schools maintain a positive climate (student sense of safety and school connectedness and reduced suspensions and expulsions).



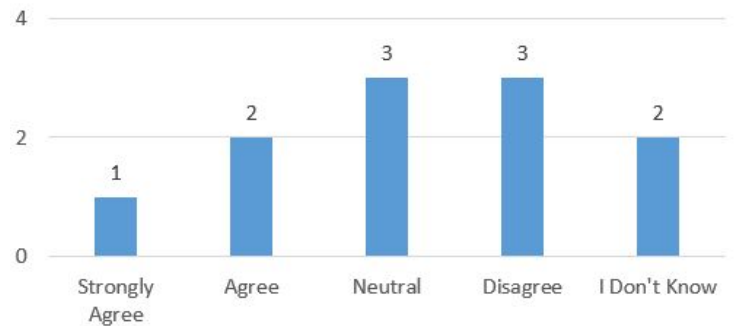
Our schools employ highly qualified teachers (all teachers are properly credentialed for their assignment).



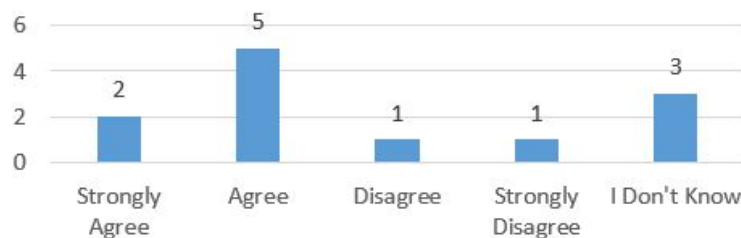
PUSD schools ensure sufficient student access to instructional materials, including technology for all students.



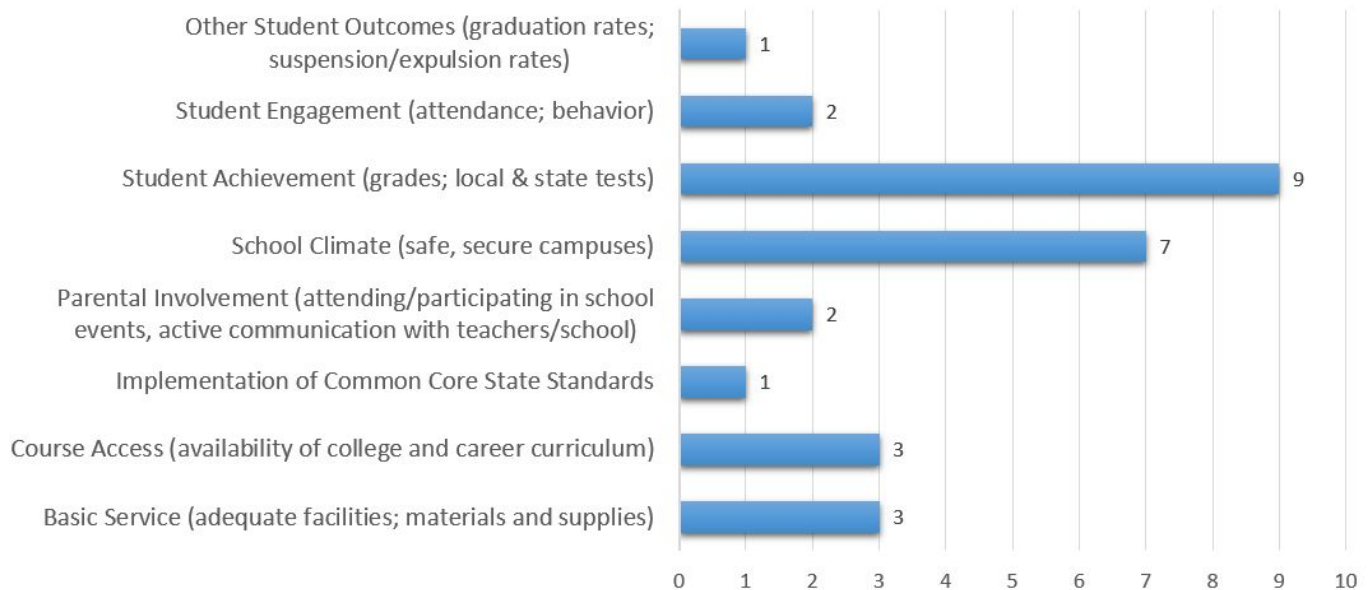
Our facilities are in good repair.



PUSD schools are implementing common core state standards (access to high-quality English and mathematics instruction and materials)



Which of the 8 state priorities are most important to you? Select two.



Additional comments/suggestions regarding PUSD's implementation of the 8 state priorities:

- I truly believe this is work in progress when it comes to the implementation of the 8 state priorities and common core.
- I know with the amount of poverty we have in this district it is hard to correct the low test scores. Targeting programs that can make a difference for those disadvantaged children should be a focus. Also finding ways to compete better against the local and county-wide Charter schools, such as letting the community know about programs that help advanced learning children, the common learner and the disadvantaged learner is key to competing against Charter schools.
- As a parent I hold myself accountable for my children's education but need the PSUD to help me too, as I and my wife have a careers to keep. I wish more parents took my approach to their children's education and would get involved more, as the Charter schools benefit from that parent involvement greatly.
- Finding programs that can create that same atmosphere with parent involvement should be another focus of the PSUD. It may feel like the cards we are dealt are stacked up against us. But that is no reason to not keep trying to find improvement.
- All teachers and staff need to work toward the betterment of students, not their particular employee group! Children first, remember!
- What has been the impact of the significant LCAP funds spent so far?
- It takes time before we can be assured that it is working right.
- Student learning and achievement in the context of providing students with academic as well as career/vocational 21st Century skill sets should and must be PUSD's top priorities!

Chart #1 Paradise Unified School District - CAASPP

School (5th, 8th, 11th)	ELA 2015	ELA 2016	Math 2015	Math 2016
District	36%	37%	22%	22%
District - LI	28%	30%	16%	16%
Paradise High School- 11th	59%	54%	29%	30%
PHS Sub Group - LI- 11th	49%	51%	18%	21%
Paradise Intermediate- 6th-8th	29%	40%	20%	23%
Paradise Intermediate- LI- 6th-8th	26%	37%	23%	19%
Pine Ridge- 6th-8th	29%	29%	19%	17%
Pine Ridge - LI- 6th-8th	34%	44%	11%	27%
Paradise Elementary- 5th	22%	38%	7%	18%
Paradise Elementary- LI- 5th	13%	33%	2%	15%
Ponderosa Elementary- 5th	30%	36%	17%	25%
Ponderosa Elementary- LI- 5th	23%	28%	8%	17%
Pine Ridge Elementary- 5th	22%	35%	17%	16%
Pine Ridge Elementary - LI- 5th	21%	33%	12%	19%
Cedarwood- 5th	28%	14%	17%	5%
Cedarwood - LI- 5th	25%	13%	12%	3%

Chart #2 Paradise Unified School District - EAP

School (11th EAP)	ELA 2015	ELA 2016	Math 2015	Math 2016
District	36%	37%	22%	22%
Paradise High School	59%	54%	29%	30%
Ridge View	6%	29%	4%	23%
eLearning Academy	39%	64%	34%	26%

Chart #3 Paradise Unified School District - AP

	PHS AP Passage Rates	# of Students enrolled in AP Class	% of LI Students enrolled in AP Class
2015-2016	61%	166	25%
2014-2015	54%	142	30%
2013-2014	75%	136	23%

Chart #4 Paradise Unified School District - UC/CSU

	District	PHS	RVHS	e-Learning	LI
2015-16	18.2%	25.0%	0%	0%	5.6%
2014-15	17.8%	23.5%	0%	0%	14.4%
2013-14	24.1%	31.9%	0%	0%	17.3%

Chart #5 Paradise Unified School District - Cohort Graduation Rate

	District	PHS	RVHS	e-Learning	LI
2015-16	90.1%	97.4%	70.6%	75.5%	86.4%
2014-15	82.6%	92.3%	82.6%	78.6%	77.6%
2013-14	88.1%	96.0%	88.1%	50.0%	83.8%

Chart #6 Paradise Unified School District - CTE Students

	# Students Enrolled in CTE Courses	# Students Completing CTE Pathway
2015-16	682	106
2014-15	544	144

Chart #7 Paradise Unified School District - EL Students

Performance Level	Beginning	Early Intermed	Intermed	Early Advanced	Advanced	Number Tested
2015-2016	18%	11%	51%	14%	6%	80
2014-2015	9%	18%	49%	16%	6%	74
2013-2014	15%	20%	37%	25%	3%	60

2012-2013	16%	20%	44%	20%	0%	50
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13. Developing and maintaining the master schedule is a year around process that involves administrators, teachers, and district office personnel.

Stakeholder LCAP Forums Input/Responses

Student Advisory	December 15, 2016
LCAP Forum - Ponderosa Elementary	January 18, 2017
LCAP Forum - Pine Ridge	January 24, 2017
LCAP Forum - Paradise High School	January 25, 2017
Classified Advisory	January 27, 2017
Parent Advisory	January 31, 2017
LCAP DAC	February 7, 2017
Instructional Leadership	February 14, 2017
Future Ready Advisory	February 14, 2017

Superintendent's Student Advisory Meeting at the D.O., Thursday 12/15/16

Develop a list of services/activities that you feel are essential for student success.	
Number of Dots	Service/Activity
N/A	Safer environments/more positive
N/A	Later start time
N/A	Passionate teachers
N/A	More activities to create a better community
N/A	Less homework
N/A	Better bus routes/less crowded, quieter buses
N/A	Better variety of books
N/A	More food and more variety
N/A	Longer breaks during the day
N/A	More academic help
N/A	More online resources
N/A	Remind buss app
N/A	Late bus
N/A	Cleaner bathrooms
N/A	Study Hall
N/A	Better supervision

LCAP Forum at Ponderosa Elementary, Wednesday 1/18/17

Develop a list of services/activities that you feel are essential for student success.	
Number of Dots	Service/Activity
3	High caliber teachers
2	Safe Campus
2	VAPA
2	Second language at elementary level
1	Up to date curriculum
1	Challenging materials (harder reading)
1	Warm water/facilities updated
1	Differentiated instruction
1	STEAM
1	Highly engaging instruction and environments
0	K-3 Prep time for teachers
0	AP courses
0	CTE courses
0	Citizenship/character education
0	Food choices/healthy

LCAP Forum at Pine Ridge School, Tuesday 1/24/17

Develop a list of services/activities that you feel are essential for student success.	
Number of Dots	Service/Activity
9	Sports
5	Behaviorist &/or school site counseling K-8

5	Student engagement & motivation-VAPA
4	1:1 devices
3	STEAM
2	ACE's training (more tools for toolbelt) (trauma informed)
1	Staff mentorships (subs for observations & coaching opportunities, like BTSA)
1	Reading & math interventions
1	Keep fabulous administrators
1	Branding/marketing our schools & district
1	Elementary AVID
0	Ongoing staff development
0	Curriculum recovery

Superintendent's Classified Advisory Meeting 1/27/17 at the D.O.

Develop a list of services/activities that you feel are essential for student success.	
Number of Dots	Service/Activity
5	Compassionate staff
3	Students' basic needs (food, health, etc.)
2	Full day admin. (CED, PINT, and PRS)
2	Great teachers
2	Transportation
1	Staff dev.-all staff
0	RVHS (additional instruction and reading specialist)
0	Sports-coaches
0	VAPA
0	Full day kindergarten
0	Library
0	Custodial staff

LCAP Forum at Paradise High School 1/25/17

Develop a list of services/activities that you feel are essential for student success.	
Number of Dots	Service/Activity
8	Bonuses to attract highly qualified teachers
7	Staff/student positive interaction/relationships - comments on report cards
6	Beautification
5	Meaningful student recognition (grades, character, attendance)
4	Increase parent engagement (live streaming, food, Wi-Fi)
3	Sports
3	Up to date technology
2	Updated Curriculum
2	Expand work internships
2	Mental health services (to reduce attendance; suspensions)
1	Professional Development
1	Counseling (emails, phone calls home)
0	Class Size Reduction

Superintendent's Parent Advisory, Wednesday 1/31/17

Develop a list of services/activities that you feel are essential for student success.	
Number of Dots	Service/Activity
3	Quality teachers
3	Academic counselors 6-12, 6 year plan
2	Sports 6-12
2	VAPA
2	STEAM
2	GATE
2	Internships (CTE)
1	Honors classes
1	Passionate staff
0	Safe environment
0	Trained Yard Duty
0	Trauma informed staff
0	College ready grads
0	Improved communication
0	Middle school clubs

LCAP District Advisory Council Meeting at the PHS Library, 2/7/17

Develop a list of services/activities that you feel are essential for student success.		Develop a list of services/activities that you feel we could eliminate/change.	
Number of Dots	Service/Activity	Number of Dots	Service/Activity
10	Highly qualified, dedicated staff	0	Data about extended library hours--how used at each site?
8	Engaging curriculum/instruction	0	Asst. coaches--reduced stipend?
5	Safe, supportive school environment	0	VAPA costs?
5	Small class sizes	0	School site allocations reduced? (is it supporting D.W. goals?)
4	Counseling needs met	0	Does security need to be \$50,000 a year?
4	Trauma informed practices for staff development	0	Instead of making cuts, be more effective with \$
3	Culture of OK to have fun at school	0	What should be in LCAP to close achievement gap and what's in base?
3	Meet individual needs of kids--alternative interventions	0	How to measure impact on "stuff" on list.
2	Food, safety, security, and transportation (basic needs)		
2	Support staff		
1	Career Pathways/CTE		
1	Clubs		
1	Critical thinking skills		
1	Fieldtrips		
1	Meaningful relationship		
1	Sports (6-12)		
1	Training for staff		
0	Adequate materials (classroom supplies)		
0	Expanded learning opportunities		
0	Full time admin at sites		
0	FUN		
0	Increased admin at sites		
0	Parent engagement--comprehensive events		
0	Student access to technology		
0	WEB/LINK		

Future Ready Team/Instructional Leadership Team Meeting at the D.O., 2/14/17

Develop a list of services/activities that you feel are essential for student success.		Develop a list of services/activities that you feel we could eliminate/change.	
Number of Dots	Service/Activity	Number of Dots	Service/Activity
9	Counseling	0	PBIS
9	Caring, engaged with students, highly trained staff	0	Extended Library Hours
6	Reading and math effective interventions	0	Site funds
3	6-12 Sports		
3	AP/PLTW/A-G courses		
2	CTE Pathways		
2	Technology in every classroom		
2	Marketing our District		
1	Partnerships with local businesses/community		
1	Elementary PE class		
1	VAPA		
1	Social Science updates		
0	Full Day Kindergarten		
0	Music and Art - Grades 3-5		
0	PBIS Trainings		
0	Opportunities for parent participation		
0	0 and 8th period credit recovery		
0	Full time elementary principals		
0	Full time assistant principals		
0	Safety and Security		
0	Electives		
0	Engaging curriculum		



UNIFIED SCHOOL DISTRICT *Paradise*

District Advisory LCAP Input Meetings



April 2017

LCAP District Advisory Committee

April 4, 2017

5:00 PM Paradise High School

- 1. Welcome - Introductions**
- 2. DAC Presentation (Dinner)**
- 3. 2017-2020 Goals**
- 4. AMO's Annual Measurable Outcomes**
- 5. LCAP Actions/Services Adjustments**
- 6. Next Steps**
 - a. LCAP Financial Recommendations/Report to School Board**
- 7. Future Meeting Dates**
 - a. May 2nd**

Emerging Areas of Need...

Over the course of 2015-2016 and 2016-2017

State data results, stakeholder meetings, and survey results several areas of need began to emerge:

- 1. Need to ensure highly trained and passionate teachers (Pupil Achievement/Pupil Engagement/School Climate/Basic Services);**
- 2. Need to ensure all students have access to, and are receiving, instruction utilizing challenging and up-to-date curriculum (Pupil Achievement/Basic Services);**
- 3. Need to increase counseling services both academic and behavioral (Pupil Achievement/Pupil Engagement/School Climate);**
- 4. Need to expand athletic teams to grades 6-8 (Pupil Engagement/School Climate);**

Emerging Areas of Need...

Over the course of 2015-2016 and 2016-2017

Continued:

- 5. Need to provide technology for all students (STEAM), including staff training in SAMR (Pupil Achievement/Other Pupil Outcomes);**
- 6. Need to positively recognize our students (PBIS) (Pupil Achievement/School Climate/Pupil Engagement);**
- 7. Need to ensure site safety (Basic Services);**
- 8. Need to keep and increase CTE courses for students in grades 6-12 (Pupil Achievement/School Climate/Other Pupil Outcomes).**

Proposed 2017-2018 LCAP Goal #1

Academic Excellence...Paradise Unified School District will graduate students who have received high quality common core aligned curriculum and instruction that promotes college, career, and civic readiness, with academic interventions in place, to eliminate barriers to student success.

Proposed 2017-2018 LCAP Goal #2

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

Proposed 2017-2018 LCAP Goal #3

High Quality Staff...Paradise Unified School District will provide staff with differentiated professional development focusing on full implementation of CA CCSS infused with educational technology and the STEAM philosophy.

Table Activity #1

(Use Proposed AMO's Handout)

<http://bit.ly/amo2017proposed>

- 1. Do our annual measurable outcomes? (AMO's) align with our goals and state priorities?**
- 2. If not, what AMO's will align with our goals and new State Accountability Dashboard?**

Table Activity #2

(Use LCAP Actions and Services Handout)

<http://bit.ly/proposedactionsandservices>

- 1. Do our actions and services align with our goals, AMO's and the new State Accountability Dashboard? (See Handout)**
- 2. If not, how could we align our actions and services to our goals and AMO's?**

Next Steps

- 1. What are our priorities for actions and services?**
- 2. Recommendations for funding actions and services? (S & C financial allocations)**

Funding must be directed toward the 8 state priorities:

Pupil Achievement

- » Performance on statewide standardized tests.
- » Score on Academic Performance Index.
- » Share of pupils that meet the requirements for entrance to the University of California and the California State University or complete career technical education sequences or programs.
- » Share of English learners that become English proficient.
- » English learner reclassification rate.
- » Share of pupils that pass Advanced Placement exams with 3 or higher.
- » Share of pupils determined prepared for college by the Early Assessment Program.

Pupil Engagement

- » School attendance rates.
- » Chronic absenteeism rates.
- » Middle school dropout rates.
- » High school dropout rates.
- » High school graduation rates.

Other Pupil Outcomes

- » Other indicators of pupil performance in required areas of study.

School Climate

- » Pupil suspension rates.
- » Pupil expulsion rates.
- » Other local measures.

Parental Involvement

- » Efforts to seek parent input.
- » Promotion of parental participation.

Basic Services

- » Rate of teachers appropriately assigned and fully credentialed.
- » Pupil access to standards-aligned instructional materials.
- » Facilities maintained in good repair.

Implementation of State Standards

- » Implementation of State Board of Education-adopted academic content and performance standards for all pupils, including English learners.

Course Access

- » Pupils access and enrollment in all required areas of study.

Available LCAP Funding 2017-2018

Red = "Fixed" Costs

Green = New recommendations based on data analysis and stakeholder recommendations.

General Descriptions	FY 2016-17	FY 2017-18
	Actual	Proposed
PHS Allocation (based on T-1 equivalent)	175,000	175,000
Professional Development	275,000	225,000
Class Size Reduction K-3	650,000	682,500
Class Size Reduction 9th	50,000	0
PBIS/ACE's	160,000	100,000
.5 FTE Principal Cedarwood	60,000	67,000
.5 FTE Vice Prin Pine Ridge	45,000	55,000
.5 FTE Vice Prin Paradise Int	55,000	57,000
Reading Intervention - Ridgeview	105,000	108,000
Extended Library Hours	30,000	0
School Site LCAP	300,000	200,000
Full Day Kindergarten	335,000	350,000
Honey Run - In School Suspension Services	195,000	202,000
Ridgeview - Additional Instruction	295,000	305,000
STEAM	100,000	150,000
VAPA	150,000	90,000
Security	150,000	150,000
Curriculum, Instruction and Assessment Supp	132,000	154,000
Technology Support	120,000	123,000
Child Welfare and Attendance	48,000	51,000
6-12 Athletic Asst Coach Stipends	45,000	57,000
BTSA	40,000	60,000
CTE	510,000	750,000
Behavior Technicians	0	75,000
6-12 Athletics	0	235,500
x	0	0
x	0	0
x	0	0
TOTAL	4,025,000	4,422,000
Need to spend		4,422,000
Balance		0



UNIFIED SCHOOL DISTRICT *Paradise*

District Advisory LCAP Input Meetings



February 2017

LCAP District Advisory Committee

February 7, 2017

5:00 PM Paradise High School

- 1. Welcome - Introductions**
- 2. DAC Presentation (Dinner)**
- 3. DAC Activity**
- 4. Stakeholder Online Survey Results**
- 5. Next Steps**
 - a. Email Stakeholder Essential Services Results (After February 14th)**
 - b. Data Analysis**
 - c. Possible LCAP Goal Adjustments**
 - d. Measurable Outcomes**
 - e. LCAP Action/Services Steps Adjustments**
 - f. LCAP Financial Recommendations/Report to School Board**
- 6. Future Meeting Dates**
 - a. March 7th**
 - b. April 7th**

Who Are We?

We are a California Public School District with ten school sites

Paradise Elementary TK-5th	585	Paradise Intermediate 6th-8th	422
Ponderosa Elementary TK-5th	535	Paradise High School 9th-12th	1047
Cedarwood Elementary TK-5th Special Education Preschool	254	Ridgeview Continuation 10th-12th	125
Pine Ridge School K-8th	460	e-Learning Academy	55
Honeyrun Academy Community Day School and ISS		Pearson Adult Education Center - Special Education Adults (18-22)	

Who Do We Serve? “All Means All”

- **Approximately 3,492 Students in grades TK-12th**
- **Advanced Placement Students to Struggling Learners**
- **Special Education Pre-School**
- **Special Education Adults 18-22**
- **Adults seeking HS diploma or equivalency**
- **62% of our students qualify for Free/Reduced Lunch**
- **140 students are homeless**
- **51 students are foster youth**
- **18 students live in group homes**
- **20% of our students have chronic absenteeism**

Where Are We?

Paradise Unified School District is located in the Sierra foothills and serves the communities of Paradise, Magalia and Stirling City.

- **Our boundaries cover over 70 square miles**
- **We transport students over 300,000 miles per year**
- **Over 1,300 students ride our 37 buses everyday**



What Programs/Activities/Services Do We Offer?

Each of our schools are unique and offer both Standards Based academics and whole child programs, services and supports to meet the individual needs of ALL our students.

“All Means All”



What Programs/Activities/Services Do We Offer? (TK-5)

Full Day Transitional Kindergarten

Full day Kindergarten

Music and Art classes

Physical Education

STEAM Education

Technology in every classroom Google

Apps for Education

**Positive Behavior Interventions and
Supports**

Character Education

After School Programs

Reading and Math Interventions

Special Education

Field Trips

Opportunities for Parent Participation

Community Events



What Programs/Activities/Services Do We Offer? (6-8)

Elective Classes
Music and Art Programs
Physical Education
STEAM Education
1:1 Chromebooks in English
Google Apps for Education
Robotics
WEB (Where Everyone Belongs)
PBIS

Character Education
After School Program
Reading and Math Interventions
Special Education
Field trips
Opportunities for Parent Participation
Community Events

What Programs/Activities/Services Do We Offer? (9-12)

**A-G UC/CSU Courses
Advanced Placement Courses
Blended Learning
College Connection
1:1 Chromebooks in English Classes
Google Apps for Education
PLTW (Engineering Pathway)
Electives
ERWC - Expository Reading Writing
Student Clubs
PBIS**

**Character Education
LINK Crew
Student Leadership
Peer Counseling
Independent Study
Credit Recovery
Reading and Math Interventions
Full CIF Competitive Athletic Program
Special Education
Opportunities for Parent Participation
Community Events**

PUSD Secondary Pathway Programs

**Architectural & Structural Engineering
Cabinetry, Millwork & Woodworking
Child Development
Computer Hardware, Electrical, & Network
Engineering
Education
Engineering Design
Entrepreneurship - Small Business
Fashion Design, Manufacturing & Merchandising**

**Foodservice & Hospitality
Graphic Arts Technology
Integrated Graphics Technology
Media & Design Arts
Media Support & Services
Patient / Health Care & Health Information Services
Programming & Systems Development
Vehicle Maintenance, Service & Repair**



Additional PHS Academic Programs:

Butte College 2+2+2 Articulated Courses



**A+ Computer Repair
Advanced Computer Applications
Architectural Drawing
Auto 1
Child Development
Computer Game Programing**

**Engineering and Architectural Design
Graphic Design
Photo 1
Public Speaking
Technology Ed and Careers
Yearbook**

Additional PHS Academic Programs:

Advanced Placement Courses



Biology
Calculus
Statistics
English Language
English Literature
Physics
U.S. Government & Politics
U.S. History

AVID - Advancement Via Individual Determination

Preparing **ALL** students for college readiness and success in a global society



Additional PHS Programs

Visual and Performing Arts



Marching Band

Chorus

Drama

Musical Production

Fashion Design

Photography

Art

Award Winning Athletic Programs



Tennis

Soccer

Golf

Football

Track and Field

Cross Country

Softball

Volleyball

Swimming

Basketball

Baseball

Cheer

Post Graduate Universities Attended by PUSD Graduates

Academy of Art University
Brigham Young University
Dixie State University
Cal Poly, San Luis Obispo
Cal Poly, Pomona
Chapman University
C.S.U. Chico
U.C. Riverside
Stanford
Westmont College

University of Nevada, LV
Harvey Mudd
Lewis and Clark
Ohio State University
Oregon State University
San Francisco State
San Jose State
Simpson College
Sonoma State University
Southern Oregon University

U.C. San Francisco
U.C. Berkeley
U.C. Davis
U.C.L.A.
U.C. San Diego
U.C. Santa Barbara
University of Alaska
University of Idaho
University of Nevada Reno
University of Vermont

Post Graduate Institutions Attended by PUSD Graduates

**Butte Community College
Cuesta Community College
Feather River Community College
Fresno City College
Napa Valley College
Northwest Lineman College
Oxnard College
Santa Barbara City College
Sierra College
Siskiyou College**



**Air Force
Army
Navy
U.S Marines
West Point
Naval Academy**



Goals for Stakeholder Meetings

- **Three Guiding Principles of LCAP**
- **Eight State Priority Areas**
- **Nine State Indicators of Student Success**
- **Review and analyze current student achievement data**
- **Review current LCAP goals and expenditures**
- **Discuss PUSD's forecasted budget affecting district and LCAP**
- **Where do we go from here? Brainstorming activities**
- **Provide feedback & prioritize options**



Three Guiding Principles of LCAP

Step One: Using the eight goal areas in the LCAP guidelines identify main goals. Is there clear and compelling evidence (achievement data, attendance data, stakeholder survey) for us to identify this goal?

Step Two: Develop and describe our plan, including options.

Step Three: Agree on transparency and monitoring.





Eight State Priority Areas

1. **Student Achievement - Standardized tests, EL, EAP, and AP Scores**
2. **Student Engagement - Attendance, graduation rates, absenteeism, drop out rates**
3. **School Climate - Suspension and expulsion rates**
4. **Parent involvement - Efforts to seek parent involvement, promotion of participation**
5. **Basic Services - Teacher assignments, facilities, access to common core aligned materials**
6. **Implementation of Common Core State Standards**
7. **Course Access - Student access and enrollment in all areas of study**
8. **Other Student Outcomes - Performance outcomes (ex. senior projects)**

Nine Indicators of School Success *(California Schools Dashboard)*

1. Performance standards
2. Readiness for college and careers
3. Graduation rates
4. Progress of English learners
5. Suspension rates
6. Chronic absenteeism
7. Parent engagement (18-19)
8. School climate (18-19)
9. Basic conditions at school (18-19)



Spring 2016 CAASPP Results *(Success Indicator #1)*

PUSD District Wide Math Results



Standard Met or Exceeded	2015	2016
PUSD	22%	22%
STATE	33%	37%

Spring 2016 CAASPP Results *(Success Indicator #1)*

PUSD District Wide English Arts Results



Standard Met or Exceeded	2015	2016
PUSD	36%	37%
STATE	44%	49%

2016 Site CAASPP Results (Success Indicator #1)

PHS

Standard Met or Exceeded	2015	2016
ELA	59%	54%
MATH	29%	30%



Ridgeview

Standard Met or Exceeded	2015	2016
ELA	6%	29%
MATH	0%	23%



Spring 2016 CAASPP Results (Standard Exceeded of Met)

11th	ELA 2015	ELA 2016	Math 2015	Math 2016
<i>State</i>	56%	59%	39%	33%
<i>County</i>	58%	57%	29%	31%
PHS	59%	54%	29%	30%
PV	69%	74%	38%	47%
Chico	71%	67%	44%	47%
Las Plumas	51%	47%	20%	16%
Oroville	55%	43%	23%	13%

Spring 2016 CAASPP Results (Standard Exceeded of Met)

Low Income

11th	ELA 2015	ELA 2016	Math 2015	Math 2016
<i>State</i>	48%	49%	19%	21%
<i>County</i>	45%	45%	18%	17%
PHS	49%	52%	18%	22%
PV	58%	63%	23%	29%
Chico	63%	49%	30%	29%
Las Plumas	46%	46%	14%	11%
Oroville	50%	42%	22%	12%

2016 Site CAASPP Results (Success Indicator #1)

Paradise Intermediate

Standard Met or Exceeded	2015	2016
ELA	36%	44%
MATH	30%	25%



Pine Ridge

Standard Met or Exceeded	2015	2016
ELA	41%	47%
MATH	17%	27%



2015/2016 Site CAASPP Results (Standard Exceeded or Met)

8th	ELA 2015	ELA 2016	Math 2015	Math
2016 State	44%	48%	33%	36%
County	40%	47%	30%	34%
PINT	36%	44%	30%	25%
Pine Ridge	41%	47%	17%	27%
Bidwell Jr.	44%	54%	39%	44%
Chico Jr.	47%	47%	46%	46%
Central	26%	34%	12%	14%

2015/2016 Site CAASPP Results (Standard Exceeded or Met)

	8th	ELA 2015	ELA 2016	Math 2015	Math 2016
Low Income	State	32%	36%	21%	23%
	County	32%	34%	22%	21%
	PINT	26%	37%	23%	19%
	Pine Ridge	34%	43%	11%	26%
	Bidwell Jr.	34%	40%	26%	32%
	Chico Jr.	31%	27%	19%	28%
	Central	25%	30%	11%	12%

2016 Site CAASPP Results (Success Indicator #1)

Ponderosa

Standard Met or Exceeded	2015	2016
ELA	28%	33%
MATH	20%	25%



Paradise Elementary

Standard Met or Exceeded	2015	2016
ELA	34%	38%
MATH	21%	22%



2016 Site CAASPP Results (Success Indicator #1)

Cedarwood

Standard Met or Exceeded	2015	2016
ELA	23%	21%
MATH	16%	17%



2015/2016 Site CAASPP Results (Standard Exceeded or Met)

5th	ELA 2015	ELA 2016	Math 2015	Math 2016
<i>State</i>	44%	49%	30%	33%
<i>County</i>	38%	44%	27%	31%
PES	22%	38%	7%	18%
POND	30%	36%	17%	25%
Pine Ridge	22%	35%	17%	16%
CW	28%	14%	17%	5%

2015/2016 Site CAASPP Results (Standard Exceeded or Met)

	5th	ELA 2015	ELA 2016	Math 2015	Math
2016		31%	35%	17%	19%
<i>County</i>		26%	32%	15%	19%
Low Income	PES	13%	33%	2%	15%
	POND	23%	27%	8%	17%
	Pine Ridge	21%	33%	12%	19%
	CW	25%	13%	12%	3%

Graduation

(Success Indicator #2 & 3)

How many of our students are graduating?

	State	State LI	County	County LI	District	District LI	PHS	RVHS	e-Learn
2015-16	83.2%	79.3%	86.7%	82.7%	90.1%	86.4%	97.4%	70.6%	75.5%
2014-15	82.3%	77.7%	86.3%	81.2%	82.6%	77.6%	92.3%	82.6%	78.6%
2013-14	81.0%	75.6%	85.7%	80.3%	88.1%	83.8%	96.0%	88.1%	50.0%

UC/CSU Eligible (Success Indicator #2 & 3)

How many of our students have completed the required courses for UC/CSU eligibility?

	State	State LI	County	County LI	District	PHS	RVHS	e-Learning	LI
2014-15	43.4%	34.2%	28.8%	16.4%	17.8%	23.5%	0%	0%	14.4%
2013-14	46.9%	32.7%	30.9%	18.6%	24.1%	31.9%	0%	0%	17.3%
2012-13	44.1%	30.0%	28.4%	17.2%	21.1%	25.3%	0%	0%	16.1%

Advanced Placement (Success Indicator #2 & 3)

Advanced Placement Results

	Global AP Passage Rates	State AP Passage Rates	PHS AP Passage Rates	# of AP Tests Taken	% of LI Students enrolled in AP Class
2015-2016	60%	62%	61%	166	25%
2014-2015	61%	64%	54%	142	30%
2013-2014	61%	64%	75%	136	23%
2012-2013	61%	64%	71%	102	

English Language Learner Results (Success Indicator #4)

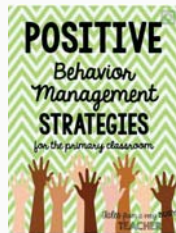


Performance Level	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Number Tested
2015-2016	18%	11%	51%	14%	6%	80
2014-2015	9%	18%	49%	16%	6%	74
2013-2014	15%	20%	37%	25%	3%	60
2012-2013	16%	20%	44%	20%	0%	50

District Climate (Success Indicator #8)

At what rates are we suspending or expelling students?

	2012-2013	2013-2014	2014-2015
Suspension Rate %	9.4%	8.4%	9.4%
Expulsion Rate %	.06%	.04%	.05%



Are our students attending school regularly?

	2012-2013	2013-2014	2014-2015
District State Attendance	92.6%	93.4%	94.13% 95.22%
Chronic Absentee%	N/A	N/A	26.1%



Review of the 2016-2017 PUSD LCAP Goals

GOAL SETTING



- 1. Paradise Unified School District will graduate students who have received high quality common core aligned curriculum and instruction that promotes college, career, and civic readiness, with academic interventions in place, to eliminate barriers to student success.**
- 2. Paradise Unified School District will provide staff with differentiated professional development focusing on full implementation of CA CCSS infused with educational technology and the STEAM philosophy.**
- 3. Paradise Unified School District will provide positive, safe and engaging learning environments and systems of support that meet the intellectual, social, emotional, and physical needs of all students so that they are able to maximize their learning and achievement.**

Local Control Funding Formula

Made up of three components

- **Base Grant**
 - All Districts receive the same amount based upon per pupil

- **Supplemental Grant (Unduplicated student count)**
 - Districts receive additional funding based upon % of Free and Reduced Lunch count, EL learners, or Foster & Homeless Youth

- **Concentration Grant**
 - Additional funding that is provided for each percentage span of unduplicated count that is above 55%

2015-2016 Unduplicated Students

District = **62%**
State = 62.5%
Butte County = 57.3%



Ridgeview High School = 82%
Honey Run Academy = 89%
Pine Ridge = 73%
Cedarwood = 74%
Paradise Intermediate = 65%
Paradise Elementary = 63%
Ponderosa = 61%
e-Learning = 53%
Paradise High School = 49%

LCAP Actions and Services

2016-2017



Supplemental and Concentration Grant (\$4,025,000)

Class Size Reduction K-3	\$650,000	School Security	\$150,000
CTE	\$510,000	C&I Director	\$132,000
Full Day Kindergarten	\$335,000	IT Director	\$120,000
School Sites	\$300,000	Reading Spec RVHS	\$105,000
Addition Instruction at RVHS	\$295,000	STEAM	\$100,000
Professional Development	\$275,000	Class Size Reduc 9th	\$ 50,000
In-School Suspension	\$195,000	CW and Attendance	\$ 48,000
PHS Allocation	\$175,000	BTSA	\$ 40,000
Admin. (CW PR PINT)	\$160,000	Ath Asst. Coaches	\$ 45,000
PBIS	\$160,000	Ext Library Hours	\$ 30,000
VAPA	\$150,000		

If we kept the LCAP Supplemental and Concentration funding expenditures the same as 2016-2017 we would spend all state increases on maintaining current programs.

Does our data support this plan?

PARADISE UNIFIED SCHOOL DISTRICT		
LCAP ESTIMATES		
	FY 2016-17	FY 2017-18
General Descriptions	Actual	Proposed
PHS Allocation (based on T-1 equivalent)	175,000	175,000
Professional Development	275,000	275,000
Class Size Reduction K-3	650,000	682,500
Class Size Reduction 9th	50,000	0
Counselors/Behaviorist	160,000	160,000
.5 FTE Principal Cedarwood	60,000	67,000
.5 FTE Vice Prin Pine Ridge	45,000	55,000
.5 FTE Vice Prin Paradise Int	55,000	57,000
Reading Intervention - Ridgeview	105,000	108,000
Extended Library Hours	30,000	30,000
School Site LCAP	300,000	300,000
Full Day Kindergarten	335,000	350,000
Honey Run - In School Suspension Services	195,000	202,000
Ridgeview - Additional Instruction	295,000	305,000
STEM	100,000	150,000
VAPA	150,000	150,000
Security	150,000	150,000
Director C&I	132,000	138,500
IT Director	120,000	126,000
Child Welfare and Attendance	48,000	51,000
Athletic Asst Coach Stipends	45,000	45,000
BTSA	40,000	45,000
CTE	510,000	700,000
PHS SPORTS	0	100,000
TOTAL	\$4,025,000	\$4,422,000

Budget Challenges Affecting 2016-2017 Actions and Services

1. Possible New Charter High School
\$875,000 (Based on 100 students) X 4 years = **\$3.5 Million**
2. 1% Declining enrollment each year = **\$300,000/year**
3. Increase STRS/PERS **\$375,000/year**
4. Minimum wage increase
5. CTEIG matching funds **\$266,925** each year



New Money for 2017-2018 LCAP

1. S & C Total Money Available \$4,422,000
2. Do we recommend changes to our plan?





PUUSD: What's On The Horizon?

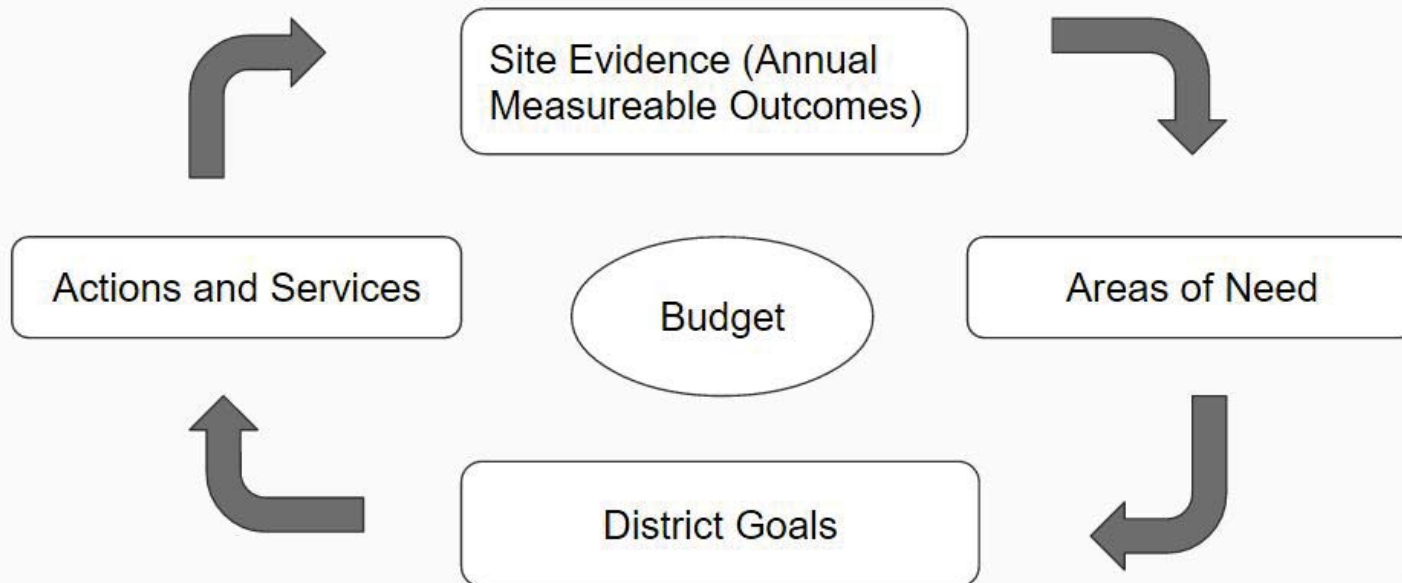


Expository Reading and Writing



Adverse Childhood Experiences (ACE)

What does this evidence mean for the development of our 2017-2018 LCAP Goals?





Where do we go From Here?

Brainstorming Activity

Based on our district and site student achievement data:

- 1. One successful educational improvement we have accomplished with LCAP funding**
- 2. Develop a list of services/activities you feel are essential for student success**
- 3. Develop a list of services/activities that you feel we could eliminate/change**



Where do we go From Here?

Brainstorming Activity

- Take three green sticky dots and place next to your top three “essentials”
- Take three red sticky dots and place next to your top three “we could eliminate”

Tell me and I forget, teach me and I may remember, involve me and I learn

Benjamin Franklin





UNIFIED SCHOOL DISTRICT *Paradise*

District Advisory LCAP Input Meetings



March 2017

LCAP District Advisory Committee

March 7, 2017

5:00 PM Paradise High School

- 1. Welcome - Introductions**
- 2. DAC Presentation (Dinner)**
- 3. Analysis of Data**
- 4. Next Steps**
 - a. Possible LCAP Goal Adjustments
 - b. Measurable Outcomes
 - c. LCAP Actions/Services Adjustments
 - d. LCAP Financial Recommendations/Report to School Board
- 5. Future Meeting Dates**
 - a. April 4th
 - b. May 2nd?

LCAP Data

To be used for 2017-2020 LCAP

- **State Dashboard**
- **Current LCAP Goals Update Data**
- **Stakeholder Forum Feedback Data**
- **Stakeholder Survey Data**



California Accountability and School Dashboard

The new accountability system combines five Status and Change levels creating a five-by-five grid that produces twenty-five results. The colored tables provide a way to determine the location of a school or district on the grid.

This system is calculated based on the combination of current performance (Status) and improvement over time (Change), resulting in five color-coded performance levels for each indicator. From highest to lowest the performance levels are: Blue, Green, Yellow, Orange, and Red.

Key Advantages

More than a single number	Equity	Supports Local Decision-Making
A quality education is defined by more than a single test score	Increased focus on addressing disparities among student groups	More information to support the local strategic planning process

Indicators of School Success

(California Schools Dashboard)

State Indicators:	Local Indicators:
Academic Indicator (ELA and Math)	Basic Services
English Learner Progress	Parent Engagement
Chronic Absenteeism (2017-18)	School Climate
Graduation Rates	Implementation of State Academic Standards
Suspension Rate	
College/Career Readiness (2017-18)	

Example 5X5 State Assessment Grid

Academic Indicator Five-by-Five Color Tables

English Language Arts/Literacy Assessment Five-by-Five Color Table

Level	Declined Significantly by more than 15 points (Change)	Declined by 1 to 15 points (Change)	Maintained Declined by less than 1 point or increased by less than 7 points (Change)	Increased by 7 to less than 20 points (Change)	Increased Significantly by 20 points or more (Change)
Very High 45 or more points above (Status)	Yellow	Green	Blue	Blue	Blue
High 10 points above to less than 45 points above (Status)	Orange	Yellow	Green	Green	Blue
Medium 5 points below to less than 10 points above (Status)	Orange	Orange	Yellow	Green	Green
Low More than 5 points below to 70 points below (Status)	Red	Orange	Yellow	Yellow	Yellow
Very Low More than 70 points below (Status)	Red	Red	Red	Orange	Yellow

PUSD Dashboard Results

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism		N/A	N/A
Suspension Rate (K-12)		Very High 9.4%	Increased +0.6%
English Learner Progress (K-12)		Medium 69%	Declined -2.1%
Graduation Rate (9-12)		High 92.3%	Declined -3%
College / Career		N/A	N/A
English Language Arts (3-8)		Low 35.1 points below level 3	Increased +12.6 points
Mathematics (3-8)		Low 66.6 points below level 3	Maintained +4.7 points

Performance Categories:  Blue (Highest)  Green  Yellow  Orange  Red (Lowest)





2015-2016

LCAP Goal #1 Measureable Outcome Dashboard - State Priority - Pupil Achievement

Increase student achievement by 5% in number of students meeting or exceeding CA CCSS as measured by SBAC ELA results.

PUSD increased overall student achievement in meeting or exceeding ELA standards from 36% to 37%. Expected outcome was **not** met.

Performance Categories:  Blue (Highest)  Green  Yellow  Orange  Red (Lowest)

	All Student Performance	Number of Students	Status	Change
All Students		1246	Low 35.1 points below level 3	Increased +12.6 points
English Learners		43	Low 55 points below level 3	Increased Significantly +31.3 points
Socioeconomically Disadvantaged		883	Low 47.1 points below level 3	Increased +13.1 points
Students with Disabilities		173	Very Low 113.7 points below level 3	Maintained +4.9 points





2015-2016

LCAP Goal #1 Measureable Outcome Dashboard - State Priority - Pupil Achievement

Increase student achievement by 5% in number of students meeting or exceeding CA CCSS as measured by SBAC Math results.

PUSD remained the same in overall student math achievement with 22% of our students meeting or exceeding CA CCSS. Expected outcome was **not met**.

Performance Categories:  Blue (Highest)  Green  Yellow  Orange  Red (Lowest)

	All Student Performance	Number of Students	Status	Change
All Students		1243	Low 66.6 points below level 3	Maintained +4.7 points
English Learners		43	Low 87.3 points below level 3	Increased Significantly +15.4 points
Socioeconomically Disadvantaged		882	Low 77.3 points below level 3	Increased +5.6 points
Students with Disabilities		173	Very Low 145.6 points below level 3	Declined Significantly -12.2 points




2015-2016

LCAP Goal #1 Measureable Outcome Dashboard - State Priority - Pupil Engagement

Increase by .5% district-wide graduation rates.

The district-wide graduation rate decreased by 5.5%.
Expected outcome was not met.

Performance Categories:  Blue (Highest)  Green  Yellow  Orange  Red (Lowest)

	All Student Performance	Number of Students	Status	Change
All Students		220	High 92.3%	Declined -3%
Socioeconomically Disadvantaged		136	Medium 89.7%	Declined -4.7%
Students with Disabilities		38	Low 71.1%	Declined Significantly -14.1%

2015-2016

LCAP Goal #1 Measureable Outcome Dashboard - State Priority - Pupil Achievement

Increase by 3% the number of EL students who met the reclassification standards.

The % of EL students who met reclassification standards grew by .5%. Expected outcome was **not met**.

Performance Categories:  Blue (Highest)  Green  Yellow  Orange  Red (Lowest)

State Indicators	All Students Performance	Status	Change
English Learner Progress (K-12)		Medium 69%	Declined -2.1%





2015-2016

LCAP Goal #3 Measureable Outcome Dashboard - State Priority - School Climate

Decrease by .5% district-wide student suspensions.

District-wide student suspensions decreased by .7%.
Expected outcome was met.

Performance Categories:  Blue (Highest)  Green  Yellow  Orange  Red (Lowest)

	All Student Performance	Number of Students	Status	Change
All Students		4634	Very High 9.4%	Increased +0.6%
English Learners		71	High 7%	Increased +2%
Socioeconomically Disadvantaged		3035	Very High 11.8%	Increased +0.4%
Students with Disabilities		660	Very High 18.2%	Increased +1.2%

Goal #1:

Paradise Unified School District will graduate students who have received high quality common core aligned curriculum and instruction that promotes college, career, and civic readiness, with academic interventions in place to eliminate barriers to student success.

2015-2016

LCAP Goal #1

Measureable Outcomes - Data Results

Increase by 5% the number of eighth grade students entering high school at grade level in ELA and Math as measured by the district-wide summative math assessment. (Pupil Achievement)

8th graders entering high school at grade level in ELA increased 1% from 42% to 43% for students meeting or exceeding CA CCSS. The % of 8th-grade high school students at grade level decreased by 10% in Math. Expected outcomes were **not** met.

Increase by 3% the number of students who score ready for college level ELA and Math as measured by EAP results. (Pupil Achievement)

11th-grade students who scored ready for college (or conditionally ready) level ELA and Math as measured by the EAP increased 1%. Expected outcomes were **not** met.

2015-2016
LCAP Goal #1
Measureable Outcomes - Data Results

Increase by 3% the percentage of students who have passed at least one AP exam with a score of 3 or higher. (Pupil Achievement)	PHS students who passed at least one AP exam with a score of three or higher increased by 7%. <u>Expected outcome was met.</u>
Increase by 3% the number of unduplicated students who meet the a-g UC or CSU entrance requirements. (Pupil Achievement)	The % of unduplicated students who met the UC/CSU a-g requirements decreased by 3.1%. <u>Expected outcome was not met.</u>
Increase by 5% the number of students enrolled in a CTE class. (Pupil Achievement)	Students enrolled in CTE courses increased by 25.37%. <u>Expected outcome was met.</u>

2015-2016

LCAP Goal #1

Measureable Outcomes - Data Results

Increase by 5% the number of students completing a CTE Pathway Program.
(Pupil Achievement)

Students completing a CTE pathway decreased by 26.38%. This is due in part to the new state CTE reporting system and our CTE data was incorrectly reported to CALPADS. Expected outcome was **not** met.

Increase by 3% the number of EL students who grew by one language level as measured by CELDT.
(Pupil Achievement)

The % of EL students who grew by one language level increased by .2%. Expected outcome was **not** met.

Master schedules will be modified to reflect that all students have equal access to all course offerings as measured by master schedules.
(Course Access)

Each year the master schedule is modified based on student course requests. Students are able to take a particular course through independent study if they are not able to fit it into their schedule.

Goal #2:

Paradise Unified School District will provide staff with differentiated professional development focusing on full implementation of CA CCSS infused with educational technology and the STEAM philosophy.

2015-2016
LCAP Goal #2
Measurable Outcomes - Data Results

**100% of classrooms will have implemented ELA CA CCSS as measured by anecdotal documentation.
(Implementation of State Standards)**

100% of classroom teachers have implemented ELA CA CCSS as measured by staff survey. Expected outcome was met.

**100% of classrooms will have implemented Mathematics CA CCSS as measured by anecdotal documentation.
(Implementation of State Standards)**

100% of classroom teachers have implemented Math CA CCSS as measured by staff survey. Expected outcome was met.

2015-2016
LCAP Goal #2
Measurable Outcomes - Data Results

**95% of teachers will have participated in CA CCSS professional development.
(Implementation of State Standards)**

100% of classroom teachers have participated in CA CCSS professional development as measured by staff survey. Expected outcome was met.

**100% of teachers will move across the implementation rubric a minimum of one level.
(Implementation of State Standards)**

This was difficult to measure as staff changed during the two years. Implementation levels rose for both ELA and Math.

2015-2016
LCAP Goal #2
Measureable Outcomes - Data Results

100% of PUSD teachers and staff will be appropriately assigned by credential.
(Basic Services)

99% of PUSD teachers are appropriately assigned by credential. One high school math teacher is on a state waiver. Expected outcome was **not** met.

100% of classrooms will have sufficient CA CCSS instructional materials.
(Basic Services)

100% of PUSD teachers report they have appropriate CA CCSS instructional materials as measured by the Williams Act reporting. Expected outcome was met.

2015-2016
LCAP Goal #2
Measurable Outcomes - Data Results

<p>100% of students will have daily access to technology devices. (Basic Services)</p>	<p>100% of PUSD teachers report that students have daily access to technology devices. <u>Expected outcome was met.</u></p>
<p>50% of teachers will have participated in professional development focused on the SAMR model (enhancing technology integration training). (Basic Services)</p>	<p>53% of PUSD teachers report that they have participated in professional development focused on the SAMR model. <u>Expected outcome was met.</u></p>

Goal #3:

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

2015-2016

LCAP Goal #3

Measurable Outcomes - Data Results

Increase by .5% district-wide student attendance. (Pupil Engagement)	District-wide attendance increased by .13%. <u>Expected outcome was not met.</u>
Decrease by .5% district-wide truancy rates. (Pupil Engagement)	District-wide truancy rates. Data not accurate due to reporting inconsistencies.
Decrease by .5% district-wide student chronic absentee rates. (Pupil Engagement)	District-wide student chronic absenteeism. Data not available until next year.
Decrease by .2% district-wide student expulsions. (School Climate)	District-wide student expulsions decreased by .04%. <u>Expected outcome was not met.</u>

2015-2016

LCAP Goal #3

Measureable Outcomes - Data Results

<p>Increase by .5% district-wide graduation rates. (Pupil Engagement)</p>	<p>District-wide student graduation decreased by 5.5%. <u>Expected outcome was not met.</u></p>
<p>Decrease by .5% district-wide high school dropout rates. (Pupil Engagement)</p>	<p>District-wide high school student dropout rates decreased .14% <u>Expected outcome was not met.</u></p>
<p>Decrease by .5% district-wide middle school dropout rates. (Pupil Engagement)</p>	<p>District-wide middle school student dropout rates have been at 0% the last two years. <u>Expected outcome was met.</u></p>
<p>80% of students indicated that they feel safe while at school as measured by the HKS, and parent/student surveys. (School Climate)</p>	<p>86% of students reported they feel safe at school as measured by the February 2017 LCAP student survey results. <u>Expected outcome was met.</u></p>

2015-2016

LCAP Goal #3

Measurable Outcomes - Data Results

<p>90% of school sites will be in good or exemplary condition as measured by F.I.T. (Basic Services)</p>	<p>100% of schools ranked in good condition as measured by summer 2016 F.I.T. reports. <u>Expected outcome was met.</u></p>
<p>Increase by 10% the amount of parent invitational phone calls sent to unduplicated students as measured by School Messenger data. (Parental Involvement)</p>	<p>The number of parent invitational phone calls sent by School Messenger increased by 33% as measured by District School Messenger account. <u>Expected outcome was met.</u></p>
<p>Increase by 5% the parent use of Aeries Parent Portal as measured by parent sign-in data. (Parental Involvement)</p>	<p>The number of parent Aeries portal accounts increased by 1.07%. Data for # of log-ins is unavailable. <u>Expected outcome undetermined.</u></p>

2015-2016

LCAP Goal #3

Measurable Outcomes - Data Results

<p>Increase by 5% parent volunteer hours at school sites as measured by daily sign in reports. (Parental Involvement)</p>	<p>The number of volunteer hours at school sites was not consistently tracked last year. 2016-2017 will be our base year for data collection.</p>
<p>Increase by 5% parent attendance before and after school meetings/events including but not limited to PTSO, SSC, LCAP, Back to School Night, Parent Conferences, and Open House as measured by parent sign-in data. (Parental Involvement)</p>	<p>Parent attendance at school-wide events was not consistently tracked last year. 2016-2017 will be our base year for data collection.</p>
<p>Increase by 5% parent education meetings and parent/student events as measured by calendar events. (Parental Involvement)</p>	<p>Opportunities for parent engagement and participation was not consistently tracked last year. 2016-2017 will be our base year for data collection.</p>

2016-2017

Stakeholder Meeting Summary

Meetings:

LCAP Forum Ponderosa Elementary	Instructional Advisory
LCAP Forum Pine Ridge School	Classified Advisory
LCAP Forum Paradise High School	Student Advisory
Future Ready Advisory	Parent Advisory
	Community Advisory

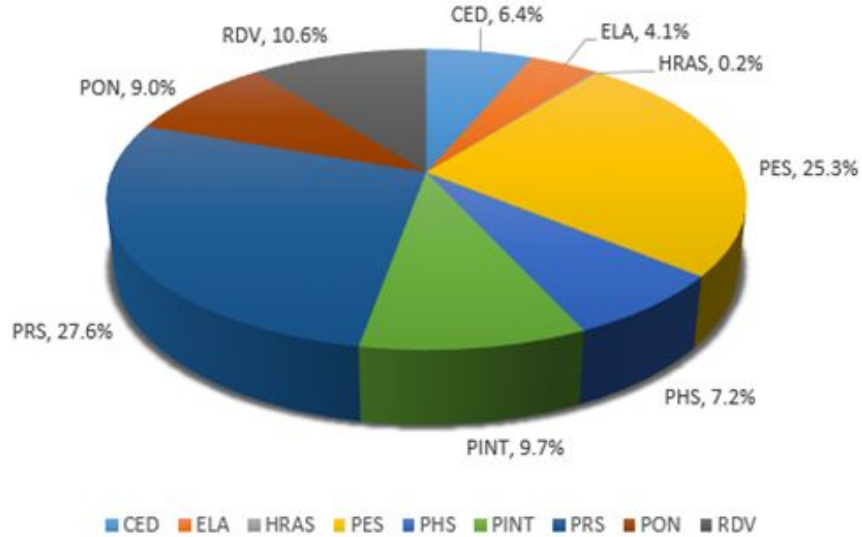
2016-2017

Stakeholder Summary

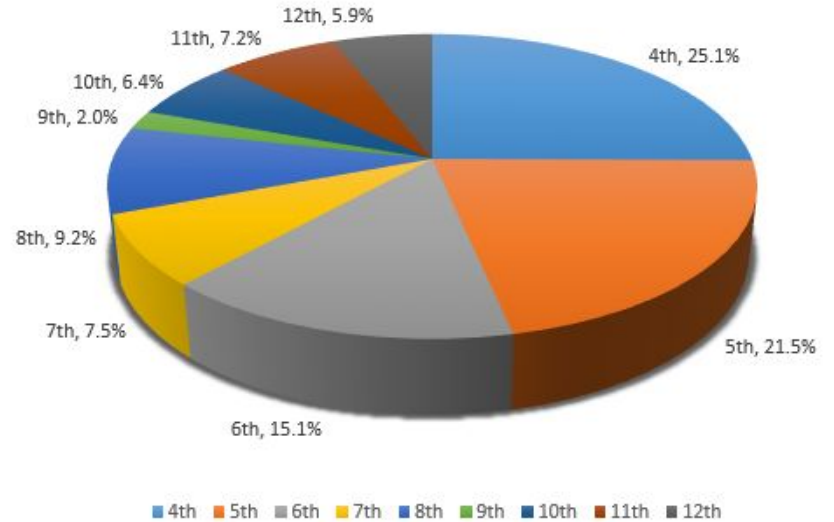
Item/Service	Importance
Compassionate, highly trained teachers	66
Challenging/up-to-date curriculum	32
Counseling (Behavioral & Academic)	26
Sports 6-12	20
Technology (STEAM)	15
Student Recognition	8
Safety	9

Student Results - 667 Responses (Grades 4-12)

Student Participation by School



Student Participation by Grade Level



Student Summary

667 Responses

	Agree	“Sort of”	Disagree
I look forward to coming to school everyday	44%	38%	18%
I feel safe at school	58%	32%	10%
Students bullying other students is a problem at my school	44%	33%	23%
My school prepares me for college or career path	60%	28%	12%
My school is clean and in good condition	28%	44%	28%

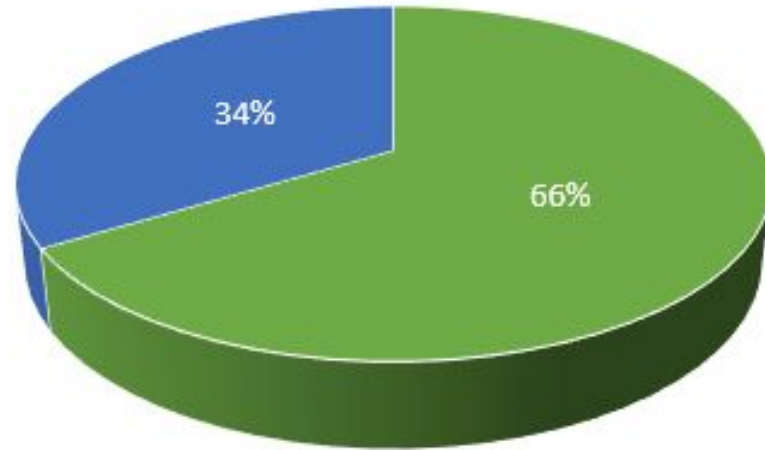
Parent Summary

270 Responses

	Agree	Neutral	Disagree
My child's teacher provides high quality instruction	73%	15%	12%
My child is physically safe while at school	69%	18%	13%
Bullying is a problem at my child's school	50%	26%	24%
My child is successfully achieving at school	83%	7%	10%
My child's class size is appropriate	63%	14%	23%

Staff Results - 107 Responses

Participation by Employee Type (107 responses)



■ Certificated Employee ■ Classified Employee

Staff Summary

270 Responses

	Agree	Disagree
I have adequate time and resources to attend to individual student needs	43%	57%
PUSD fosters a culture of continuous improvement	90%	10%
Regular collaboration time is provided to staff	84%	16%
My school offers adequate counseling services and support for social emotional concerns that impact student learning	41%	59%
My school fosters a feeling safety and security	88%	12%

Emerging Areas of Need...

Over the course of 2015-2016 and 2016-2017

State data results, stakeholder meetings, and survey results several areas of need began to emerge:

- 1. Need to ensure highly trained and passionate teachers (Pupil Achievement/Pupil Engagement/School Climate/Basic Services);**
- 2. Need to ensure all students have access to, and are receiving, instruction utilizing challenging and up-to-date curriculum (Pupil Achievement/Basic Services);**
- 3. Need to increase counseling services both academic and behavioral (Pupil Achievement/Pupil Engagement/School Climate);**
- 4. Need to expand athletic teams to grades 6-8 (Pupil Engagement/School Climate);**

Emerging Areas of Need...

Over the course of 2015-2016 and 2016-2017

Continued:

- 5. Need to provide technology for all students (STEAM), including staff training in SAMR (Pupil Achievement/Other Pupil Outcomes);**
- 6. Need to positively recognize our students (PBIS) (Pupil Achievement/School Climate/Pupil Engagement);**
- 7. Need to ensure site safety (Basic Services);**
- 8. Need to keep and increase CTE courses for students in grades 6-12 (Pupil Achievement/School Climate/Other Pupil Outcomes).**

Are these the correct goals?

1. Academic Excellence...Paradise Unified School District will graduate students who have received high quality common core aligned curriculum and instruction that promotes college, career, and civic readiness, with academic interventions in place, to eliminate barriers to student success.

2. High Quality Staff...Paradise Unified School District will provide staff with differentiated professional development focusing on full implementation of CA CCSS infused with educational technology and the STEAM philosophy.

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

Table Activity #1

- 1. Do we agree with our goals as written?**
- 2. If not, how could our goals be changed to align with our areas of need?**

**Do our measurable outcomes align with the state priorities?
(Refer to slides 18-26)**

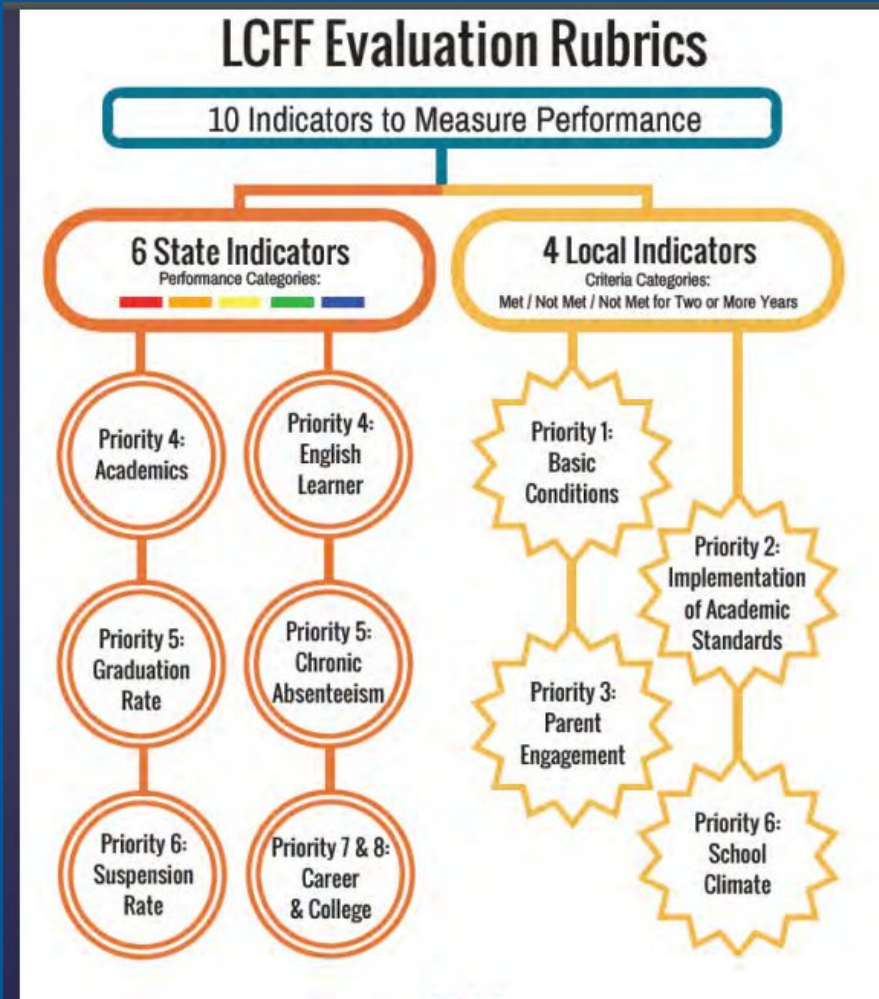


Table Activity #2

(Use Proposed AMO's Handout)

<http://bit.ly/amo2017proposed>

- 1. Do our annual measurable outcomes? (AMO's) align with our goals and state priorities?**
- 2. If not, what AMO's will align with our goals and new State Accountability Dashboard?**

Table Activity #3

(Use LCAP Actions and Services Handout)

<http://bit.ly/2016actionsandservices>

- 1. Do our actions and services align with our goals, AMO's and the new State Accountability Dashboard? (See Handout)**
- 2. If not, how could we align our actions and services to our goals and AMO's?**

Next Steps

- 1. What are our priorities for actions and services?**
- 2. Recommendations for funding actions and services? (S & C financial allocations)**

Funding must be directed toward the 8 state priorities:

Pupil Achievement

- » Performance on statewide standardized tests.
- » Score on Academic Performance Index.
- » Share of pupils that meet the requirements for entrance to the University of California and the California State University or complete career technical education sequences or programs.
- » Share of English learners that become English proficient.
- » English learner reclassification rate.
- » Share of pupils that pass Advanced Placement exams with 3 or higher.
- » Share of pupils determined prepared for college by the Early Assessment Program.

Pupil Engagement

- » School attendance rates.
- » Chronic absenteeism rates.
- » Middle school dropout rates.
- » High school dropout rates.
- » High school graduation rates.

Other Pupil Outcomes

- » Other indicators of pupil performance in required areas of study.

School Climate

- » Pupil suspension rates.
- » Pupil expulsion rates.
- » Other local measures.

Parental Involvement

- » Efforts to seek parent input.
- » Promotion of parental participation.

Basic Services

- » Rate of teachers appropriately assigned and fully credentialed.
- » Pupil access to standards-aligned instructional materials.
- » Facilities maintained in good repair.

Implementation of State Standards

- » Implementation of State Board of Education-adopted academic content and performance standards for all pupils, including English learners.

Course Access

- » Pupils access and enrollment in all required areas of study.

Available Funding...

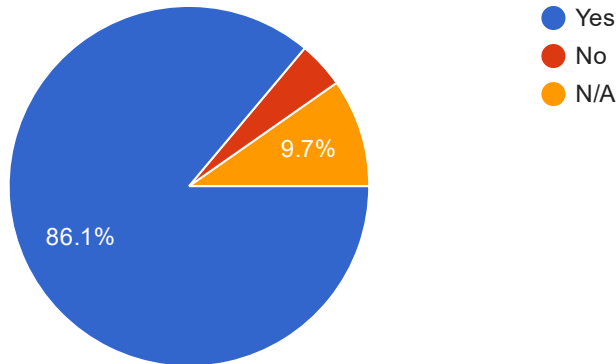
	FY 2016-17	FY 2017-18
General Descriptions	Actual	Proposed
PHS Allocation (based on T-1 equivalent)	175,000	175,000
Professional Development	275,000	225,000
Class Size Reduction K-3	650,000	682,500
Class Size Reduction 9th	50,000	0
PBIS	160,000	100,000
.5 FTE Principal Cedarwood	60,000	67,000
.5 FTE Vice Prin Pine Ridge	45,000	55,000
.5 FTE Vice Prin Paradise Int	55,000	57,000
Reading Intervention - Ridgeview	105,000	108,000
Extended Library Hours	30,000	0
School Site LCAP	300,000	0
Full Day Kindergarten	335,000	350,000
Honey Run - In School Suspension Services	195,000	202,000
Ridgeview - Additional Instruction	295,000	305,000
STEM	100,000	0
VAPA	150,000	79,000
Security	150,000	0
Asst. Supt., Ed. Svcs.	132,000	154,000
IT Director	120,000	123,000
Child Welfare and Attendance	48,000	51,000
Athletic Asst Coach Stipends	45,000	0
BTSA	40,000	60,000
CTE	510,000	700,000
x	0	0
x	0	0
x	0	0
x	0	0
x	0	0
TOTAL	4,025,000	3,493,500
Need to spend		4,422,000
Balance		928,500

LCAP Annual Measurable Outcomes

72 responses

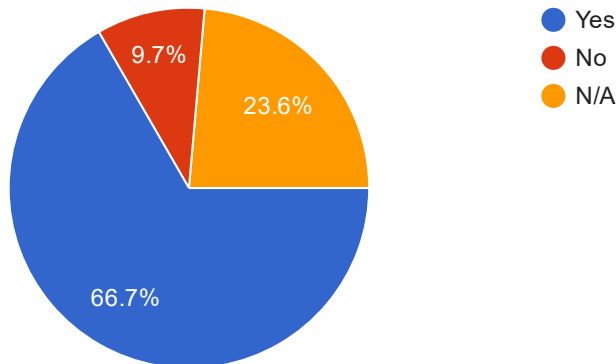
1. Have you implemented California ELA Common Core Standards in your classroom lessons/instruction?

(72 responses)



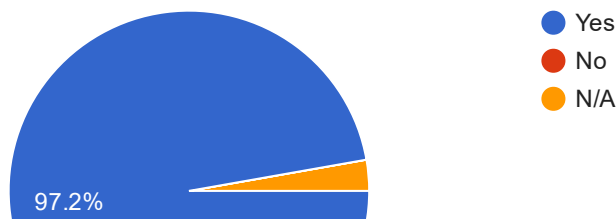
2. Have you implemented California Math Common Core Standards in your classroom lessons/instruction?

(72 responses)



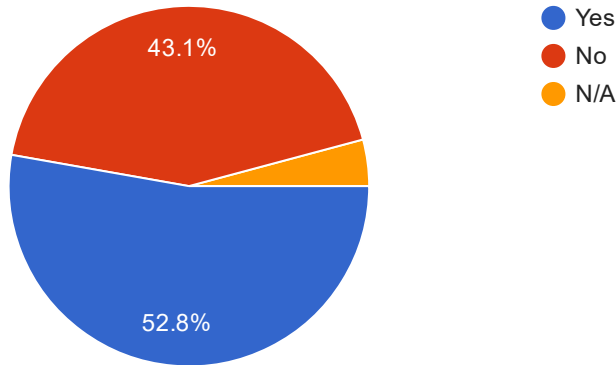
3. Have you participated in California Common Core Standards implementation at some point in your teaching career?

(72 responses)

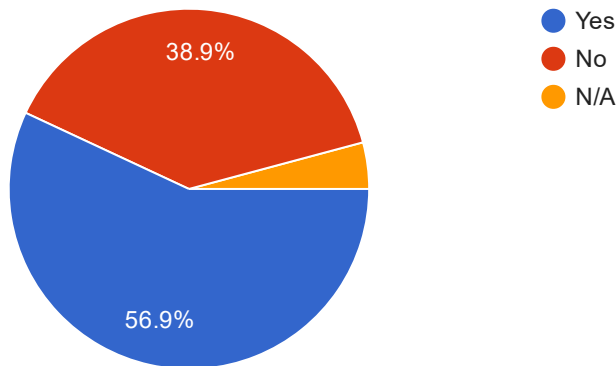




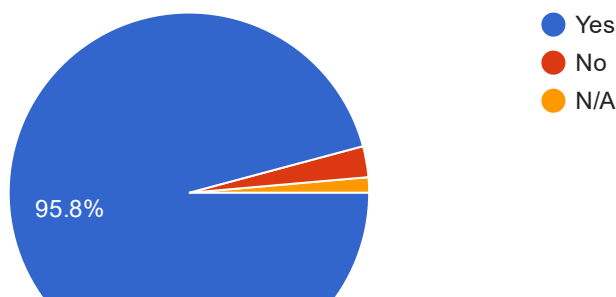
4. Have you participated in any type of SAMR (<http://bit.ly/pusdSAMR>) training? (Staff Meeting, Professional Development, On-Line Learning, etc)
(72 responses)



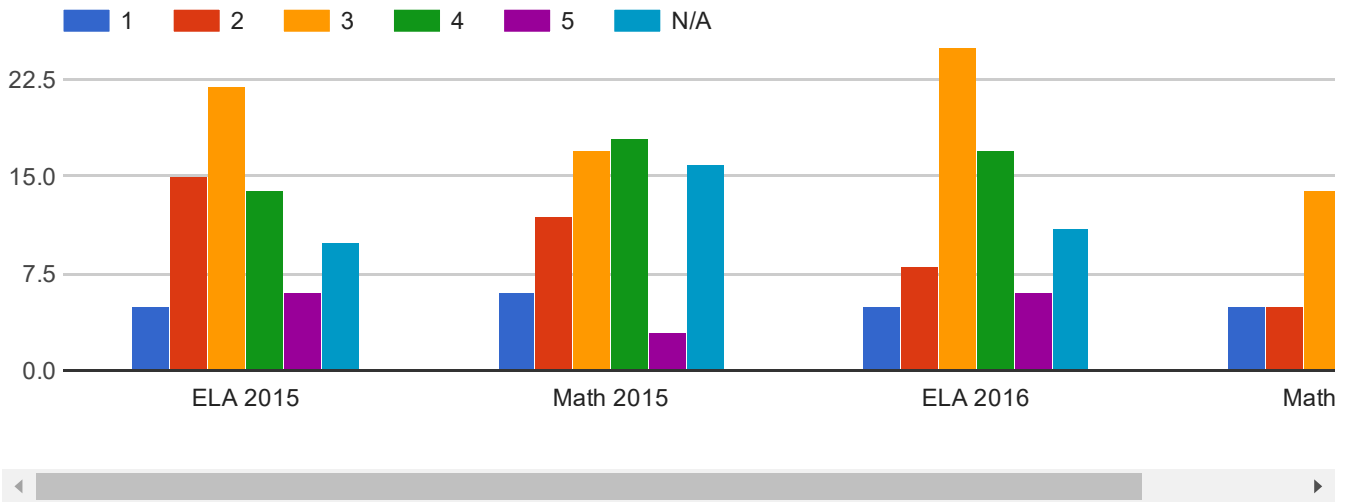
5. Have you participated in any type of training/professional development for integrating STEAM or STEM into your curriculum?
(72 responses)



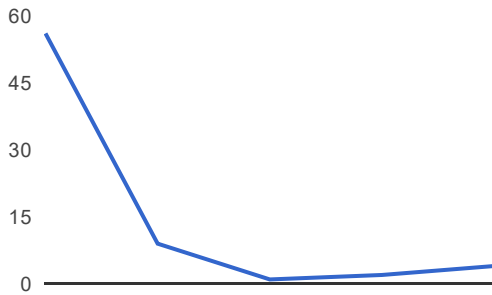
6. Do your students have access to technology devices? (72 responses)



7. Please indicate the phase where you feel you are most comfortable with Common Core Standards implementation; for 2015-16 and 2016-17 ELA and math. See attached Implementation Rubric <http://bit.ly/ImplemMetric>.



Number of daily responses



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*Paradise Unified School District
School Board Site LCAP Update
April 18, 2017*



Michelle John
Educational Services
April 2017

3 Year Site LCAP Allocations and Expenditures

Fiscal Year 2016-2017	Budgeted	As of 4/10/2017
School Site LCAP	\$300,000	\$269,568
Fiscal Year 2015-2016	Budgeted	Actual
School Site LCAP	\$500,000	\$453,074
Fiscal Year 2014-2015	Budgeted	Actual
School Site LCAP	\$300,000	Grouped Coding





Cedarwood Elementary School

	2016-2017	2015-2016
Budgeted (FY 16-17= \$0 + \$26,969)	\$26,969	\$38,075
Staffing (1000s, 2000s, 3000s)	\$404	\$31,098
Materials and Equip (4000s)	\$22,368	\$2,526
Services (5000s)	\$1,670	\$4,451
Actual to Date	\$24,442	\$38,075
Balance	\$2,527	\$-0-



Ponderosa Elementary School

	2016-2017	2015-2016
Budgeted (FY 16-17 = \$14,766 + \$49,132)	\$63,898	\$77,011
Staffing (1000s, 2000s, 3000s)	\$33,482	\$15,412
Materials and Equip (4000s)	\$15,367	\$31,086
Services (5000s)	\$1,655	\$15,746
Actual to Date	\$50,504	\$62,245
Balance	\$13,394	\$14,766



Paradise Elementary School

	2016-2017	2015-2016
Budgeted (FY 16-17 = \$18,366 + \$50,067)	\$68,433	\$81,034
Staffing (1000s, 2000s, 3000s)	\$226	\$-0-
Materials and Equip (4000s)	\$34,487	\$56,535
Services (5000s)	\$8,683	\$6,133
Actual to Date	\$43,396	\$62,668
Balance	\$25,037	\$18,366



Pine Ridge School

	2016-2017	2015-2016
Budgeted (FY 16-17 = \$0 + \$48,064)	\$48,064	\$69,397
Staffing (1000s, 2000s, 3000s)	\$1,651	\$52,231
Materials and Equip (4000s)	\$34,144	\$11,788
Services (5000s)	\$3,223	\$5,378
Actual to Date	\$39,018	\$69,397
Balance	\$9,046	\$-0-

Paradise Intermediate School

	2016-2017	2015-2016
Budgeted (FY 16-17 = \$12,708 + \$36,182)	\$48,890	\$59,339
Staffing (1000s, 2000s, 3000s)	\$3,948	\$18,274
Materials and Equip (4000s)	\$20,819	\$12,610
Services (5000s)	\$5,939	\$15,747
Actual to Date	\$30,705	\$46,631
Balance	\$18,185	\$12,708

Paradise High School

	2016-2017	2015-2016
Budgeted (FY 16-17 = \$0 + \$76,502)	\$76,502	\$159,052
Staffing (1000s, 2000s, 3000s)	\$59,044	\$115,214
Materials and Equip (4000s)	\$5,782	\$33,920
Services (5000s)	\$9,139	\$9,918
Actual to Date	\$73,966	\$159,052
Balance	\$2,536	\$-0-



Ridgeview Continuation High

	2016-2017	2015-2016
Budgeted (FY 16-17 = \$1,086 + \$11,215)	\$12,301	\$14,655
Staffing (1000s, 2000s, 3000s)	\$2,223	\$2,204
Materials and Equip (4000s)	\$-0-	\$9,561
Services (5000s)	\$3,444	\$1,805
Actual to Date	\$5,667	\$13,569
Balance	\$6,634	\$1,086



Honey Run Academy

	2016-2017	2015-2016
Budgeted (FY 16-17 = \$0 + \$1,869)	\$1,869	\$1,437
Staffing (1000s, 2000s, 3000s)	\$-0-	\$-0-
Materials and Equip (4000s)	\$1,744	\$987
Services (5000s)	\$125	\$450
Actual to Date	\$1,869	\$1,437
Balance	\$-0-	\$-0-

Paradise Unified School District School Board LCAP Update August 16, 2016



Michelle John
Educational Services
August 2016

2016-2019 LCAP

August 2nd:

- Superintendent and Assistant Superintendent, Ed Services met with Jeanette Spencer BCOE LCAP Reviewer
- Reviewer is seeking clarification and updates “to increase clarity” in the following areas:

BCOE Requested PUSD LCAP Clarifications:

- √ Section 1 will be updated to include dates that indicate consultation with bargaining units. **Completed**
- √ Annual update will be updated with applicable 2014-2015 data and all state required measurable outcome data. **Completed**
- √ 2015-2016 measurable outcome goals will be updated to include all state required metrics. **Completed**
- √ Scope of service and applicable pupil subgroups will be clarified for all actions and services. **Completed**
- √ Clarification will be added for any differences in budgeted and expended funds. **Completed**

Next Steps:

- Clarify and updates as requested by BCOE - Accomplished
- Send BCOE clarified copy of PUSD LCAP - August 17, 2016
- BCOE approves - Accomplished
- Begin next LCAP cycle - September 2016

*Paradise Unified School District
School Board LCAP Update
December 13, 2016*



Small Schools. Big Results.

Michelle John
Educational Services
December 2016

Transitioning to a New Accountability System: California Public Schools:

We are being held accountable for a **continuous improvement process** that:

- **Unfolds progressively** (Status and Change)
- Does not have a **predetermined end point**
- Is **sustained** over extended periods of time



Transitioning to a New Accountability System: California Public Schools:

Improvement that requires a commitment to an **ongoing process of:**

- learning
- self-reflection
- adaptation
- growth



LCAP Challenges



How do we get from here...

Local and County Board approved LCAPs and Annual Updates, use of the LCFF Rubrics

to here?

All students leave high school college and career ready:
unduplicated
students well served

...and what actions and services support success?

Collective Accountability and Shared Responsibility

Supports to increase effectiveness:

- Student accountability
- Parent responsibility
- Teacher and leader accountability
- Local school board and superintendent accountability
- Higher educational accountability
- Educator preparation provider accountability
- State accountability



Components of the LCFE Evaluation



Rubrics

The California Model uses percentiles to create a 5 by 5 grid (giving 25 results that combine “Status and Change” that are equally weighted to make an overall determination for a “Performance Category” (represented by a color for each indicator)

- **Status (outcome)** is based on *current* year performance
- **Change (improvement)** is the difference between performance from the *prior* year and *current* year, or between the current year and a multi-year average - if available.

2016-2017 Accountability Indicators

- 1. Academic Indicators (Change)**
 - a. ELA Change
 - b. Math Change
- 2. College and Career Indicator (Change)**
- 3. English Learner Indicator (Change)**
- 4. Graduation Rate Indicator (Change)**
- 5. Suspension Rate Indicator (Change)**
- 6. Chronic Absenteeism Indicator (Change)**



Overview of the Model

Change

Status

Levels	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Very High	Yellow	Blue	Blue	Blue	Blue
High	Orange	Yellow	Green	Green	Blue
Median	Orange	Orange	Yellow	Green	Green
Low	Red	Orange	Orange	Yellow	Yellow
Very Low	Red	Red	Red	Orange	Yellow

*Paradise Unified School District
School Board LCAP Update
February 21, 2017*



Michelle John
Educational Services
February 2017

LCAP Data

To be used for 2017-2020 LCAP

- **CAASPP Student Achievement Data (Previous Updates)**
- **Stakeholder Survey Data**
- **Stakeholder Meetings Feedback Data**
- **Current LCAP Goals Update Data**

2016-2017

Survey Results

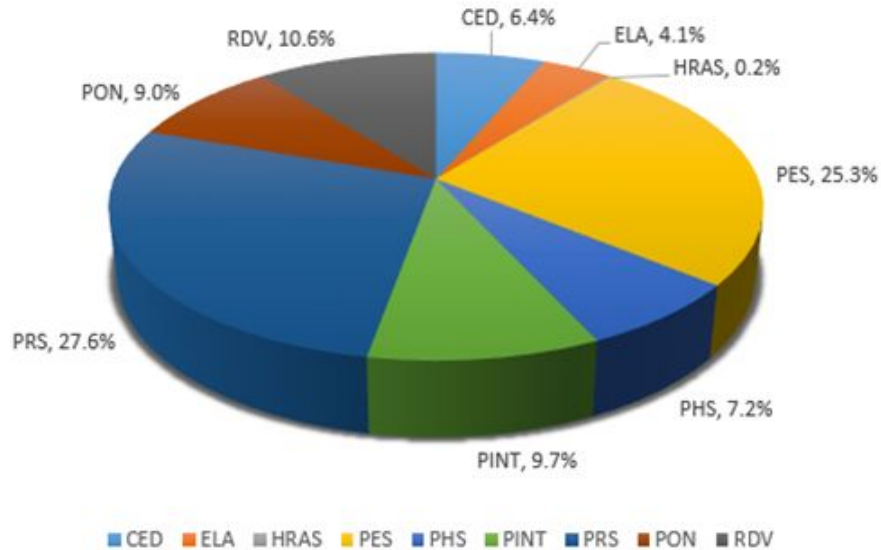
- Student
- Parent
- Staff



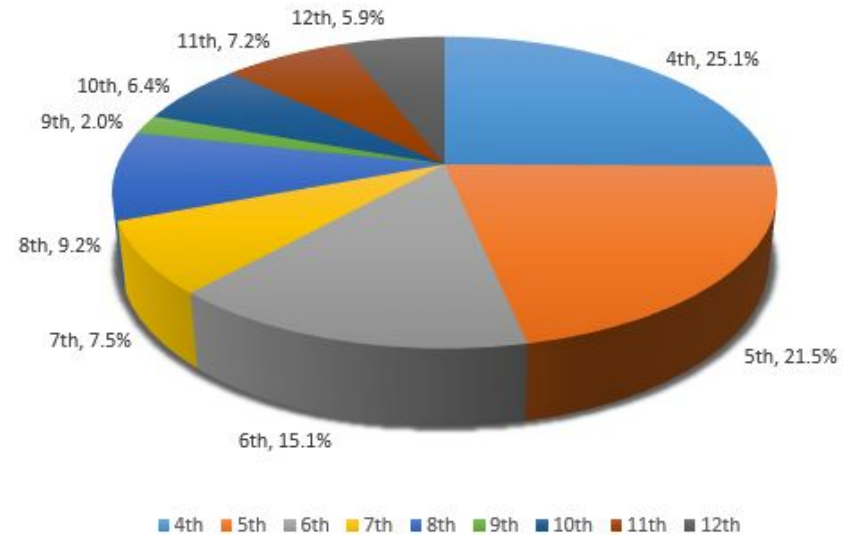
Student Survey Results
667 Responses

Student Results (Grades 4-12)

Student Participation by School

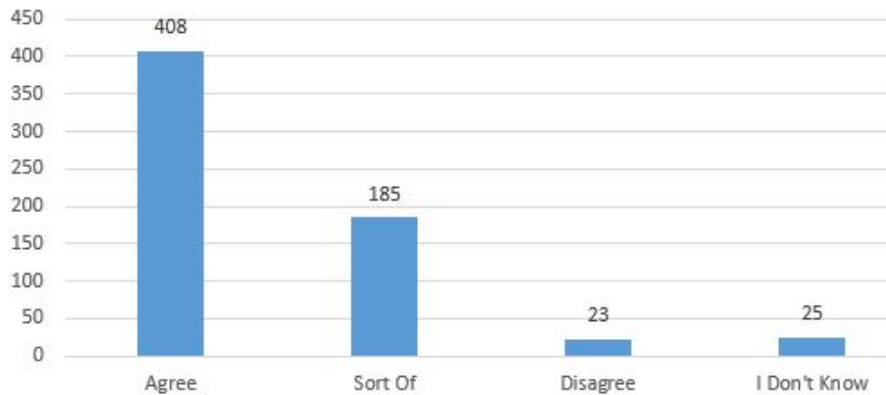


Student Participation by Grade Level

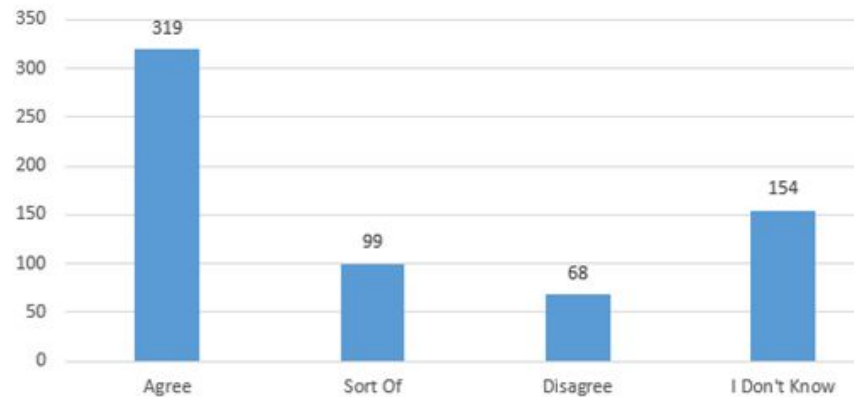


Summary (Grades 4-12)

My school provides all the books and supplies I need to learn while at school.

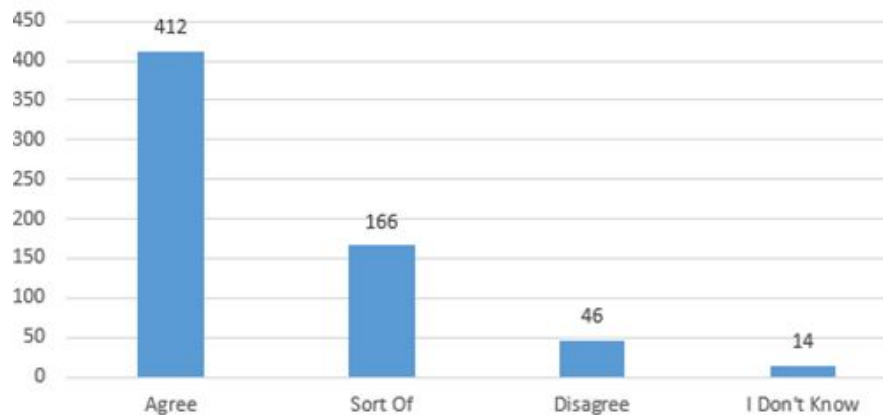


My school contacts my parents if I am late or absent from school.

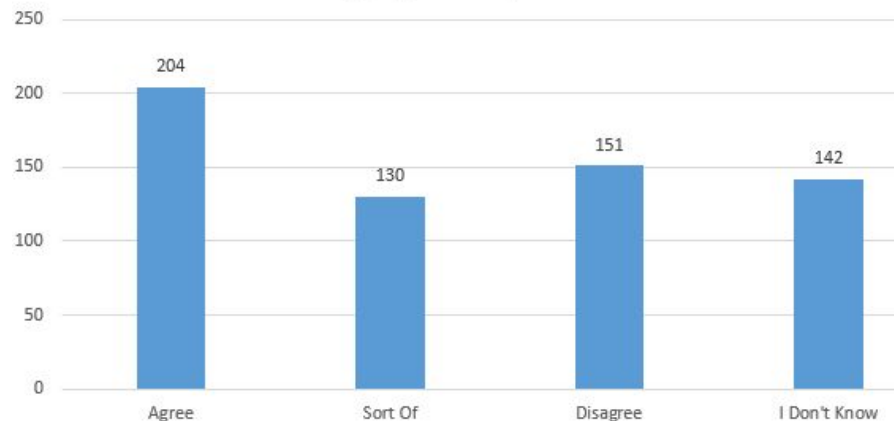


Summary (Grades 4-12)

I regularly receive encouragement from teachers to work hard and to do my best.



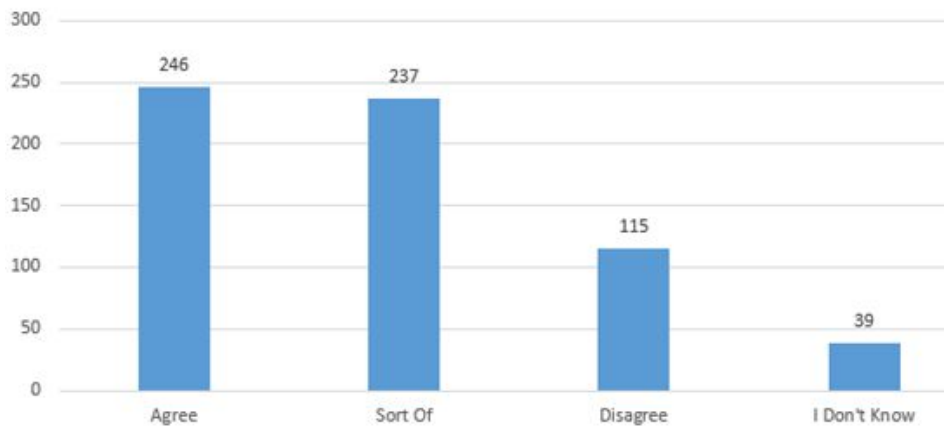
My teacher calls or writes my parents/guardians when I am struggling with my schoolwork.



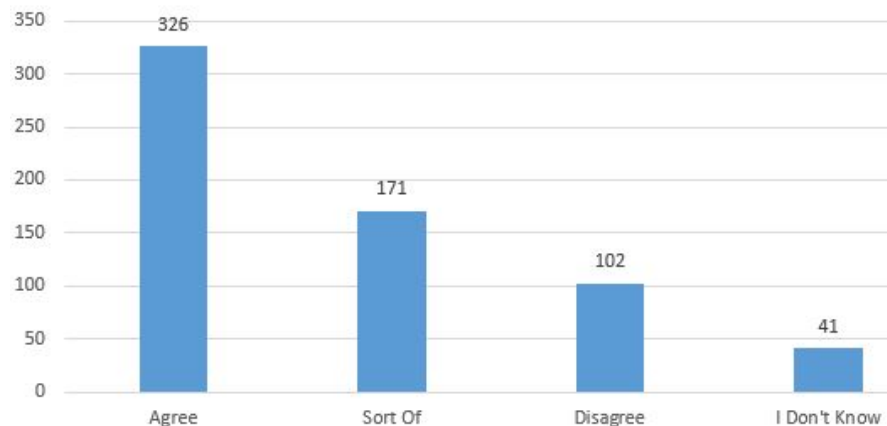
Summary

(Grades 4-12)

I regularly receive encouragement from regular school staff (aides, yard duty, office staff) to work hard and to do my best.



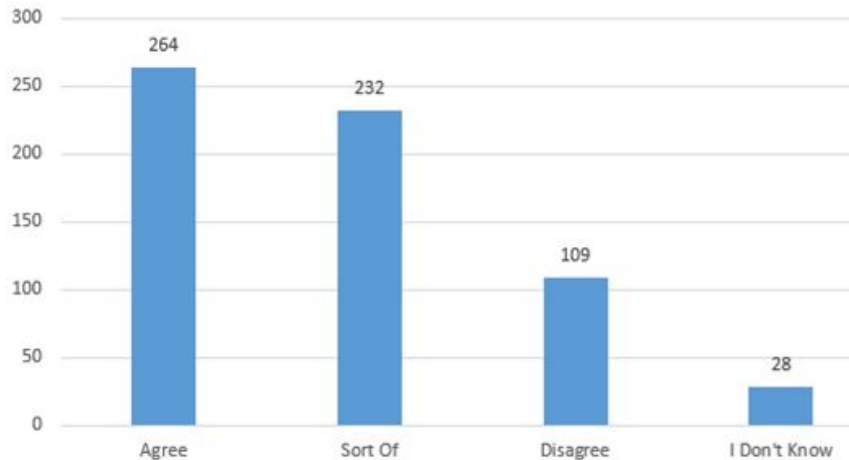
I regularly receive encouragement from my principal to work hard and to do my best.



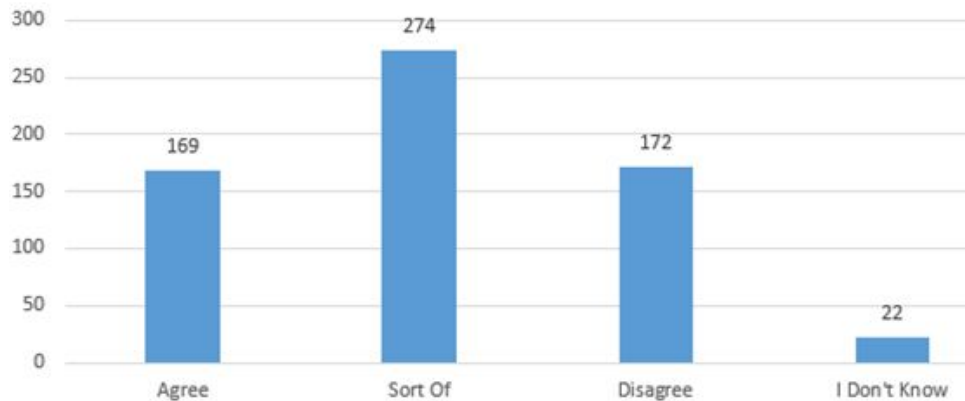
Summary

(Grades 4-12)

I look forward to coming to school every day.

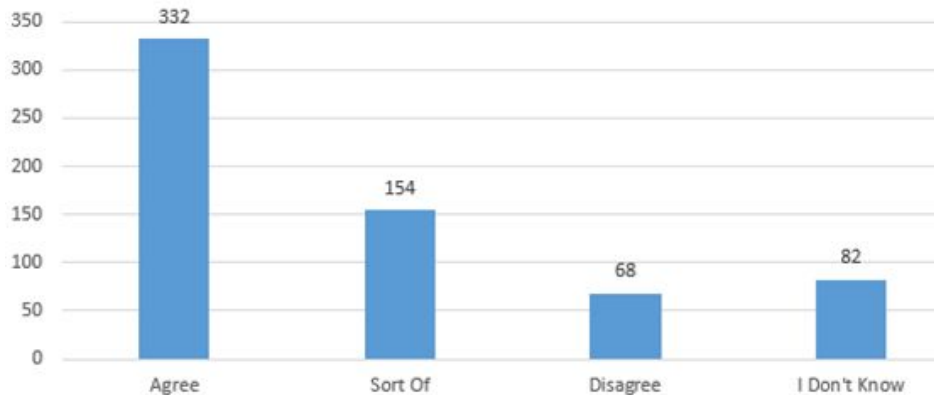


My school is clean, safe, and in good condition (such as the bathrooms and drinking fountains).

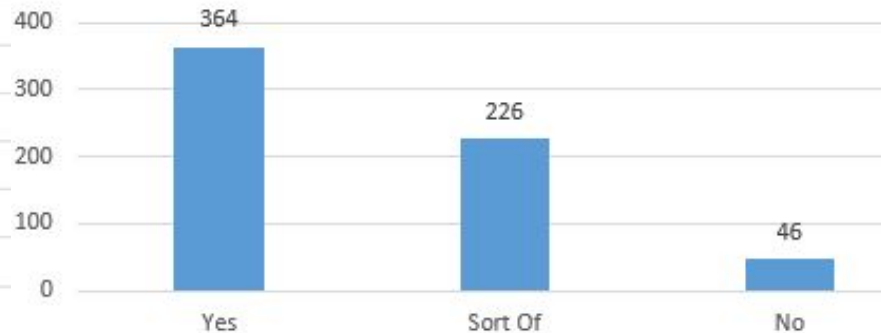


Summary (Grades 4-12)

My school prepares students for future college OR career paths.



Are you able to do your homework in a timely manner?



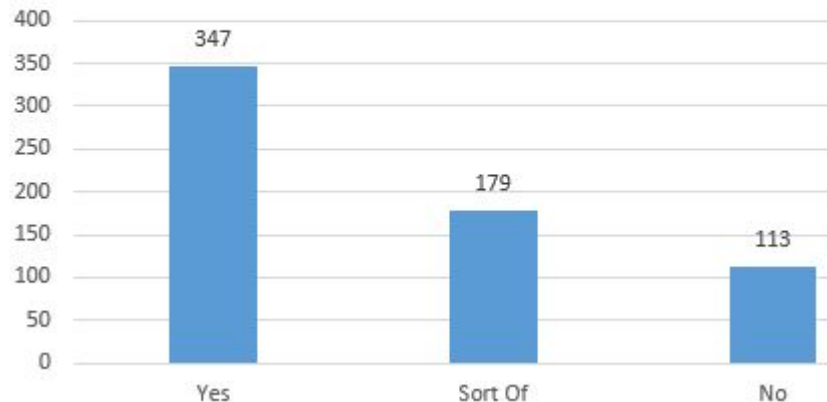
Summary

(Grades 4-12)

Have you ever felt pressure to make a bad decision?



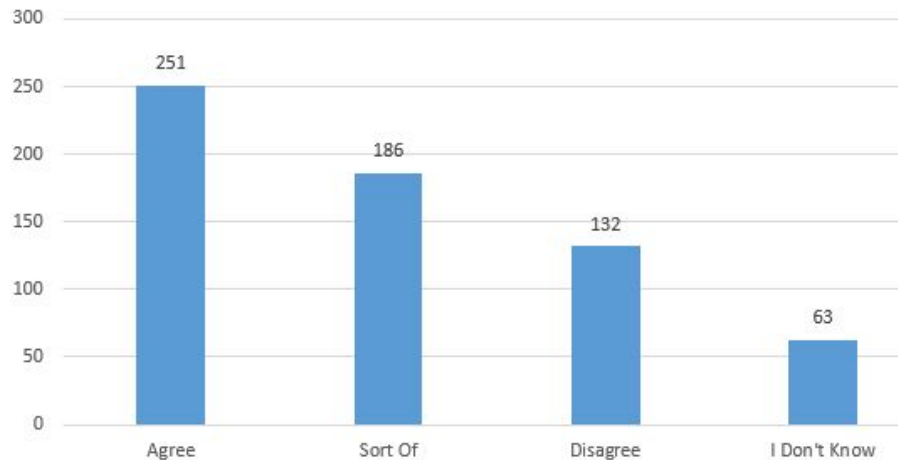
Are you comfortable asking your teachers for help?



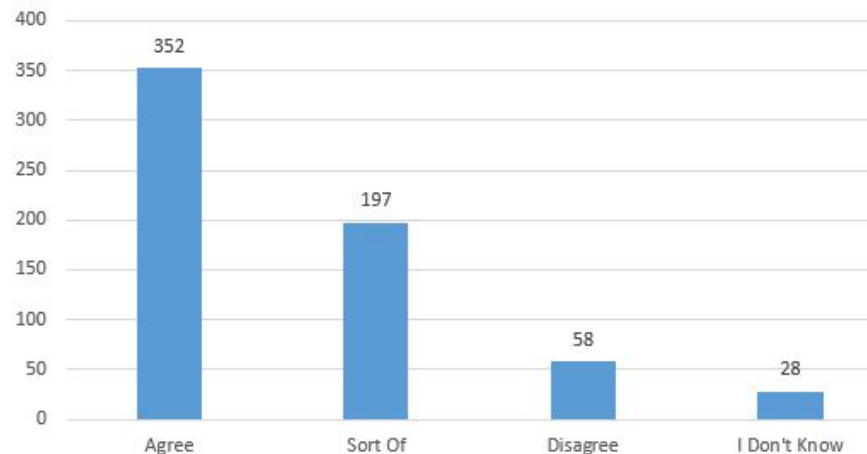
Summary

(Grades 4-12)

Students bullying other students is a problem at my school.



I feel safe while at school.

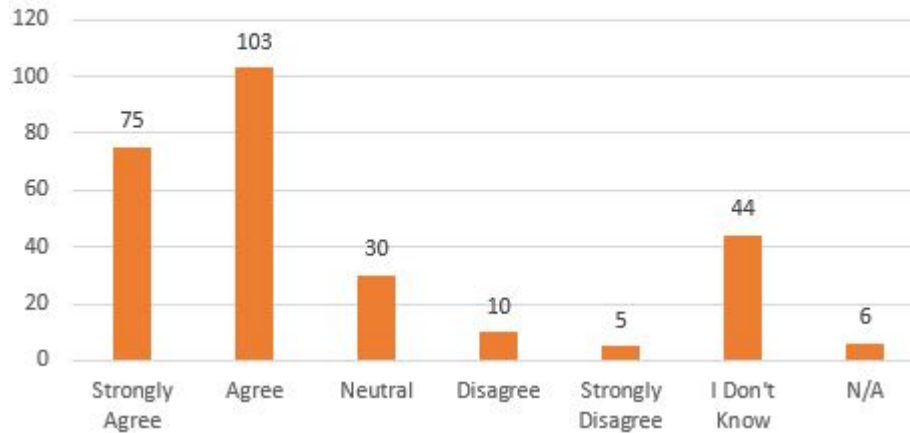


Parent Survey Results
250 Responses

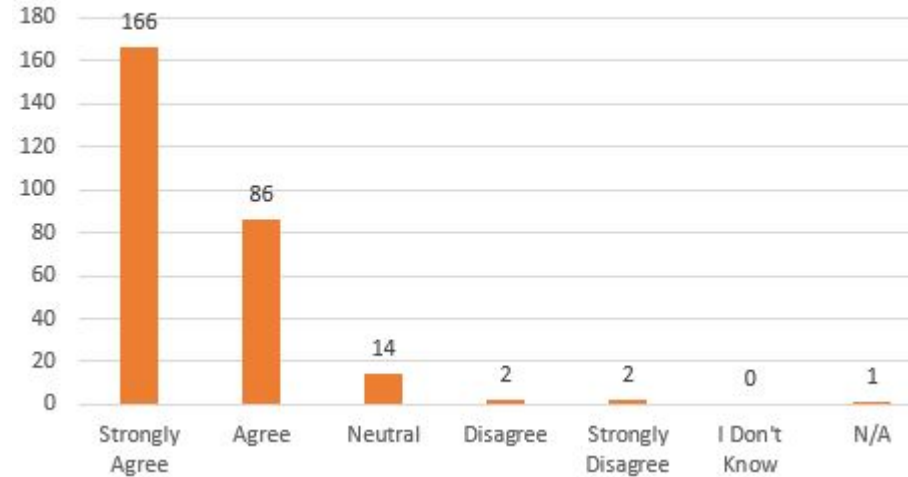
Summary

Parents

My school effectively addresses attendance/chronic absenteeism issues.



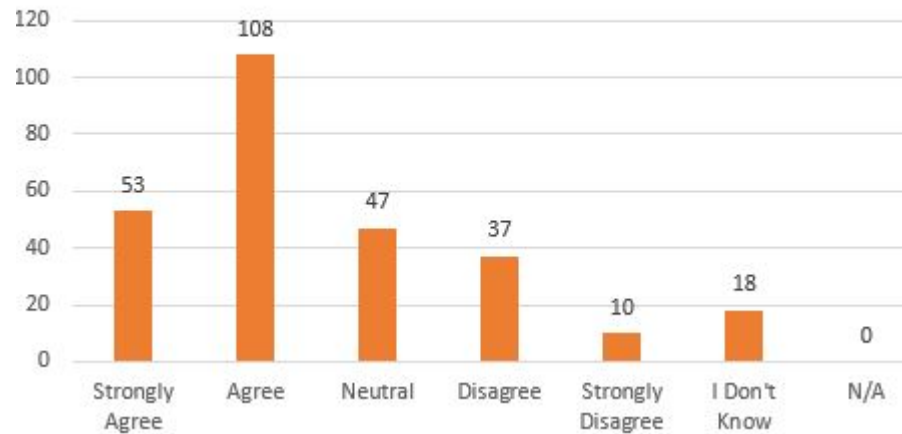
My child has good attendance.



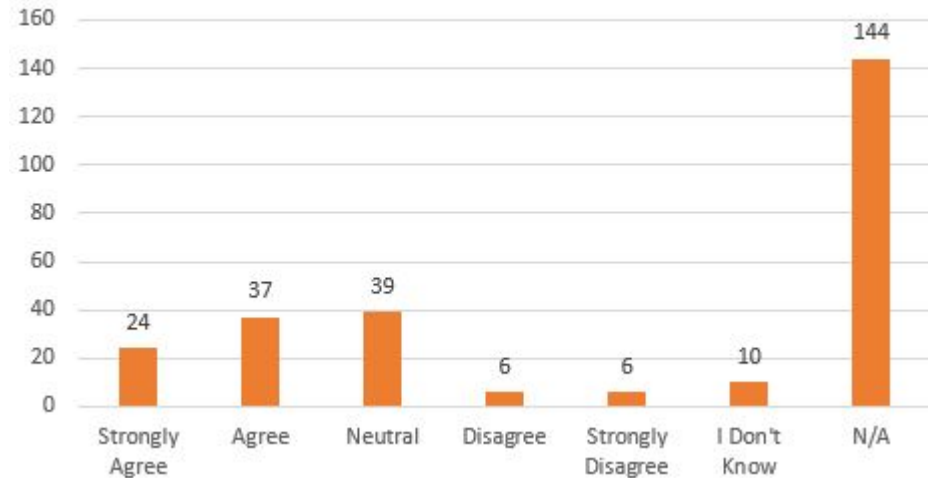
Summary

Parents

My child's school has adequate instructional supplies.



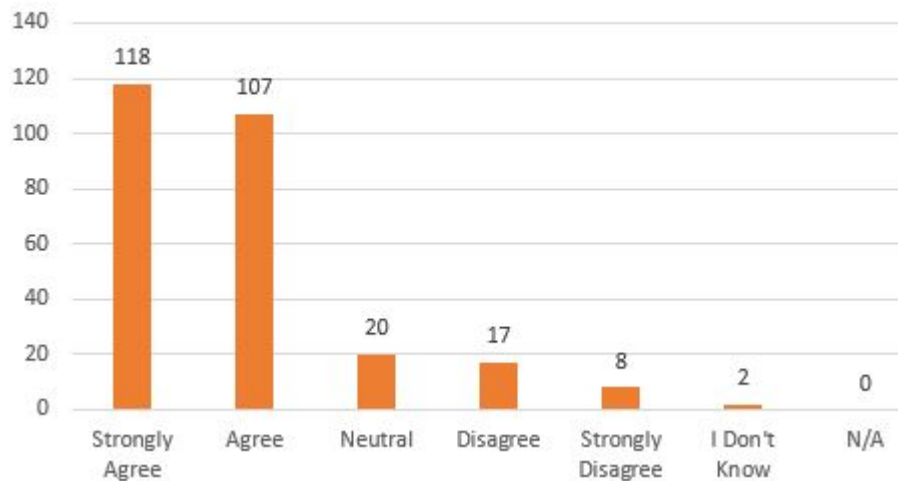
My EL child's English is improving.



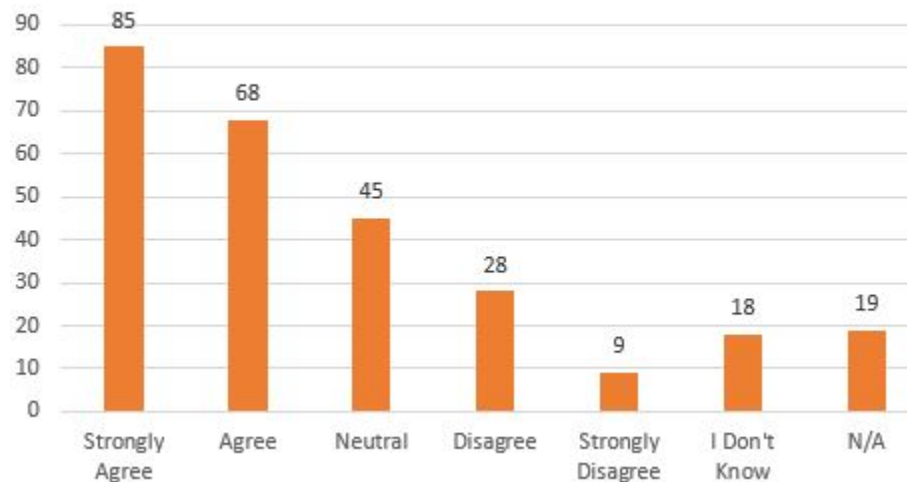
Summary

Parents

My child is achieving successful grades at school.

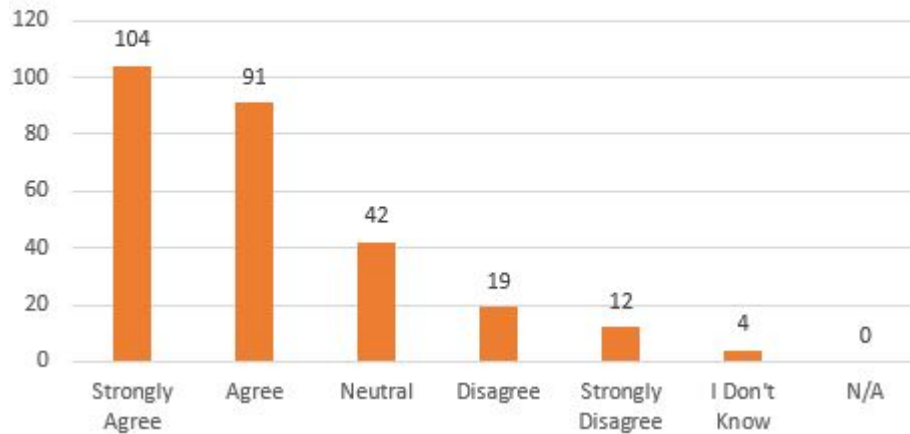


My child scores well on state tests.

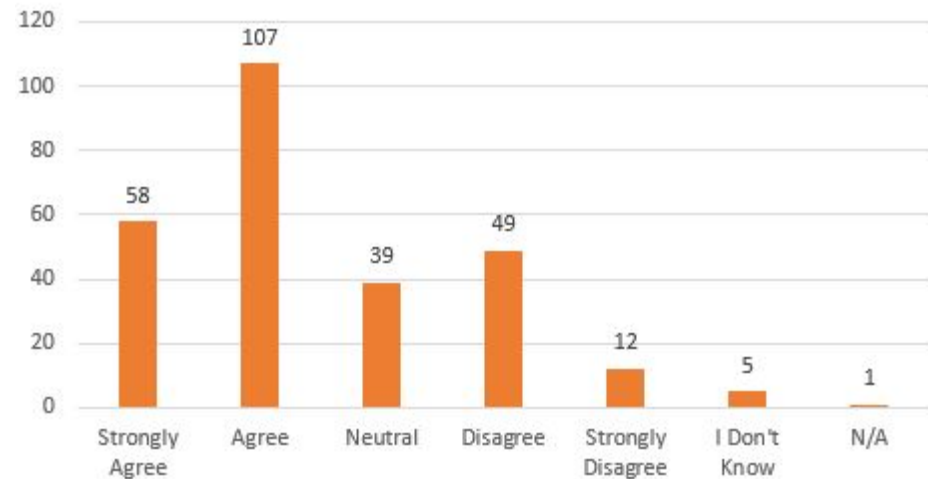


Summary Parents

My child's teacher provides high-quality instruction.



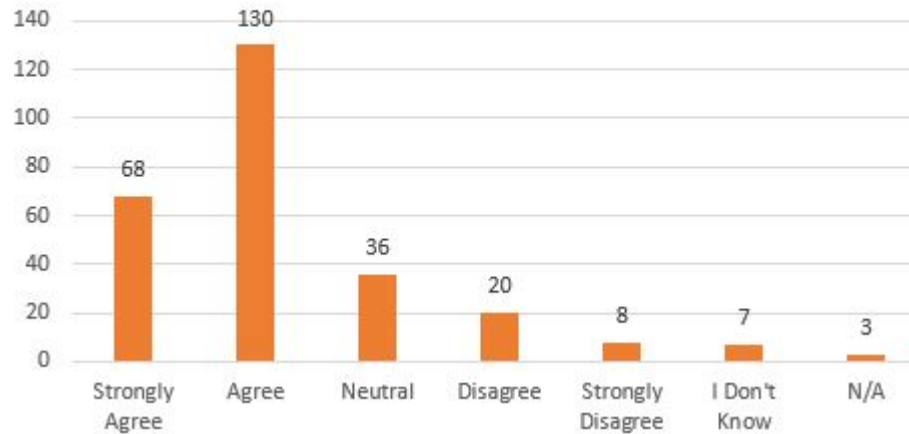
My child's class size is appropriate.



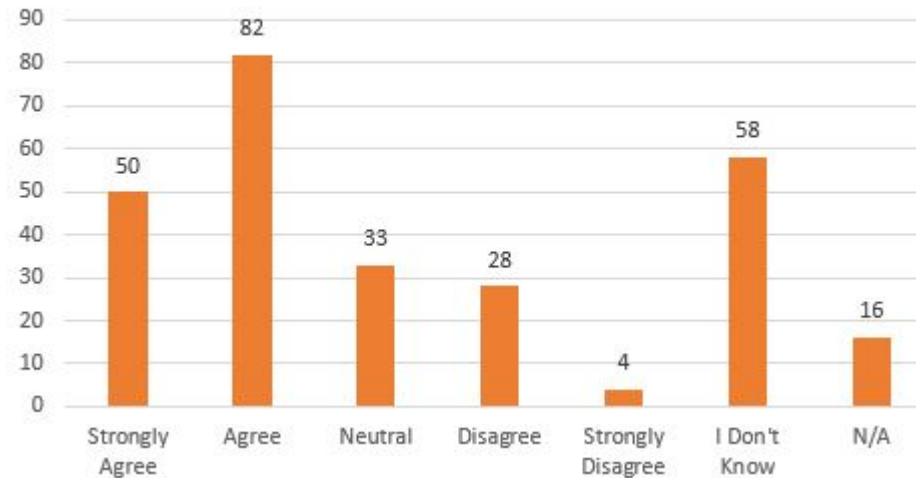
Summary

Parents

My child's classroom has the technology tools to engage them in learning.



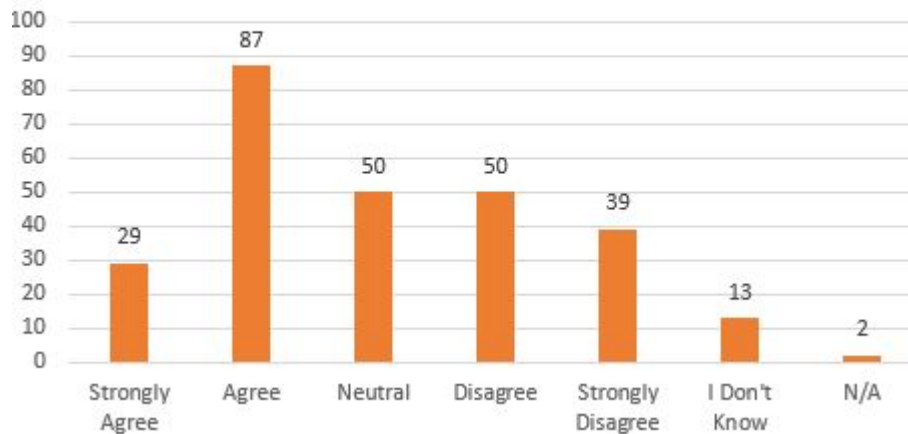
My child has access to a Chromebook device.



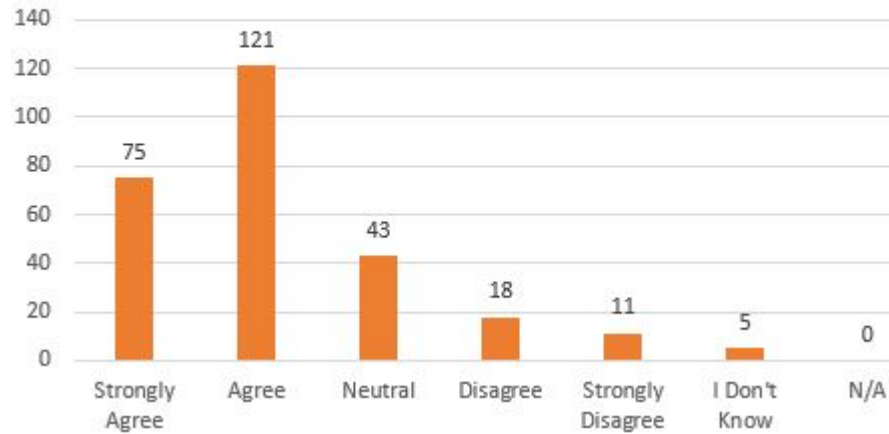
Summary

Parents

Students at my child's school treat each other with respect.



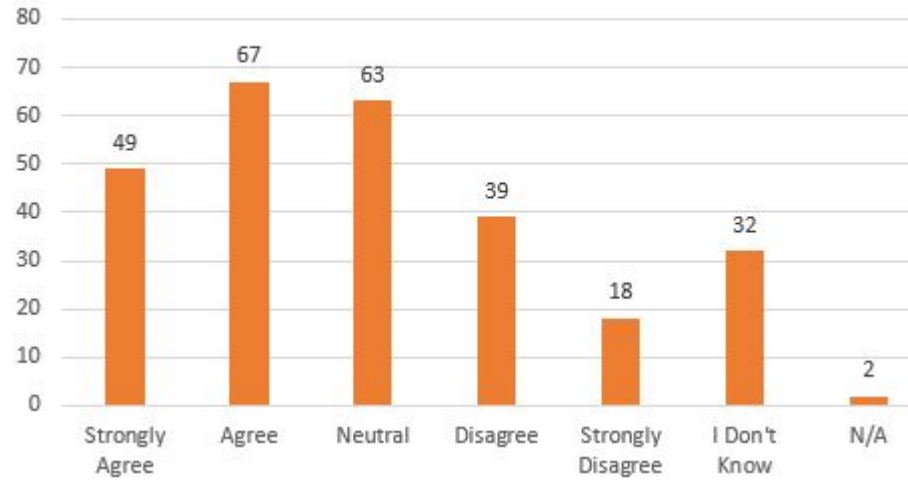
Staff members at my child's school treat students with respect.



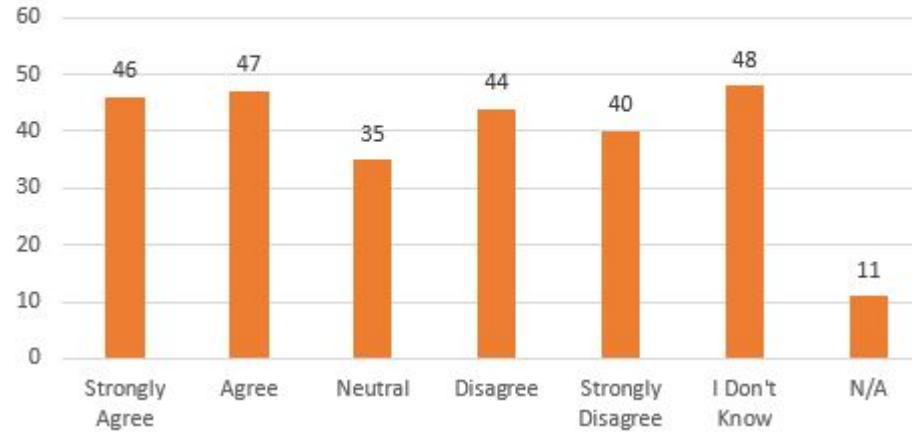
Summary

Parents

Bullying is a problem at my child's school.



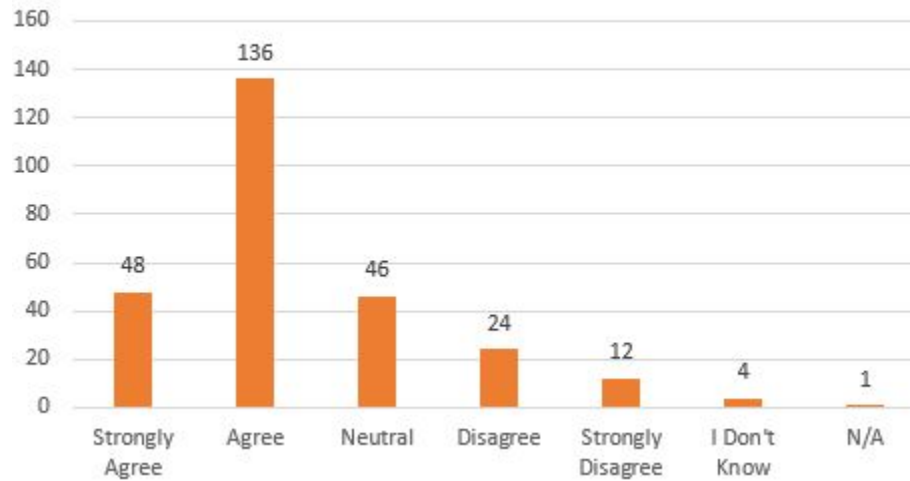
Drug and/or alcohol use is a problem at my student's school.



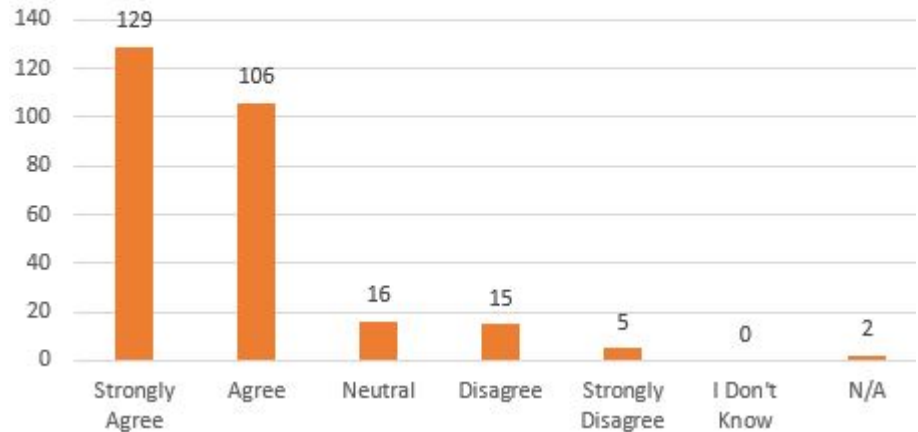
Summary

Parents

My child is physically safe at school.

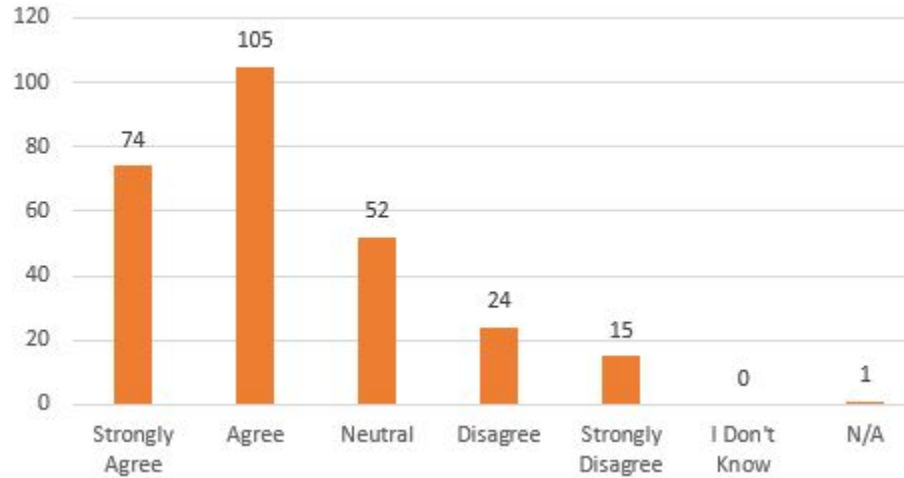


If I had a concern with school safety, I would be comfortable notifying administration.

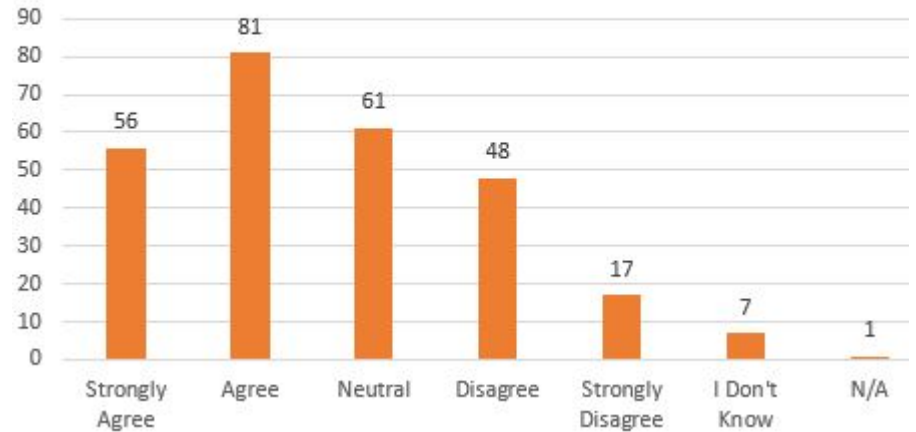


Summary Parents

My child's school is warm and welcoming.



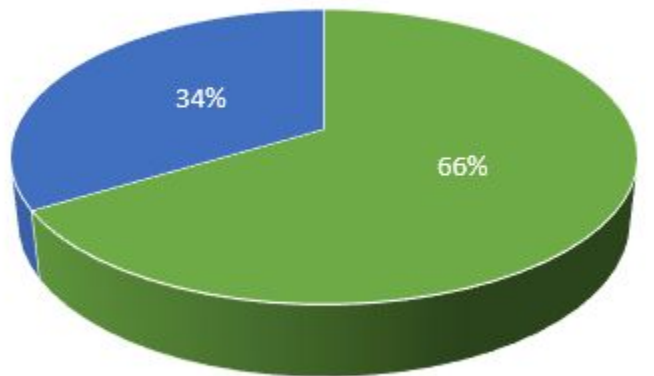
My child's school actively seeks my input into decisions related to my child's education.



Staff Survey Results
107 Responses

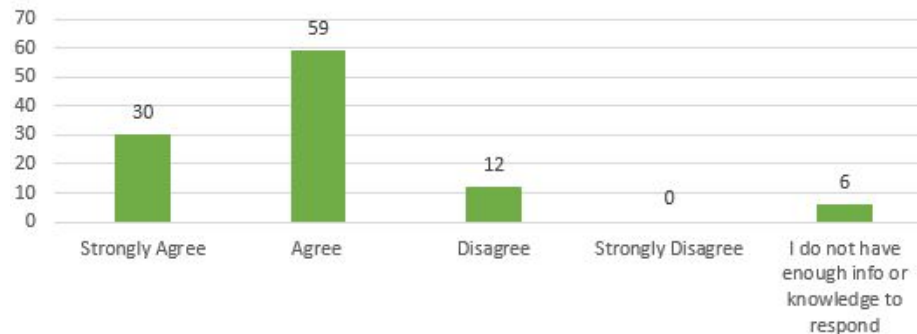
Summary Staff

Participation by Employee Type (107 responses)



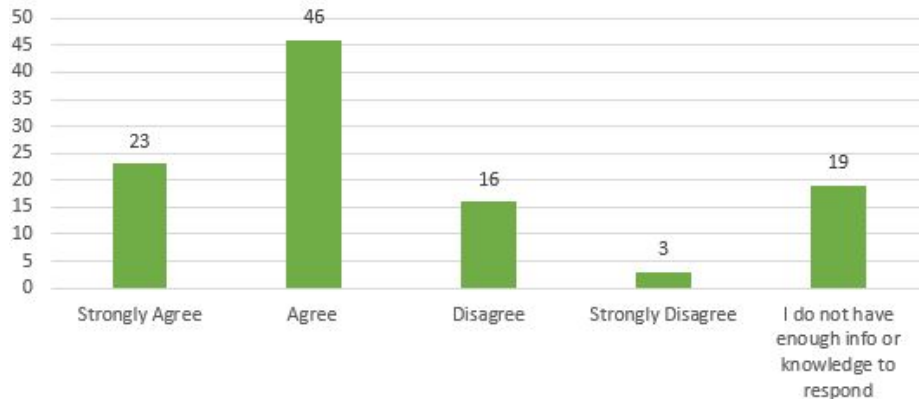
■ Certificated Employee ■ Classified Employee

District and site leadership provide support for instructional strategies, curriculum implementation, and ongoing professional development opportunities.

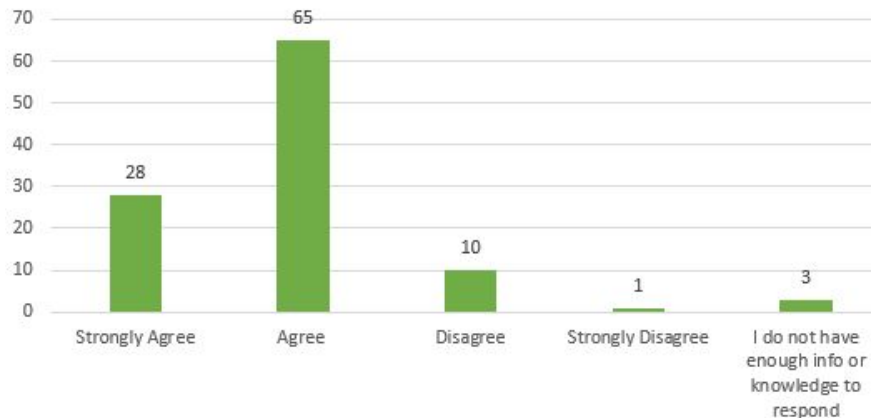


Summary Staff

PUSD provides adopted instructional materials that are in alignment with the California State Standards.

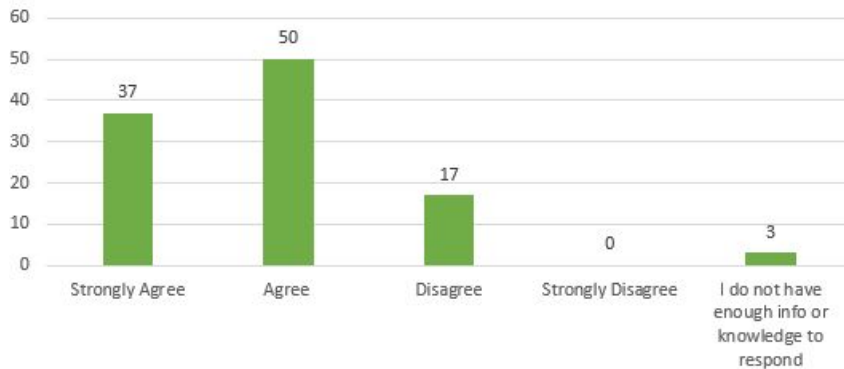


PUSD fosters a culture of continual improvement.

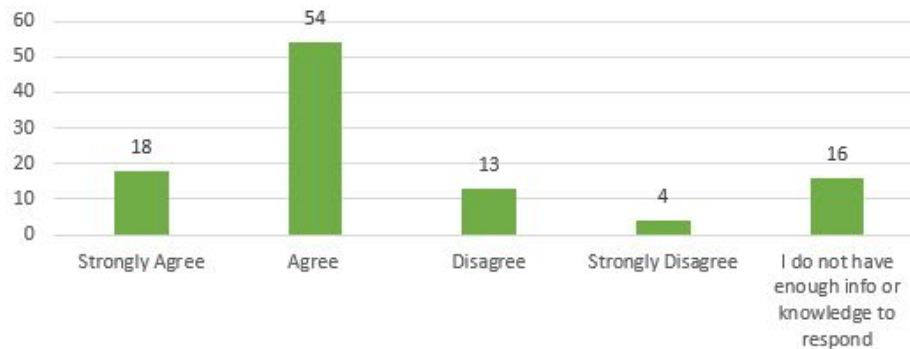


Summary Staff

Regular collaboration time is provided for staff to share best practices in their areas of expertise.

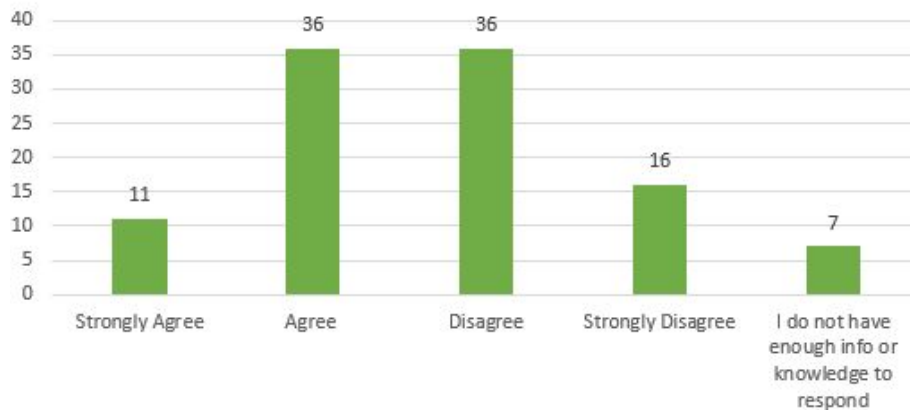


District and site leadership provide opportunities for all stakeholders to participate in the educational decision-making process.

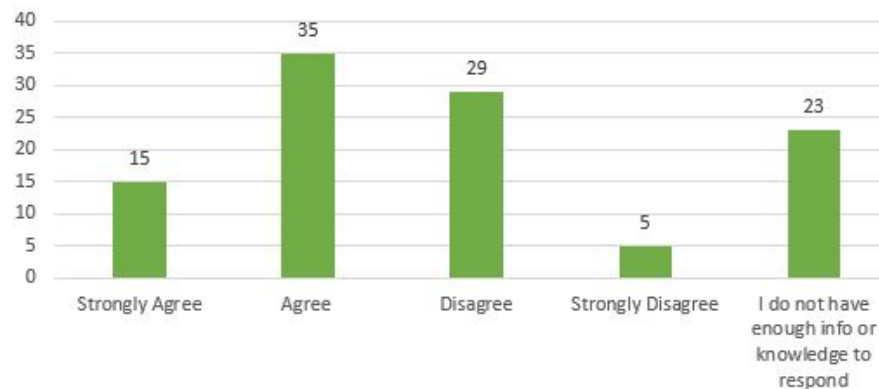


Summary Staff

I have adequate time and resources to attend to individual students' needs.

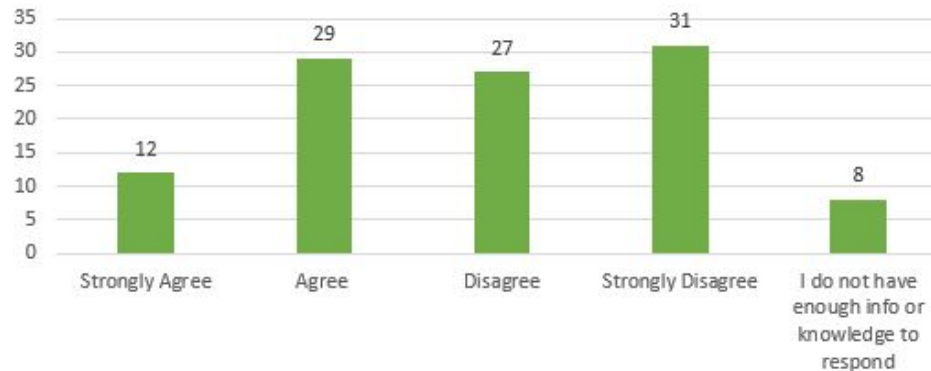


PUSD school sites offer a variety of programs for students to be engaged in the community.

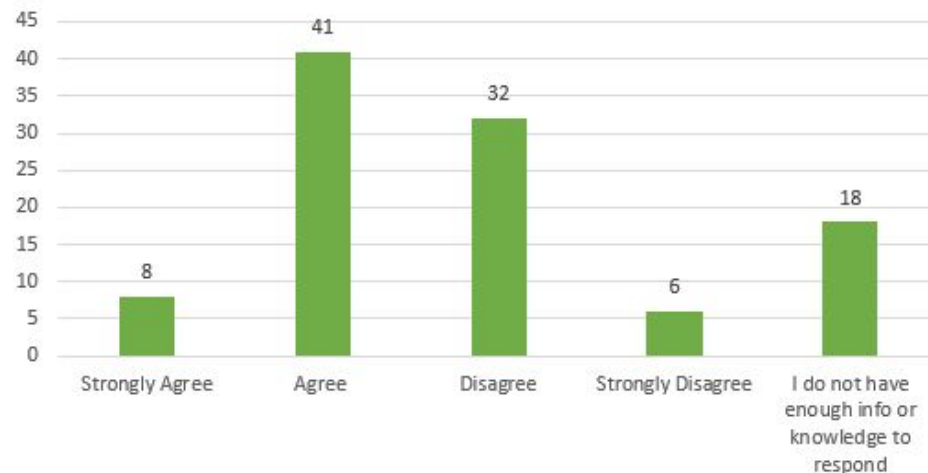


Summary Staff

My school offers adequate counseling services that provide support for social emotional concerns that impact attendance and conduct.

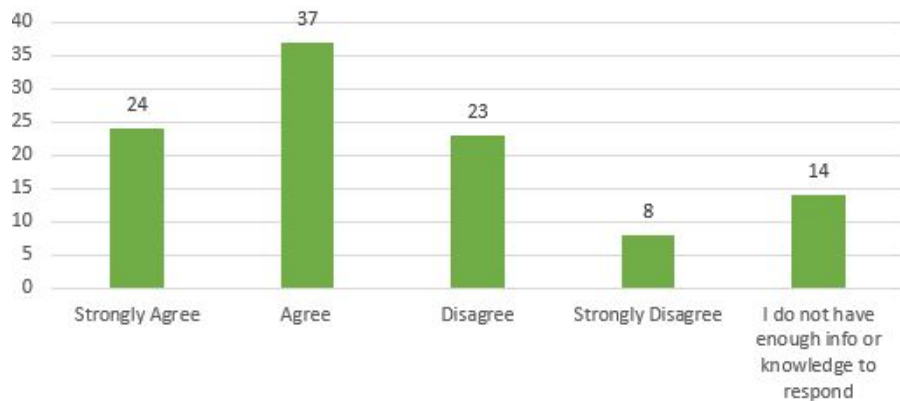


PBIS strategies are working at my school.

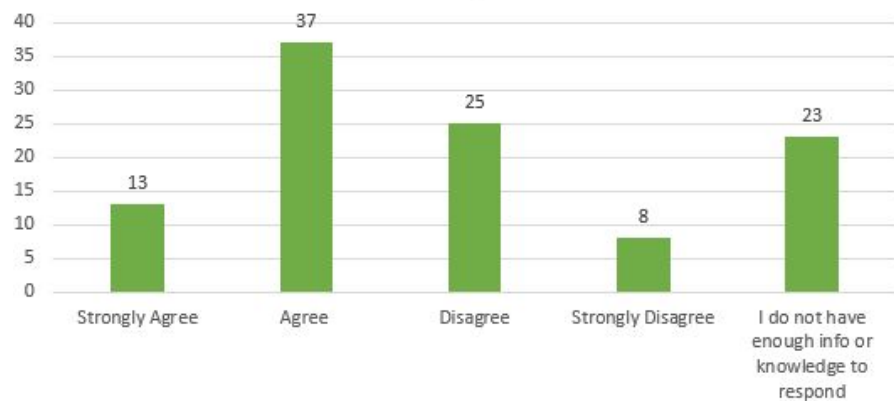


Summary Staff

My school effectively addresses attendance and absenteeism.

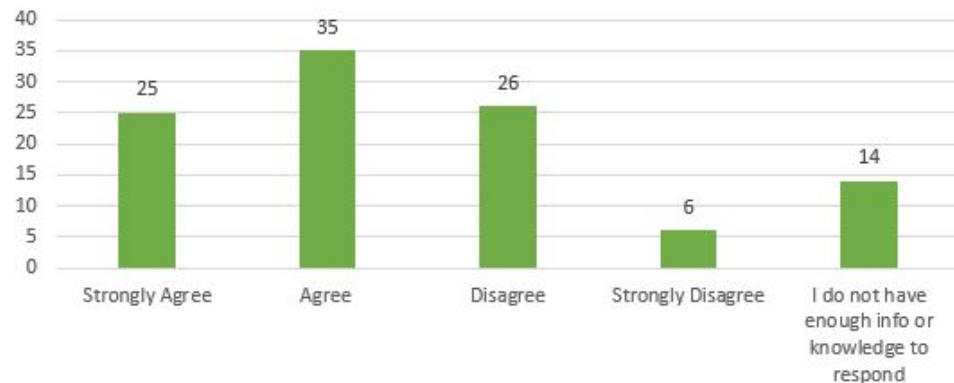


My school provides interventions and alternatives to student suspension.

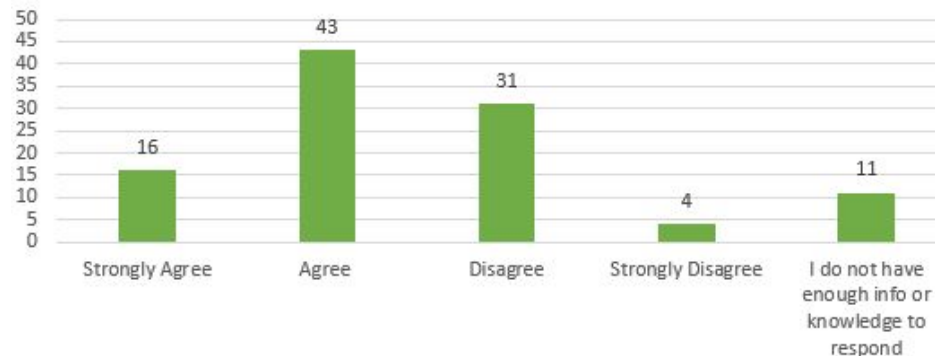


Summary Staff

Discipline procedures for dealing with students consistently and fairly are followed by administrator(s) at my school.

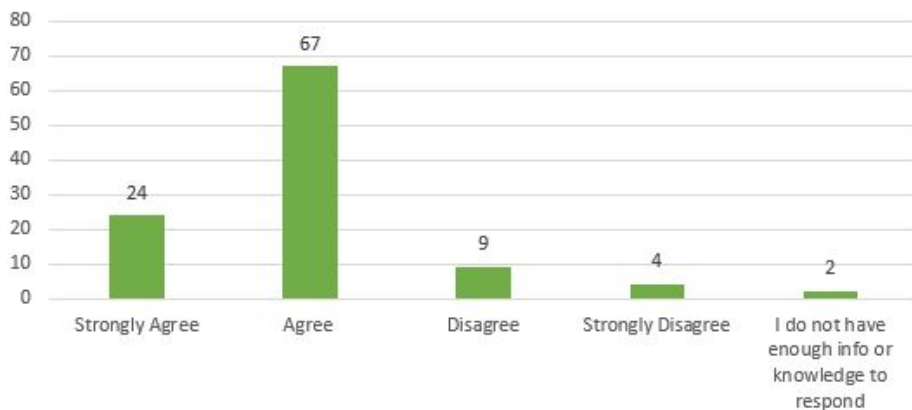


Discipline procedures for dealing with students consistently and fairly are followed by teachers at my school.

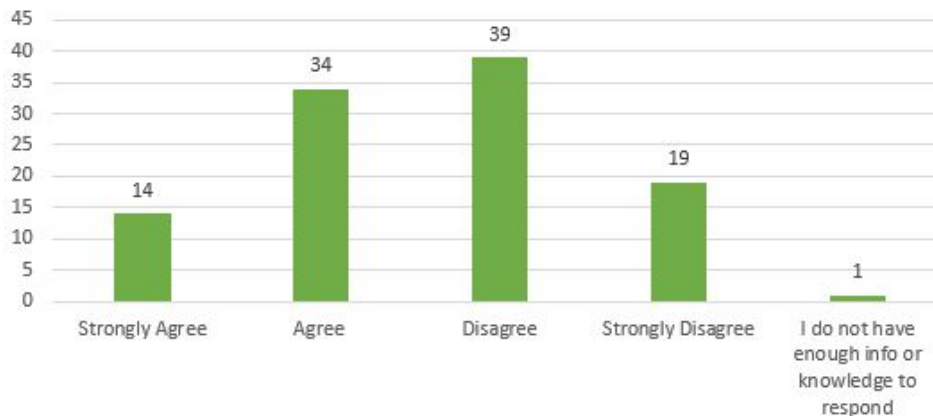


Summary Staff

My school climate fosters a feeling of safety, security, and support.



The school where I work is clean, safe and in good repair.



Stakeholder Group Results

2016-2017 Stakeholder Summary

Meetings:

LCAP Forum Ponderosa Elementary	Instructional Advisory
LCAP Forum Pine Ridge School	Classified Advisory
LCAP Forum Paradise High School	Student Advisory
Future Ready Advisory	Parent Advisory
	Community Advisory

2016-2017

Stakeholder Summary

Item/Service	Importance
Compassionate, highly trained teachers	66
Challenging/up-to-date curriculum	32
Counseling (Behavioral & Academic)	26
Sports 6-12	20
Technology (STEAM)	15
Student Recognition	8
Safety	9
CTE	8

2015-2017 LCAP Actions and Services Data

Goal #1:

Paradise Unified School District will graduate students who have received high quality common core aligned curriculum and instruction that promotes college, career, and civic readiness, with academic interventions in place, to eliminate barriers to student success.

2015-2016

LCAP Goal #1 Data Results

Increase student achievement by 5% in number of students meeting or exceeding CA CCSS as measured by SBAC ELA/Math results

PUSD increased overall student achievement in meeting or exceeding ELA standards from 36% to 37% PUSD remained the same in overall student math achievement with 22% of our students meeting or exceeding CA CCSS. Expected outcomes were not met.

Increase by 5% number of eighth grade students entering high school at grade level in ELA and Math as measured by the district-wide summative math assessment

The % of 8th graders entering high school at grade level in ELA increased 1% from 42% to 43% for students meeting or exceeding CA CCSS. The % of 8th-grade students high school at grade level decreased by 10% in Math. Expected outcomes were not met.

Increase by 3% number of students who score ready for college level ELA and Math as measured by EAP results

The % of 11th-grade students who scored ready for college (or conditionally ready) level ELA and Math as measured by the EAP increased 1%. Expected outcomes were not met.

2015-2016

LCAP Goal #1 Data Results

Increase by 3% the percentage of students who have passed at least one AP exam with a score of 3 or higher	The % of PHS students who passed at least one AP exam with a score of three or higher increased by 7%. <u>Expected outcome was met.</u>
Increase by 3% the number of unduplicated students who meet the a-g UC or CSU entrance requirements	The % of unduplicated students who met the UC/CSU A-G requirements decreased by 3.1%. <u>Expected outcome was not met.</u>
Increase by .5% district-wide graduation rates	The district-wide graduation rate decreased by 5.5%. <u>The Expected outcome was not met.</u>
Increase by 5% students enrolled in a CTE class	The % of students enrolled in CTE courses increased by 25.37%. <u>Expected outcome was met.</u>

2015-2016

LCAP Goal #1 Data Results

<p>Increase by 5% the number of students completing a CTE Pathway Program</p>	<p>The % of students completing a CTE pathway decreased by 26.38%. This is due in part to the new state CTE reporting system and our CTE data was incorrectly reported to CalPads. <u>Expected outcome was not met.</u></p>
<p>Increase by 3% the number of EL students who met the reclassification standards</p>	<p>The % of EL students who met reclassification standards grew by .5%. <u>Expected outcome was not met.</u></p>
<p>Increase by 3% the number of EL students who grew by one language level as measured by CELDT</p>	<p>The % of EL students who grew by one language level increased by .2%. <u>Expected outcome was not met.</u></p>
<p>Master schedules will be modified to reflect that all students have equal access to all course offerings as measured by master schedules</p>	<p>Developing and maintaining the master schedule is a year around process that involves administrators, teachers, and district office personnel. Each year the master schedule is modified based on student course requests. Students are able to take a particular course through independent study if they are not able to fit it into their schedule. (ex. Spanish 4 and AP Government).</p>

Goal #2:

Paradise Unified School District will provide staff with differentiated professional development focusing on full implementation of CA CCSS infused with educational technology and the STEAM philosophy.

2015-2016

LCAP Goal #2 Data Results

100% of classrooms will have implemented ELA CA CCSS as measured by anecdotal documentation	100% of classroom teachers have implemented ELA CA CCSS as measured by staff survey. <u>Expected outcome was met.</u>
100% of classrooms will have implemented Mathematics CA CCSS as measured by anecdotal documentation	100% of classroom teachers have implemented Math CA CCSS as measured by staff survey. <u>Expected outcome was met.</u>
95% of teachers will have participated in CA CCSS professional development	100% of classroom teachers have participated in CA CCSS professional development as measured by staff survey. <u>Expected outcome was met.</u>
100% of teachers will move across the implementation rubric a minimum of one level in each of the areas of CA CCSS implementation in both ELA/Literacy and math as measured by the BCOE Implementation Metric	This was difficult to measure as staff changed during the two years. Implementation levels rose for both ELA and Math.

2015-2016

LCAP Goal #2 Data Results

100% of PUSD teachers and staff will be appropriately assigned by credential	99% of PUSD teachers are appropriately assigned by credential. One high school math teacher is on a state waiver. <u>Expected outcome was not met.</u>
100% of classrooms will have sufficient CA CCSS instructional materials	100% of PUSD teachers report they have appropriate CA CCSS instructional materials as measured by Williams Act reporting. <u>Expected outcome was met.</u>
100% of students will have daily access to technology devices	100% of PUSD teachers report that students have daily access to technology devices. <u>Expected outcome was met.</u>
50% of teachers will have participated in professional development focused on the SAMR model (enhancing technology integration training)	53% of PUSD teachers report that they have participated in professional development focused on the SAMR model. <u>Expected outcome was met.</u>
50% of teachers will have participated in professional development focused on an integrated STEAM philosophy	57% of PUSD report that they have participated in professional development focused on an integrated STEAM philosophy. <u>Expected outcome was met.</u>

Goal #3:

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

2015-2016

LCAP Goal #3 Data Results

Increase by .5% district-wide student attendance	District-wide attendance increased by .13%. <u>Expected outcome was not met.</u>
Decrease by .5% district-wide truancy rates	District-wide truancy rates. Data not accurate due to reporting inconsistencies.
Decrease by .5% district-wide student chronic absentee rates	District-wide student chronic absenteeism. Data not available until next year.
Decrease by .5% district-wide student suspensions	District-wide student suspensions decreased by .7%. <u>Expected outcome was met.</u>
Decrease by .2% district-wide student expulsions	District-wide student expulsions decreased by .04%. <u>Expected outcome was not met.</u>
Increase by .5% district-wide graduation rates	District-wide student graduation decreased by 5.5%. <u>Expected outcome was not met.</u>

2015-2016

LCAP Goal #3 Data Results

Decrease by .5% district-wide high school dropout rates	District-wide high school student dropout rates decreased .14% <u>Expected outcome was not met.</u>
Decrease by .5% district-wide middle school dropout rates	District-wide middle school student dropout rates have been at 0% the last two years. <u>Expected outcome was met.</u>
80% of students indicated that they feel safe while at school as measured by the HKS, and parent/student surveys	86% of students reported they feel safe at school as measured by the February 2017 LCAP student survey results. <u>Expected outcome was met.</u>
90% of school sites will be in good or exemplary condition as measured by F.I.T.	100% of schools ranked in good condition as measured by summer 2016 F.I.T. reports. <u>Expected outcome was met.</u>
Increase by 10% the amount of parent invitational phone calls sent to unduplicated students as measured by School Messenger data	The number of parents invitational phone calls sent to parents by School Messenger increased by 33% as measured by district School Messenger account. <u>Expected outcome was met.</u>

2015-2016

LCAP Goal #3 Data Results

<p>Increase by 5% parent use of Aeries Parent Portal as measured by parent sign-in data</p>	<p>The number of parent Aeries portal accounts increased by 1.07%. Data for # of log-ins is unavailable. <u>Expected outcome undetermined.</u></p>
<p>Increase by 5% parent volunteer hours at school sites as measured by daily sign-in reports</p>	<p>The number of volunteer hours at school sites was not consistently tracked last year. 2016-2017 will be our base year for data collection.</p>
<p>Increase by 5% parent attendance at before and after school meetings/events including but not limited to PTSO, SSC, LCAP, Back to School Night, Parent Conferences, Open House as measured by parent sign-in data</p>	<p>Parent attendance at school-wide events was not consistently tracked last year. 2016-2017 will be our base year for data collection.</p>
<p>Increase by 5% parent education meetings and parent/student events as measured by calendar events</p>	<p>Opportunities for parent engagement and participation was not consistently tracked last year. 2016-2017 will be our base year for data collection.</p>

Next Steps:

- 1. DAC LCAP Team Analyze Data Outcomes*
- 2. Change/Revise LCAP Goals/Actions*
- 3. Prioritize S&LC Allocations*
- 4. Present Recommendations to School Board*

Chart #1 - District-Wide Attendance

	District Attendance	State Attendance	Chronic Absenteeism
2014-2015	94.13%	95.22%	26.1%
2013-2014	93.4%		
2012-2013	92.6%		

Chart #2 District-Wide Chronic Student Absentee Rate

	Chronic Absences
2015-2016	22%
2014-2015	23%

Chart #3 District-Wide Student Suspensions and Expulsions

	Suspension %	Expulsion %
2014-2015	9.4%	.05%
2013-2014	8.4%	.04%
2012-2013	9.4%	.06%

*Paradise Unified School District
School Board LCAP Update
March 21, 2017*



Small Schools. Big Results.

Michelle John
Educational Services
March 2017

PUUSD Newly Released Dashboard

Paradise Unified School District (Spring 2017)

Enrollment: 3,465 Socioeconomically Disadvantaged: 65% English Learners: 2% Foster Youth: N/A
Grade Span: P-Adult

Groups	Chronic Absenteeism Indicator	Suspension Rate Indicator	College/ Career Indicator	English Learner Indicator	Graduation Rate Indicator	ELA Academic Indicator	Math Academic Indicator
All Students	N/A	10 % + 0.7 %	N/A	69 % - 2.1 %	92.2 % - 3 %	- 35.1 + 12.6	- 66.6 + 4.7
American Indian	N/A	14.3 % - 1.6	N/A			- 52.3 + 4.7	- 75.8 - 21.1
Asian	N/A	3.3 % - 0.1%	N/A				
English Learner	N/A	5.8 % + 1.3 %	N/A			- 55 + 31.3	-87.3 + 15.4
Foster Youth	N/A		N/A				
Hispanic	N/A	5.6 % - 0.6%	N/A		87.5 % - 1.4 %	- 40.2 + 14.3	- 79.6 + 3.5
Socioeconomic Disadvantaged	N/A	12 % + 0.4 %	N/A		89.7 % - 4.7 %	- 47.1 + 13.1	- 77.3 + 5.6
Stud. w/ Disability	N/A	18.6 % + 0.8 %	N/A		71.1 % - 14.1 %	- 113.7 + 4.9	- 145.6 - 12.2
Two or More Races	N/A	13.7 % + 3.5 %	N/A			- 38.2 + 15.9	- 71.3 + 5
White	N/A	9.5 % + 0.6 %	N/A		92.2 % - 4 %	- 33.3 + 12	- 63.7 + 5.6

Our LCAP is required to include annual measurable objectives, along with actions and services to increase student achievement for any group or subgroup that is either orange or red in color.

PUUSD Newly Released Dashboard

Suspension Grades 3-12

LEVEL	Increased Significantly	Increased	Maintained	Declined	Declined Significantly
Very Low	Gray (N/A)	Green (None)	Blue (None)	Blue (None)	Blue (None)
Low	Orange (None)	Yellow (None)	Green (None)	Green (None)	Blue (None)
Medium	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green (None)
High	Red (None)	Orange <ul style="list-style-type: none"> ▪ Paradise Senior High 	Orange (None)	Yellow <ul style="list-style-type: none"> ▪ Ponderosa Elementary 	Yellow <ul style="list-style-type: none"> ▪ Cedarwood Elementary
Very High	Red <ul style="list-style-type: none"> ▪ Pine Ridge 	Red <ul style="list-style-type: none"> ▪ Paradise Unified (District Placement) ▪ Paradise Intermediate 	Red (None)	Orange <ul style="list-style-type: none"> ▪ Paradise Elementary 	Yellow (None)

PUSD Newly Released Dashboard

English Learner Grades 3-8

LEVEL	Declined Significantly by greater than 10.0%	Declined by 1.5% to 10.0%	Maintained Declined or Increased by less than 1.5%	Increased by 1.5% to less than 10.0%	Increased Significantly by 10.0% or greater
Very High 85.0% or greater	(None)	(None)	(None)	(None)	(None)
High 75.0% to less than 85.0%	(None)	(None)	(None)	(None)	(None)
Medium 67.0% to less than 75.0%	(None)	Paradise Unified (District Placement)	(None)	(None)	(None)
Low 60.0% to less than 67.0%	(None)	(None)	(None)	(None)	(None)
Very Low less than 60.0%	(None)	(None)	(None)	(None)	(None)

PUUSD Newly Released Dashboard

Graduation Rates Grades 9-12

LEVEL	Declined Significantly by greater than 5.0%	Declined by 1.0% to 5.0%	Maintained Declined or increased by less than 1.0%	Increased by 1.0% to less than 5.0%	Increased Significantly by 5.0% or greater
Very High 95.0% or greater	Gray (N/A)	Blue (None)	Blue (None)	Blue (None)	Blue (None)
High 90.0% to less than 95.0%	Orange (None)	Yellow Paradise Unified (District Placement) ▪ Paradise Senior High	Green (None)	Green (None)	Blue (None)
Medium 85.0% to less than 90.0%	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green (None)
Low 67.0% to less than 85.0%	Red (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
Very Low less than 67.0%	Red (None)	Red (None)	Red (None)	Red (None)	Red (None)

PUSD Newly Released Dashboard

ELA Grades 3-8

LEVEL	Declined Significantly by more than 15 points	Declined by 1 to 15 points	Maintained Declined by less than 1 point or increased by less than 7 points	Increased by 7 to less than 20 points	Increased Significantly by 20 points or more
Very High 45 or more points above	Yellow (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
High 10 points above to less than 45 points above	Orange (None)	Yellow (None)	Green (None)	Green (None)	Blue (None)
Medium 5 points below to less than 10 points above	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green (None)
Low More than 5 points below to 70 points below	Red (None)	Orange <ul style="list-style-type: none"> ▪ Cedarwood Elementary ▪ Pine Ridge 	Yellow (None)	Yellow <ul style="list-style-type: none"> Paradise Unified (District Placement) ▪ Paradise Elementary ▪ Ponderosa Elementary 	Yellow <ul style="list-style-type: none"> ▪ Paradise Intermediate
Very Low More than 70 points below	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

PUSD Newly Released Dashboard

Math Grades 3-8

LEVEL	Declined Significantly by more than 10 points	Declined by 1 to 10 points	Maintained Declined by less than 1 point or increased by less than 5 points	Increased by 5 to less than 15 points	Increased Significantly by 15 points or more
Very High 35 or more points above	Yellow (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
High 5 points below to less than 35 points above	Orange (None)	Yellow (None)	Green (None)	Green (None)	Blue (None)
Medium More than 5 points below to 25 points below	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green (None)
Low More than 25 points below to 95 points below	Red (None)	Orange <ul style="list-style-type: none"> ▪ Cedarwood Elementary ▪ Pine Ridge 	Yellow <ul style="list-style-type: none"> ▪ Paradise Unified (District Placement) ▪ Paradise Intermediate 	Yellow <ul style="list-style-type: none"> ▪ Paradise Elementary ▪ Ponderosa Elementary 	Yellow (None)
Very Low More than 95 points below	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

LCAP District Advisory Council

Members:	Meeting Dates:	Activities/Actions
Administrators - 9	February 7	Present LCAP Principles, Analyze ALL Data, Develop a list of services essential for student success
Teachers - 9	March 7	Present California Dashboard, utilize current data to update LCAP goals
Classified - 5	April 4	Develop measurable outcomes to align with goals and CA Dashboard, develop a list of actions and services to align with AMO's
Parents - 5	May 2	Prioritize recommended actions/services and associated costs, prepare board LCAP recommendations
Community Members - 4		

Emerging Areas of Need...

Over the course of 2015-2016 and 2016-2017

After analyzing state data and annual survey results, and engaging in stakeholder meetings, several areas of need began to emerge:

- 1. The need to ensure highly trained and passionate teachers (Pupil Achievement/Pupil Engagement/School Climate/Basic Services);**
- 2. The need to ensure all students have access to, and are receiving instruction utilizing challenging, up-to-date curriculum (Pupil Achievement/Basic Services);**

Emerging Areas of Need...

Over the course of 2015-2016 and 2016-2017

- 3. The need to increase counseling services, both academic and behavioral (Pupil Achievement/Pupil Engagement/School Climate);**
- 4. The need to expand athletic teams to grades 6-8 (Pupil Engagement/School Climate);**
- 5. The need to provide technology for all students (STEAM), including staff training in SAMR (Pupil Achievement/Other Pupil Outcomes);**

Emerging Areas of Need...

Over the course of 2015-2016 and 2016-2017

- 6. The need to positively recognize our students (PBIS) (Pupil Achievement/School Climate/Pupil Engagement);**
- 7. The need to ensure site safety (Basic Services);**
- 8. The need to keep and increase CTE courses for students in grades 6-12 (Pupil Achievement/School Climate/Other Pupil Outcomes);**

Draft Goal #1

Draft Goal #1

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

Draft Goal #2

Draft Goal #2

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

Draft Goal #3

Draft Goal #3

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

State and Local Indicators

Annual Measurable Objectives (AMO's)

State Indicators	Local Indicators
ELA/Math - 7 subgroups	Basic Services
English Learner Progress	Implementation of State Academic Standards
Chronic Absenteeism - 3 subgroups	Parent Engagement
Graduation Rates - 3 subgroups	School Climate
Suspension Rates - 9 subgroups	College Career Readiness

Draft Actions and Services

Goal #1

Proposed - Supplemental & Concentration

Reduce class sizes to allow for more individual teacher-student instructional time and to help close the ELA/literacy and math achievement gap between EL students/Foster Youth and the general population.

Grade Span Adjustment K-3 **\$682K**

Proposed - Supplemental & Concentration

Provide full day TK and K program to increase student learning and achievement.

\$350K

Draft Actions and Services

Goal #1

Proposed - Supplemental & Concentration

Provide an extended day instructional schedule at Ridgeview Continuation High School. **\$305K**

Proposed - Supplemental & Concentration

Provide a Reading Specialist at Ridgeview Continuation High School. **\$108K**

Proposed - Supplemental & Concentration

Provide in-school suspension services to ensure all students have access to educational instructions and systems of supports. **\$202K**

Draft Actions and Services

Goal #1

Proposed - Supplemental & Concentration

Increase CTE and Pathway programs and services for students in grades 6-12 to ensure that PUSD students graduate with the skills required for globally competitive college and career readiness. **\$750K**

Proposed - Supplemental & Concentration

Increase VAPA services and programs in grades TK-5 to improve student success and achievement. **\$90K**

Proposed - Supplemental & Concentration

Additional administrative services at Cedarwood, Pine Ridge, and Paradise Intermediate School. **\$179K**

Draft Actions and Services

Goal #1

Proposed - Supplemental & Concentration

All schools will receive additional S&C funding to pursue site specific support for targeted students.

PHS will receive additional site specific funding. (Title 1 equivalent) **\$175K**

Proposed - Supplemental & Concentration

Curriculum, instruction, and assessment support to provide a district wide student curricular focus and consistency. **\$154K**

Proposed Actions and Services

Goal #2

Proposed - Supplemental & Concentration

Implement Positive Behavior Interventions and Supports Program (PBIS) and provide ACE's training. **\$100K**

Proposed - Supplemental & Concentration

Provide in-school suspension services to ensure all students access to educational instructions and systems of supports. **\$202K**

Proposed Actions and Services

Goal #2

Proposed - Supplemental & Concentration

Provide Child Welfare and Attendance services, including SARB services. **\$51K**

Proposed - Supplemental & Concentration

Provide support through an Information Technology Director to ensure district wide technology and communication services are adequate and appropriate. **\$123K**

Proposed Actions and Services

Goal #3

Proposed - Supplemental & Concentration

Provide CA CCSS professional development for all staff. **\$225K**

Proposed - Supplemental & Concentration

BTSA services for new teachers. **\$60K**

What have stakeholders asked to be funded...

- **Highly trained and passionate teachers**
- **Challenging and up-to-date curriculum**
- **Behavioral support services**
- **Athletic teams for grades 6-12**
- **Technology for all students (STEAM)**
- **Positively recognize our students (PBIS)**
- **Student and site safety**
- **Keep and increase CTE courses for students in grades 6-12**



Questions.....

*Paradise Unified School District
School Board Site LCAP Update
May 16, 2017*



Michelle John
Educational Services
May 2017

PUSD 2017-2018 District Advisory Council
4th and last meeting - May 2, 2017

1. Historical LCAP Expenditures
2. LCAP Site Expenditures Overview (2015-2017)
3. DRAFT LCAP Financial Allocations (2017-2018)
4. DRAFT LCAP
5. Report to School Board



LCAP Historical Expenditures

	FY 2016-17		FY 2015-16		FY 2014-15	
	BUDGET	AS OF 04-03-17	BUDGET	ACTUAL	BUDGET	ACTUAL
PHS Allocation (based on T-1 equivalent)	175,000	85,380	225,000	164,215	225,000	Grouped Coding
Professional Development	275,000	150,972	257,000	212,855	132,000	132,674
Class Size Reduction K-3	650,000	471,231	470,000	545,700	470,000	Grouped Coding
Class Size Reduction 9th	50,000	46,053	45,000	48,509	45,000	Grouped Coding
Counselor Services	160,000	59,361	175,000	132,246	175,000	Grouped Coding
.5 FTE VP @ PINT, .5 FTE VP @ PR., .5 Prin @ CW	160,000	130,986	135,500	161,799	135,500	140,933
Reading Intervention - Ridgeview	105,000	77,375	100,000	110,910		
Extended Library Hours	30,000	21,325	30,000	26,920	30,000	28,350
School Site LCAP	300,000	269,568	500,000	453,074	300,000	Grouped Coding
Full Day Kindergarten	335,000	229,851	297,000	329,418		
Honey Run - In School Suspension Services	195,000	135,353	177,000	177,018		
Ridgeview - Additional Instruction	295,000	267,749	263,000	263,000		
STEM	100,000	99,642				
VAPA	150,000	88,232	75,000	73,726		
Security	150,000	28,474	80,000	80,320		
Curr/Inst Assessment Support	132,000	114,536	120,000	120,000		
Tech Support	120,000	92,383	100,000	100,000		
Child Welfare and Attendance	48,000	39,303	45,000	45,000	45,000	9,990
Athletic Asst Coach Stipends	45,000	0	38,000	11,629		
BTSA	40,000	67,200	40,000	46,376		
CTE	510,000	373,710		0		
Teacher - EL intervention PHS			17,000	17,000	17,000	17,000
English learner Online Instruction			5,000	0	5,000	Grouped Coding
Ridgeview Additional Counseling			12,000	11,146	12,000	Grouped Coding
Increased Salary Cost over 2014-15			170,000	171,083		
Expenses coded together in FY 2014-15						910,491
TOTAL	4,025,000	2,848,686	3,376,500	3,301,943	1,591,500	1,239,438

Site LCAP History as of 4/11/17

CW		
	FY 2016-17	FY 2015-16
BUDGETED (FY 2016-17=\$0+\$26,969)	26,969	38,075
STAFFING (1000s, 2000s, & 3000s)	404	31,098
MATERIALS & EQUIP (4000s)	22,368	2,526
SERVICES (5000s)	1,670	4,451
ACTUAL TO DATE	24,442	38,075
BALANCE	2,527	0

PR		
	FY 2016-17	FY 2015-16
BUDGETED (FY 2016-17=\$0+\$48,064)	48,064	69,397
STAFFING (1000s, 2000s, & 3000s)	1,651	52,231
MATERIALS & EQUIP (4000s)	34,144	11,788
SERVICES (5000s)	3,223	5,378
ACTUAL TO DATE	39,018	69,397
BALANCE	9,046	0

POND		
	FY 2016-17	FY 2015-16
BUDGETED (FY 2016-17=\$14,766+\$49,132)	63,898	77,011
STAFFING (1000s, 2000s, & 3000s)	33,482	15,412
MATERIALS & EQUIP (4000s)	15,367	31,086
SERVICES (5000s)	1,655	15,746
ACTUAL TO DATE	50,504	62,245
BALANCE	13,394	14,766

PES		
	FY 2016-17	FY 2015-16
BUDGETED (FY 2016-17=\$18,366+\$50,067)	68,433	81,034
STAFFING (1000s, 2000s, & 3000s)	226	0
MATERIALS & EQUIP (4000s)	34,487	56,535
SERVICES (5000s)	8,683	6,133
ACTUAL TO DATE	43,396	62,668
BALANCE	25,037	18,366

Site LCAP History as of 4/11/17

PINT		
	FY 2016-17	FY 2015-16
BUDGETED (FY 2016-17=\$12,708+\$36,182)	48,890	59,339
STAFFING (1000s, 2000s, & 3000s)	3,948	18,274
MATERIALS & EQUIP (4000s)	20,819	12,610
SERVICES (5000s)	5,939	15,747
ACTUAL TO DATE	30,705	46,631
BALANCE	18,185	12,708

HR		
	FY 2016-17	FY 2015-16
BUDGETED (FY 2016-17=\$0+\$1,869)	1,869	1,437
STAFFING (1000s, 2000s, & 3000s)	0	0
MATERIALS & EQUIP (4000s)	1,744	987
SERVICES (5000s)	125	450
ACTUAL TO DATE	1,869	1,437
BALANCE	0	0

PHS		
	FY 2016-17	FY 2015-16
BUDGETED (FY 2016-17=\$0+\$76,502)	76,502	159,052
STAFFING (1000s, 2000s, & 3000s)	59,044	115,214
MATERIALS & EQUIP (4000s)	5,782	33,920
SERVICES (5000s)	9,139	9,918
ACTUAL TO DATE	73,966	159,052
BALANCE	2,536	0

RV		
	FY 2016-17	FY 2015-16
BUDGETED (FY 2016-17=\$1,086+\$11,215)	12,301	14,655
STAFFING (1000s, 2000s, & 3000s)	2,223	2,204
MATERIALS & EQUIP (4000s)	0	9,561
SERVICES (5000s)	3,444	1,805
ACTUAL TO DATE	5,667	13,569
BALANCE	6,634	1,086
TOTAL BUDGET =	\$346,926	\$500,000
TOTAL EXP =	\$269,568	\$453,074

2016-2017 Actuals to date

2017-2018 Proposed

UNIFIED SCHOOL DISTRICT

LCAP ESTIMATES

	FY 2016-17	FY 2017-18
General Descriptions	Actual	Proposed
PHS Allocation (based on T-1 equivalent)	175,000	175,000
Professional Development	275,000	225,000
Class Size Reduction K-3	650,000	682,500
9th Grade Interventions	50,000	20,000
PBIS/ACE's	160,000	100,000
.5 FTE Principal Cedarwood	60,000	67,000
.5 FTE Vice Prin Pine Ridge	45,000	55,000
.5 FTE Vice Prin Paradise Int	55,000	57,000
Reading Intervention - Ridgeview	105,000	108,000
Extended Library Hours	30,000	0
School Site LCAP	300,000	200,000
Full Day Kindergarten	335,000	350,000
Honey Run - In School Suspension Services	195,000	202,000
Ridgeview - Additional Instruction	295,000	305,000
STEAM	100,000	150,000
VAPA	150,000	90,000
Security	150,000	150,000
Curriculum, Instruction and Assessment Supp	132,000	154,000
Technology Support	120,000	123,000
Child Welfare and Attendance	48,000	51,000
6-12 Athletic Asst Coach Stipends	45,000	57,000
BTSA	40,000	60,000
CTE	510,000	750,000
Behavior Technicians	0	110,000
6-12 Athletics	0	180,500
TOTAL	4,025,000	4,422,000
Need to spend		4,422,000
Balance		0

2016-2017 LCAP Goal #1

Paradise Unified School District will graduate students who have received high quality common core aligned curriculum and instruction that promotes college, career, and civic readiness, with academic interventions in place, to eliminate barriers to student success.

2017-2018 Proposed Goal #1

Academic Excellence

Paradise Unified School District will graduate students who have received high quality, common core aligned curriculum and instruction that promotes college, career, and civic readiness, with academic interventions in place, to eliminate barriers to student success.

2016-2017 LCAP Goal #3

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

2017-2018 Proposed Goal #2

Safe Culture and Climate

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

2016-2017 LCAP Goal #2

Paradise Unified School District will provide staff with differentiated professional development focusing on full implementation of CA CCSS infused with educational technology and the STEAM philosophy.

2017-2018 Proposed Goal #3

High Quality Staff

Paradise Unified School District will provide staff with differentiated professional development focusing on full implementation of CA CCSS infused with educational technology and the STEAM philosophy.

Draft #8 LCAP

<http://bit.ly/LCAPDRAFT8>



A word cloud for the LCAP draft #8. The words are arranged in a circular pattern, with 'LCAP' being the largest and most prominent. Other significant words include 'Stakeholders', 'vision', 'accountability', 'SED', 'Foster', 'students', 'purpose', 'local', 'subgroups', 'planning', 'budget', 'achievement', 'goals', 'control', 'actions', 'analysis', 'data', 'alignment', 'monitoring', 'ELS', and 'Stakeholders'.



A word cloud for the LCAP draft #8, identical to the one on the left. The words are arranged in a circular pattern, with 'LCAP' being the largest and most prominent. Other significant words include 'Stakeholders', 'vision', 'accountability', 'SED', 'Foster', 'students', 'purpose', 'local', 'subgroups', 'planning', 'budget', 'achievement', 'goals', 'control', 'actions', 'analysis', 'data', 'alignment', 'monitoring', 'ELS', and 'Stakeholders'.



A word cloud for the LCAP draft #8, identical to the ones on the left. The words are arranged in a circular pattern, with 'LCAP' being the largest and most prominent. Other significant words include 'Stakeholders', 'vision', 'accountability', 'SED', 'Foster', 'students', 'purpose', 'local', 'subgroups', 'planning', 'budget', 'achievement', 'goals', 'control', 'actions', 'analysis', 'data', 'alignment', 'monitoring', 'ELS', and 'Stakeholders'.

*Paradise Unified School District
School Board Report
2016-2017 School Site
LCAP Expenditures Update*



Small Schools. Big Results.

Michelle John
Educational Services
May 30, 2017

Cedarwood Elementary

CW		
	FY 2016-2017	FY 2015-2016
BUDGETED (FY 2016-17=\$0 + \$26,969)	\$26,969	\$38,075
STAFFING (1000S, 2000, & 3000S)	\$404	\$31,098
MATERIALS & EQUIP (4000s)	\$21,779	\$2,526
SERVICES (5000s)	\$2,295	\$4,451
ACTUAL TO DATE	\$24,478	\$38,075
BALANCE	\$2,491	0

Balance has been allocated to:

1. STEAM materials to support NGSS
2. Leveled readers to support ELA Standards

Ponderosa Elementary

POND		
	FY 2016-2017	FY 2015-2016
BUDGETED (FY 2016-17= \$14,766 + \$49,132))	\$63,898	\$77,011
STAFFING (1000S, 2000, & 3000S)	\$33,482	\$15,412
MATERIALS & EQUIP (4000s)	\$15,367	\$31,086
SERVICES (5000s)	\$1,655	\$15,746
ACTUAL TO DATE	\$50,504	\$62,245
BALANCE	\$13,394	\$14,766

Balance has been allocated to:

1. Kindergarten iPads
2. 1st Grade Chromebooks

Paradise Elementary

PES		
	FY 2016-2017	FY 2015-2016
BUDGETED (FY 2016-17= \$18,366 + \$50,067)	\$68,433	\$81,034
STAFFING (1000S, 2000, & 3000S)	\$226	\$0
MATERIALS & EQUIP (4000s)	\$48,012	\$56,535
SERVICES (5000s)	\$8,683	\$6,133
ACTUAL TO DATE	\$56,921	\$62,668
BALANCE	\$11,512	\$18,366

Balance has been allocated to:

- 1. Technology maintenance: repairs and replacement**

Pine Ridge School

PR		
	FY 2016-2017	FY 2015-2016
BUDGETED (FY 2016-17= \$0 + \$48,064)	\$48,064	\$69,397
STAFFING (1000S, 2000, & 3000S)	\$1,550	\$52,231
MATERIALS & EQUIP (4000s)	\$36,732	\$11,788
SERVICES (5000s)	\$4,727	\$5,378
ACTUAL TO DATE	\$43,009	\$69,397
BALANCE	\$5,055	\$0

Balance has been allocated to:

1. Technology devices

Paradise Intermediate School

PINT		
	FY 2016-2017	FY 2015-2016
BUDGETED (FY 2016-17= \$12,708 + \$36,182)	\$48,890	\$59,339
STAFFING (1000S, 2000, & 3000S)	\$4,152	\$18,274
MATERIALS & EQUIP (4000s)	\$31,193	\$12,610
SERVICES (5000s)	\$6,757	\$15,747
ACTUAL TO DATE	\$42,102	\$46,631
BALANCE	\$6,788	\$12,708

Balance has been allocated to:

1. WEB - \$2,500
2. Leadership - \$500
3. PBIS - \$2,500
4. Mini-iPads - \$1,300

Paradise High School

PHS		
	FY 2016-2017	FY 2015-2016
BUDGETED (FY 2016-17=\$0 + \$76,502)	\$76,502	\$159,052
STAFFING (1000S, 2000, & 3000S)	\$60,126	\$115,214
MATERIALS & EQUIP (4000s)	\$8,535	\$33,920
SERVICES (5000s)	\$10,255	\$9,918
ACTUAL TO DATE	\$78,916	\$159,052
BALANCE	-\$2,414	\$0

Ridgeview High School

RV		
	FY 2016-2017	FY 2015-2016
BUDGETED (FY 2016-17= \$1,086 + \$11,215)	\$12,301	\$14,655
STAFFING (1000S, 2000, & 3000S)	\$2,916	\$2,204
MATERIALS & EQUIP (4000s)	\$2,549	\$9,561
SERVICES (5000s)	\$4,554	\$1,805
ACTUAL TO DATE	\$10,019	\$13,569
BALANCE	\$2,282	\$1,086

Balance has been allocated to:

1. Transportation for Ridgeview Rangers

Honey Run Academy

HRA		
	FY 2016-2017	FY 2015-2016
BUDGETED (FY 2016-17= \$0 + \$1,869)	\$1,869	\$1,437
STAFFING (1000S, 2000, & 3000S)	\$0	\$0
MATERIALS & EQUIP (4000s)	\$1,744	\$987
SERVICES (5000s)	\$125	\$450
ACTUAL TO DATE	\$1,869	\$1,437
BALANCE	\$0	\$0

Questions?



A word cloud of terms related to LCAP (Local Control and Accountability Plan). The words are arranged in a roughly circular pattern, with 'LCAP' being the largest and most prominent. Other significant words include 'Stakeholders', 'vision', 'accountability', 'students', 'Foster', 'SED', 'local', 'purpose', 'subgroups', 'planning', 'budget', 'goals', 'control', 'achievement', 'monitoring', 'ELS', 'data', 'alignment', 'actions', and 'analysis'. The colors of the words vary, including shades of green, gold, and brown.

LCAP
Stakeholders
vision
accountability
students
Foster
SED
local
purpose
subgroups
planning
budget
goals
control
achievement
monitoring
ELS
data
alignment
actions
analysis

*Paradise Unified School District
Board of Trustees
LCAP Public Hearing 2017-2020
District Advisory Council Recommendations*

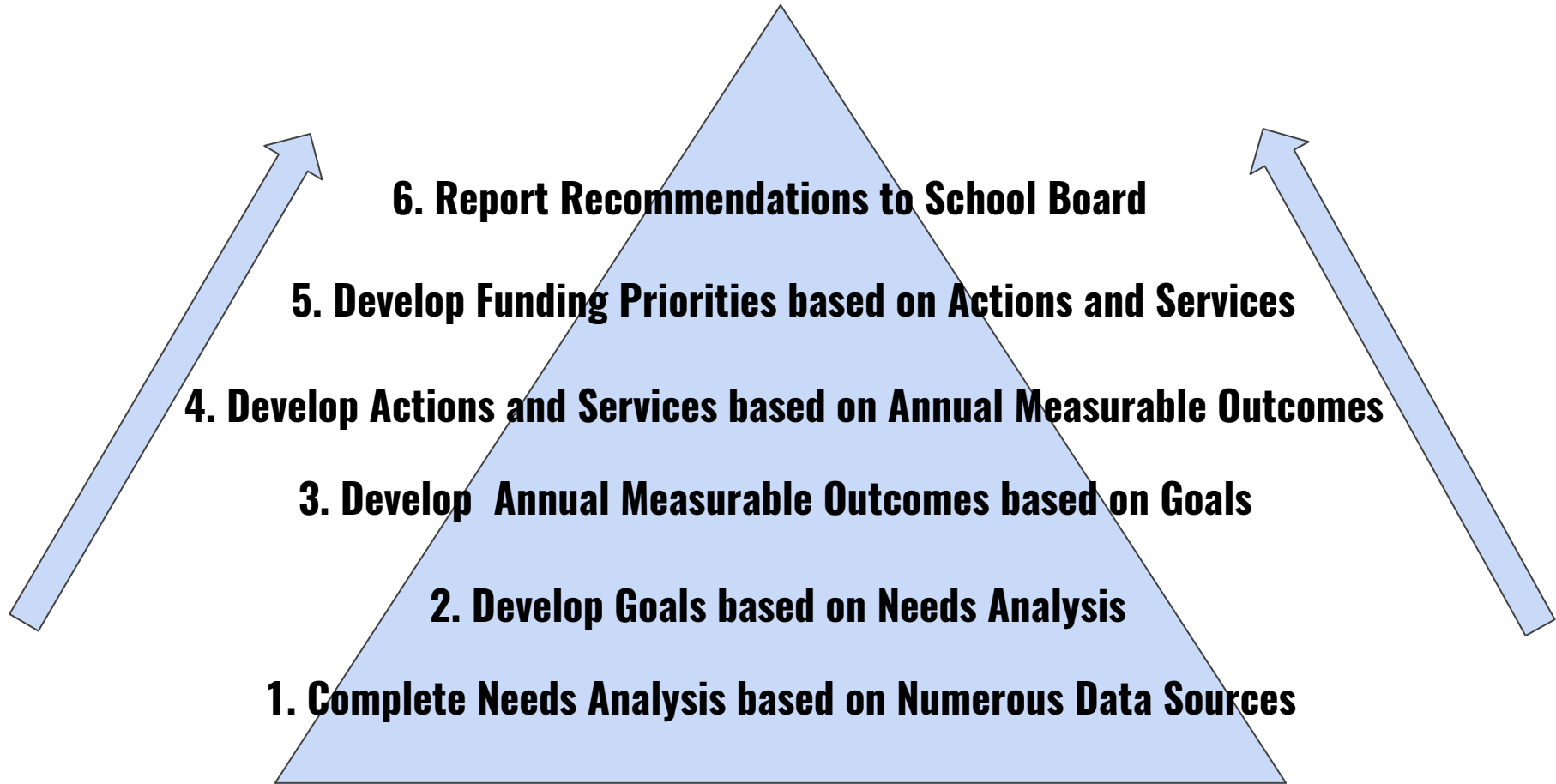


Michelle John
Educational Services
May 30, 2017

LCAP District Advisory Council

Members:	Meeting Dates:	Activities/Actions
Administrators - 9	February 7	Present LCAP Principles, Analyze ALL Data, Develop a list of services essential for student success
Teachers - 9	March 7	Present California Dashboard, utilize current data to update LCAP goals
Classified - 5	April 4	Develop measurable outcomes to align with goals and CA Dashboard, develop a list of actions and services to align with AMO's
Parents - 5	May 2	Prioritize recommended actions/services and associated costs, prepare board LCAP recommendations
Community Members - 4		

LCAP District Advisory Council Process



Step 1: Data Sources for Needs Analysis

1. Online Surveys:

- a. Students (Grades 3-12)**
- b. Parents**
- c. Staff**
- d. Community**

2. Advisory Meetings

- a. Certificated (monthly)**
- b. Classified (4 X a year)**
- c. Parent (monthly)**
- d. Community (4 X a year)**

3. Stakeholder Meetings

- a. 1-18 Ponderosa**
- b. 1-24 Pine Ridge**
- c. 1-25 PHS**
- d. 2-1 PES**

4. CAASPP Results

5. CalPads

6. State Dashboard

7. Aeries

Step 1: Data Collected and Analyzed

- 1. Current District Programs and Services**
- 2. Dashboard Data**
- 3. Demographic Data**
- 4. Financial Data**
- 5. Previous LCAP Data**
- 6. State CAASPP Data**
- 7. Student Outcomes Data**
- 8. Survey Data**



Step 2 Goals - 3 Total

2016-2017 LCAP Goal #1 2017-2018 Proposed Goal #1

Paradise Unified School District will graduate students who have received high quality common core aligned curriculum and instruction that promotes college, career, and civic readiness, with academic interventions in place, to eliminate barriers to student success.

Academic Excellence

Paradise Unified School District will graduate students who have received high quality, common core aligned curriculum and instruction that promotes college, career, and civic readiness, with academic interventions in place, to eliminate barriers to student success.

Step 2

2016-2017 LCAP Goal #3 2017-2018 Proposed Goal #2

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

Safe Culture and Climate

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

Step 2

2016-2017 LCAP Goal #2 2017-2018 Proposed Goal #3

Paradise Unified School District will provide staff with differentiated professional development focusing on full implementation of CA CCSS infused with educational technology and the STEAM philosophy.

High Quality Staff
Paradise Unified School District will provide staff with differentiated professional development focusing on full implementation of CA CCSS infused with educational technology and the STEAM philosophy.

Step 3
(Sample) Annual Measurable Outcomes
52 Total

All AMO's can be found at: <http://bit.ly/lcapdraft10may2017>

District-wide student achievement in ELA will increase 15 points average distance from level three as measured by SBAC ELA results. -35.1 to -20.1 DF3 (Goal #1)

District-wide student suspension rate will decrease by .5% from 9.4% to 8.9% as measured by California Dashboard. (Goal #2)

District-wide progress in providing professional learning for teaching to the state adopted academic standards and/or curriculum frameworks identified below will average 3.8 as measured by teacher survey results. (Goal #3)

Step 4

(Sample) Actions and Services - 28 Total

All Actions and Services

can be found at: <http://bit.ly/lcapdraft10may2017>

Reduce class sizes to allow for more individual teacher student instructional time and to help close the ELA/literacy and math achievement gap between English Learner students, foster youth, and the general population. (Goal #1)

Provide a behavior technician at each K-8 site to support students presenting challenging behaviors through implementation of behavioral interventions. (Goal #2)

Provide professional development training in the implementation of the STEAM instructional strategies and methods for educating all students. (Goal #3)

Step 5: 2017-2018 LCAP District Advisory Committee Financial Allocation Recommendations

	Actual FY 2016-17	Proposed FY 2017-18
Class Size Reduction K-3	\$650,000	\$682,500
CTE Pathways	\$510,000	<i>\$750,000</i>
Full Day Kindergarten	\$335,000	\$350,000
School Site LCAP Allocation	\$300,000	<i>\$200,000</i>
Ridgeview - Additional Instruction	\$295,000	\$305,000
Staff Development	\$275,000	<i>\$225,000</i>
Honey Run In-School Suspension Services	\$195,000	\$202,000
PHS Allocation (Based on TI Equivalent)	\$175,000	\$175,000

Continued

	Actual FY 2016-17	Proposed FY 2017-18
PBIS/ACE's	\$160,000	<i>\$100,000</i>
VAPA	\$150,000	<i>\$90,000</i>
Safety/Security	\$150,000	\$150,000
Curriculum/Instruction/Assessment Support	\$132,000	\$154,000
Technology Support	\$120,000	\$123,000
Reading Intervention - Ridgeview	\$105,000	\$108,000
STEAM	\$100,000	<i>\$150,000</i>
.5 FTE Cedarwood Principal	\$60,000	\$67,000
.5 FTE Asst. Principal Pine Ridge	\$45,000	\$55,000

Continued

	Actual FY 2016-17	Proposed FY 2017-18
.5 FTE Asst. Principal Paradise Intermediate	\$55,000	\$57,000
Child Welfare and Attendance	\$48,000	\$51,000
6-12 Athletic Coach Stipends	\$45,000	\$57,000
9th Grade Interventions	\$50,000	\$20,000
BTSA	\$40,000	\$60,000
Extended Library Hours	\$30,000	\$0
9-12 Athletics	\$0	\$180,000
Behavior Technicians	\$0	\$110,000

Continued

	Actual FY 2016-17	Proposed FY 2017-18
TOTAL	\$4,025,000	\$4,422,000
BUDGET	\$4,025,000	\$4,422,000
BALANCE	\$-0-	\$-0-

Draft #10 LCAP

<http://bit.ly/lcapdraft10may2017>



A word cloud for the LCAP draft #10. The words are arranged in a circular pattern, with 'LCAP' being the largest and most prominent word. Other significant words include 'Stakeholders', 'vision', 'accountability', 'SED', 'Foster', 'students', 'purpose', 'local', 'subgroups', 'planning', 'budget', 'achievement', 'goals', 'control', 'actions', 'analysis', 'data', 'alignment', 'monitoring', 'ELs', and 'local'. The words are in various colors, including blue, green, and red.



A word cloud for the LCAP draft #10, identical to the one on the left. The words are arranged in a circular pattern, with 'LCAP' being the largest and most prominent word. Other significant words include 'Stakeholders', 'vision', 'accountability', 'SED', 'Foster', 'students', 'purpose', 'local', 'subgroups', 'planning', 'budget', 'achievement', 'goals', 'control', 'actions', 'analysis', 'data', 'alignment', 'monitoring', 'ELs', and 'local'. The words are in various colors, including blue, green, and red.



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Questions?



A word cloud of terms related to LCAP (Local Control Accountability Plan). The words are arranged in a roughly circular pattern, with 'LCAP' being the largest and most prominent. Other large words include 'Stakeholders', 'vision', 'accountability', 'SED', 'students', and 'Foster'. Smaller words include 'monitoring', 'ELS', 'data', 'alignment', 'actions', 'analysis', 'achievement', 'goals', 'control', 'purpose', 'local', 'subgroups', 'planning', and 'budget'. The colors of the words range from dark green to gold.

LCAP
Stakeholders
vision
accountability
SED
students
Foster
monitoring
ELS
data
alignment
actions
analysis
achievement
goals
control
purpose
local
subgroups
planning
budget

Paradise Unified School District School Board LCAP Update November 15, 2016

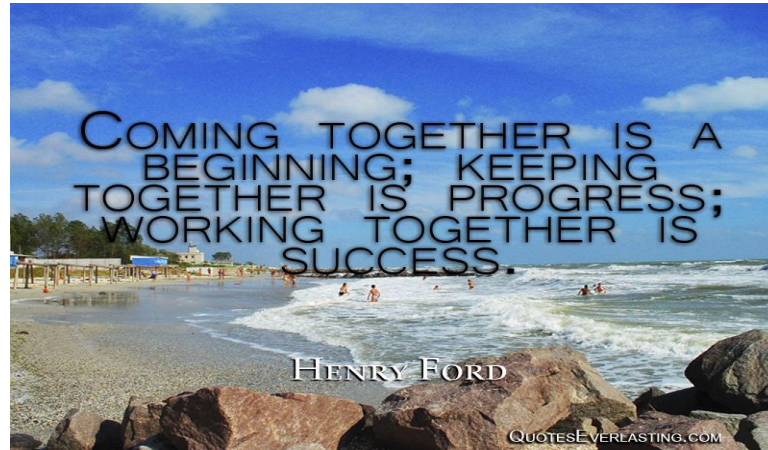


Michelle John
Educational Services
November 2016

Forging a Common Vision

Planning for student success and developing the LCAP together:

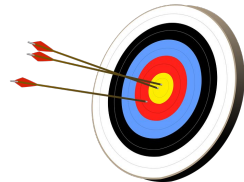
An opportunity to deepen relationships and partnerships with parents and community



Review of the 2016-2017 LCAP Goals

- 1. Paradise Unified School District will graduate students who have received high quality common core aligned curriculum and instruction that promotes college, career, and civic readiness, with academic interventions in place, to eliminate barriers to student success.**
- 2. Paradise Unified School District will provide staff with differentiated professional development focusing on full implementation of CA CCSS infused with educational technology and the STEAM philosophy.**
- 3. Paradise Unified School District will provide positive, safe and engaging learning environments and systems of support that meet the intellectual, social, emotional, and physical needs of all students so that they are able to maximize their learning and achievement.**

GOAL SETTING



Budget Challenges Affecting 2017-2018

Actions and Services

1. Possible New Charter High School **\$875,000**
2. 1% Declining enrollment each year = **\$300,000/year**
3. Increase STRS/PERS **\$375,000/year**
4. Minimum wage increase
5. CTEIG matching funds **\$266,925** each year



New Money for 2017-2018 LCAP

1. **Total Money Available for 2017-2018 = \$4,491,000**
(Last year \$4,025,000 - increase of \$466,000 for 2017-2018)
2. **On-going expenses \$4,491,000 (Plan as is with annual increases)**
3. **Do we recommend changes to our actions and services?**



WHAT'S NEW IN 2017-2018 STATE LCAP

1. **New LCAP Format with required template (Out in Nov/Dec)**
2. **New School Accountability Standards - Nine Indicators of School Success**
 - a. Performance standards
 - b. Readiness for college and careers
 - c. Graduation rates
 - d. Progress of English learners
 - e. Suspension rates
 - f. Chronic absenteeism
 - g. Parent engagement
 - h. School climate
 - i. Basic conditions at school



Paradise Unified School District School Board LCAP Update October 18, 2016

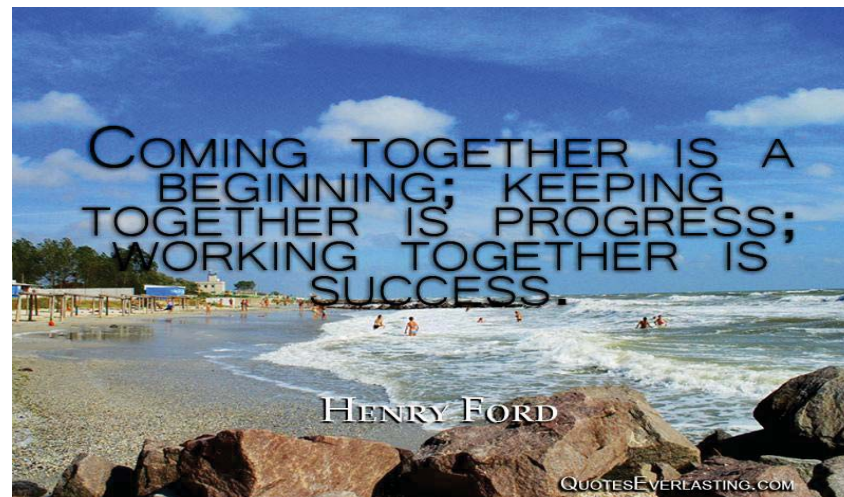


Michelle John
Educational Services
October 2016

Forging a Common Vision

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An opportunity to deepen relationships and partnerships with parents and community



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GOAL SETTING



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2016-2017 LCAP New Timeline

October /November Timeline

October 2016			
On going	Implementation of the 2016-2017 LCAP Actions for Goals 1-3	Assistant Superintendent, Educational Services	Districtwide Staff
On going	Send out Certificated/Classified Surveys	Assistant Superintendent, Educational Services	Districtwide Staff
18th	Regular Board of Trustees Meeting LCAP Update	Superintendent & Assistant Superintendent, Ed Services	Board of Trustees, Public

November 2016			
On going	Implementation of the 2016-2017 LCAP Actions for Goals 1-3	Assistant Superintendent, Educational Services	Districtwide Staff
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On Going	Send out Student Surveys	Assistant Superintendent, Educational Services	Districtwide Students
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Paradise Unified School District School Board LCAP Update September 20, 2016



Michelle John
Educational Services
September 2016

2016-2019 LCAP



On September 8th the California State Board of Education passed the New LCFF Accountability Rubric.

“This accountability design is unique and has never been used before in the United States.”

California State Board of Education
President Michael Kirst.

NEW EVALUATION RUBRIC

The new accountability system:

- Provides multiple ongoing measures of school performance.
- Gives parents, educators, and the community more tools to understand what is happening at their schools.
- Promotes equity by helping to identify disparities among student groups.
- More effectively identifies the schools that need extra help and where they need it.
- Replaces API which was based solely on standardized test scores.

PRIORITIES OF RUBRIC:

- Student Achievement
- Student Engagement
- School Climate
- Parent Engagement

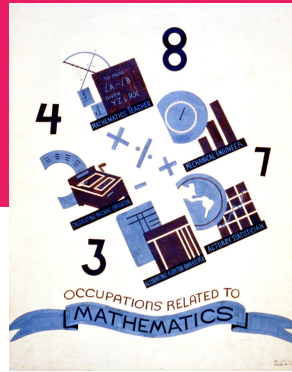


STATE INDICATORS OF SCHOOL SUCCESS:

- Performance standards
- Readiness for college and careers
- Graduation rates
- Progress of English learners
- Suspension rates
- Chronic absenteeism
- Parent engagement
- School climate
- Basic conditions at school



MATH CAASPP RESULTS:



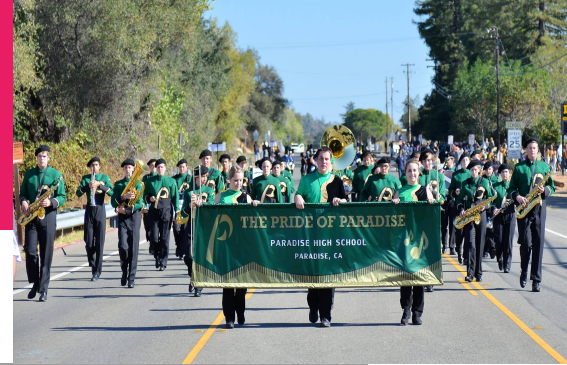
Standard Met or Exceeded	2015	2016
PUSD	22%	22%
STATE	33%	37%

ENGLISH LANGUAGE ARTS CAASPP RESULTS:



Standard Met or Exceeded	2015	2016
PUSD	36%	37%
STATE	44%	49%

PARADISE HIGH SCHOOL CAASPP RESULTS:



Standard Met or Exceeded	2015	2016
ELA	59%	54%
MATH	29%	29%

RIDGEVIEW CAASPP RESULTS:



Standard Met or Exceeded	2015	2016
ELA	6%	29%
MATH	0%	3%

PARADISE INTERMEDIATE CAASPP RESULTS:



Standard Met or Exceeded	2015	2016
ELA	29%	40%
MATH	20%	23%

PINE RIDGE CAASPP RESULTS:



Standard Met or Exceeded	2015	2016
ELA	29%	29%
MATH	19%	17%

CEDARWOOD CAASPP RESULTS:



Standard Met or Exceeded	2015	2016
ELA	23%	21%
MATH	16%	17%

PONDEROSA CAASPP RESULTS:



Standard Met or Exceeded	2015	2016
ELA	28%	32%
MATH	20%	25%

PARADISE ELEMENTARY CAASPP RESULTS:



Standard Met or Exceeded	2015	2016
ELA	34%	38%
MATH	21%	22%

OUR DISTRICT'S STUDENT ACHIEVEMENT



How many of our students are graduating?

	Paradise High School	District	SED
2014-15	97.60%	90.10%	94.00%
2013-14	96.00%	91.70%	94.40%
2012-13	97.30%	90.80%	95.00%

How many of our students have completed the courses they need for UC/CSU eligibility?

	District	SED
2014-15	17.8%	9.0%
2013-14	24.1%	10.8%
2012-13	21.1%	12.7%

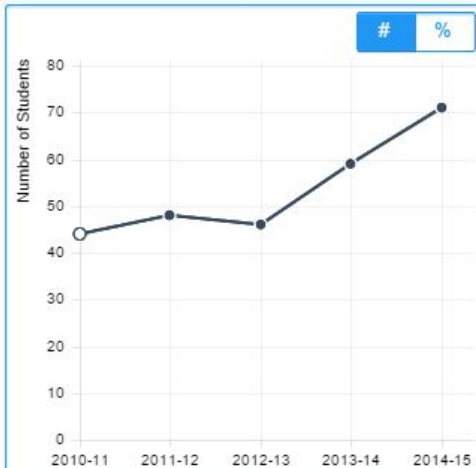
	# of Students enrolled in AP Class	% of FRL Students enrolled in AP Class
2014-2015	142	30.28%
2013-2014	136	22.79%
2012-2013	149	28.19%



OUR DISTRICT'S ENGLISH LANGUAGE RESULTS:

English Learners

Paradise Unified
CDS Code 04-61531-0000000



[View Table Data](#)

[Chart Notes](#) [Source](#)

This graph displays the number of students in this district who were classified as **English learners** when enrollment counts were taken. Use the # % button at the top of the graph to toggle between counts and percentages. (Note: In 2010-11, some 413 districts and independently reporting charters did not certify their EL data, resulting in an

Redesignated Fluent English Proficient

Paradise Unified
CDS Code 04-61531-0000000



[View Table Data](#)

[Chart Notes](#) [Source](#)

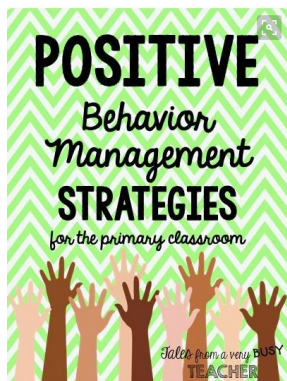
This graph displays the students in this district who were redesignated as **Fluent English Proficient (RFEP)** each year. Students are redesignated when they achieve district-specified scores on state English language proficiency assessments and meet other academic criteria. The RFEP percentage is calculated by dividing the number of English



OUR DISTRICT'S SCHOOL CLIMATE

At what rates are we suspending or expelling students?

	2012-2013	2013-2014	2014-2015
Suspension Rate %	9.4%	8.4%	9.4%
Expulsion Rate %	.06%	.04%	.05%



Are our students attending school regularly?

	2012-2013	2013-2014	2014-2015	2015-16
District	3	93.4%	93.50%	?
State	92.6%	?	95.22%	94.89%
Attendance	?			
Chronic Absentee%			26.1%	22.1%



School success starts with attendance



**Paradise Unified School District
LCAP Timeline
2016-2017**

Date	Action	Facilitator	Attendees
September 2016			
On going	Implementation of the 2016-2017 LCAP Actions for Goals 1-3	Assistant Superintendent, Educational Services	Districtwide Staff
On going	Assess, Identify and Reclassify English Learners	Assistant Superintendent, Educational Services	EL Teachers Site Administrators Parents
14th	Student Advisory Meeting at Paradise High School 2:30 PM	Superintendent & Assistant Superintendent, Ed Services	School Site Student Representatives
20th	Regular Board of Trustees Meeting LCAP Update	Superintendent & Assistant Superintendent, Ed Services	Board of Trustees, Public
22nd	Community Advisory Meeting at District Office 8:00 AM	Superintendent & Assistant Superintendent, Ed Services	Community Representatives
27th	Parent Advisory Meeting at District Office 4:00 PM	Superintendent & Assistant Superintendent, Ed Services	Parent Representatives
29th	Classified Employees Advisory Meeting at District Office 4:00 PM	Superintendent & Assistant Superintendent, Ed Services	Classified Bargaining Unit Representatives
October 2016			
On going	Implementation of the 2016-2017 LCAP Actions for Goals 1-3	Assistant Superintendent, Educational Services	Districtwide Staff
On going	Send out Certificated/Classified Surveys	Assistant Superintendent, Educational Services	Districtwide Staff
18th	Regular Board of Trustees Meeting LCAP Update	Superintendent & Assistant Superintendent, Ed Services	Board of Trustees, Public
November 2016			
On going	Implementation of the 2016-2017 LCAP Actions for Goals 1-3	Assistant Superintendent, Educational Services	Districtwide Staff
1st	Parent Advisory Meeting at District Office 4:00 PM	Superintendent & Assistant Superintendent, Ed Services	Parent Advisory Members
3rd	Certificated Instructional Advisory Meeting at District Office 4:00 PM	Superintendent & Assistant Superintendent, Ed Services	Certificated Bargaining Unit Representatives

15th	Regular Board of Trustees Meeting LCAP Update	Superintendent & Assistant Superintendent, Ed Services	Board of Trustees, Public
29th	Parent Advisory Meeting at District Office 4:00 PM	Superintendent & Assistant Superintendent, Ed Services	Parent Representatives
December 2016			
On going	Implementation of the 2016-2017 LCAP Actions for Goals 1-3	Assistant Superintendent, Educational Services	Districtwide Staff
13th	Regular Board of Trustees Meeting LCAP Update	Superintendent & Assistant Superintendent, Ed Services	Board of Trustees, Public
15th	Community Advisory Meeting at DO 8:00 AM	Superintendent & Assistant Superintendent, Ed Services	Community Representatives
15th	Student Advisory Meeting at Paradise High School 2:30 PM	Superintendent & Assistant Superintendent, Ed Services	School Site Student Representatives
January 2017			
On going	Implementation of the 2016-2017 LCAP Actions for Goals 1-3	Assistant Superintendent, Educational Services	Districtwide Staff
On Going	Send out Parent Surveys	Assistant Superintendent, Educational Services	Districtwide Parents
On Going	Send out Student Surveys	Assistant Superintendent, Educational Services	Districtwide Students
On Going	Send out Community Surveys	Assistant Superintendent, Educational Services	Community Members
5th	Certificated Instructional Advisory Meeting at District Office 4:00 PM	Superintendent & Assistant Superintendent, Ed Services	Certificated Bargaining Unit Representatives
10th	LCAP Stakeholders' Engagement, Consultation, Assess Effectiveness of Actions and Expenditures for 2016-2017, Gather Input for 2017-2018. Meeting held at Paradise Elementary School	Superintendent & Assistant Superintendent, Ed Services	Districtwide Staff, Parents, Community Members, and Students
17th	Regular Board of Trustees Meeting LCAP Update	Superintendent & Assistant Superintendent, Ed Services	Board of Trustees, Public
18th	LCAP Stakeholders' Engagement, Consultation, Assess Effectiveness of Actions and Expenditures for 2016-2017, Gather Input for 2017-2018. Meeting held at Ponderosa Elementary School	Superintendent & Assistant Superintendent, Ed Services	Districtwide Staff, Parents, Community Members, and Students
19th	Regular Board of Trustees Meeting LCAP Update	Superintendent & Assistant Superintendent, Ed Services	Board of Trustees, Public
24th	LCAP Stakeholders' Engagement, Consultation, Assess Effectiveness of Actions and Expenditures for 2016-2017, Gather Input for 2017-2018. Meeting held at Pine Ridge School	Superintendent & Assistant Superintendent, Ed Services	Districtwide Staff, Parents, Community Members, and Students

25th	LCAP Stakeholders' Engagement, Consultation, Assess Effectiveness of Actions and Expenditures for 2015-2016, Gather Input for 2016-2017. Meeting held at Paradise High School	Superintendent & Assistant Superintendent, Ed Services	Districtwide Staff, Parents, Community Members, and Students
26th	Classified Employees Advisory Meeting at District Office 4:00 PM	Superintendent & Assistant Superintendent, Ed Services	Classified Bargaining Unit Representatives
31st	Parent Advisory Meeting at District Office 4:00 PM	Superintendent & Assistant Superintendent, Ed Services	Parent Representatives
February 2017			
On going	Implementation of the 2016-2017 LCAP Actions for Goals 1-3	Assistant Superintendent, Educational Services	Districtwide Staff
2nd	Certificated Instructional Advisory Meeting at District Office 4:00 PM	Superintendent & Assistant Superintendent, Ed Services	Certificated Bargaining Unit Representatives
7th	LCAP District Advisory Council Meeting Plan Development, Public Comment, Opportunities for Input, Response and Revision Paradise High School 5:00 PM	Superintendent & Assistant Superintendent, Ed Services	Parents, Instructional Leaders, Certificated & Classified Union Reps, Community Members, Principals, and Administration
21st	Regular Board of Trustees Meeting LCAP Update	Superintendent & Assistant Superintendent, Ed Services	Board of Trustees, Public
28th	Parent Advisory Meeting at District Office 4:00 PM	Superintendent & Assistant Superintendent, Ed Services	Parent Representatives
March 2017			
On going	Implementation of the 2016-2017 LCAP Actions for Goals 1-3	Assistant Superintendent, Educational Services	Districtwide Staff
2nd	Certificated Instructional Advisory Meeting at District Office 4:00 PM	Superintendent & Assistant Superintendent, Ed Services	Certificated Bargaining Unit Representatives
7th	LCAP District Advisory Council Meeting Plan Development, Public Comment, Opportunities for Input, Response and Revision Paradise High School 5:00 PM	Superintendent & Assistant Superintendent, Ed Services	Parents, Instructional Leaders, Certificated & Classified Union Reps, Community Members, Principals, and Administration
21st	Regular Board of Trustees Meeting LCAP Update	Superintendent & Assistant Superintendent, Ed Services	Board of Trustees, Public
23rd	Community Advisory Meeting at DO 8:00 AM	Superintendent & Assistant Superintendent, Ed Services	Community Representatives
23rd	Student Advisory Meeting at Paradise High School 2:30 PM	Superintendent & Assistant Superintendent, Ed Services	School Site Student Representatives
28th	Parent Advisory Meeting at District Office 4:00 PM	Superintendent & Assistant Superintendent, Ed Services	Parent Representatives

April 2017

On going	Implementation of the 2016-2017 LCAP Actions for Goals 1-3	Assistant Superintendent, Educational Services	Districtwide Staff
4th	LCAP District Advisory Council Meeting Plan Development, Public Comment, Opportunities for Input, Response and Revision Paradise High School 5:00 PM	Superintendent & Assistant Superintendent, Ed Services	Parents, Instructional Leaders, Certificated & Classified Union Reps, Community Members, Principals, and Administration
6th	Certificated Instructional Advisory Meeting at District Office 4:00 PM	Superintendent & Assistant Superintendent, Ed Services	Certificated Bargaining Unit Representatives
18th	Draft LCAP to District Advisory Council and Board of Trustees	Assistant Superintendent, Educational Services	Board of Trustees, Public
25th	Parent Advisory Meeting at District Office 4:00 PM	Superintendent & Assistant Superintendent, Ed Services	Parent Representatives
27th	Classified Employees Advisory Meeting at District Office 4:00 PM	Superintendent & Assistant Superintendent, Ed Services	Classified Bargaining Unit Representatives

May 2017

On going	Implementation of the 2016-2017 LCAP Actions for Goals 1-3	Assistant Superintendent, Educational Services	Districtwide Staff
1st	Draft LCAP posted to District Web Page Public Comment Period	Superintendent & Assistant Superintendent, Ed Services	N/A
4th	Certificated Instructional Advisory Meeting at District Office 4:00 PM	Superintendent & Assistant Superintendent, Ed Services	Certificated Bargaining Unit Representatives
1-17	Written Response to Public Comments	Superintendent	N/A
10th	Student Advisory Meeting at Paradise High School 2:30 PM	Superintendent & Assistant Superintendent, Ed Services	School Site Student Representatives
16th	Regular Board of Trustees Meeting LCAP Update	Superintendent & Assistant Superintendent, Ed Services	Board of Trustees, Public
18th	Community Advisory Meeting at DO 8:00 AM	Superintendent & Assistant Superintendent, Ed Services	Community Representatives
25th	Classified Employees Advisory Meeting at District Office 4:00 PM	Superintendent & Assistant Superintendent, Ed Services	Classified Bargaining Unit Representatives
30th	Public Meeting at Regular Board of Trustees Meeting Final Draft/Budget Presented for Information	Superintendent, Assistant Superintendent, Business Services, & Assistant Superintendent, Educational Services	Board of Trustees, Public

June 2017

On going	Implementation of the 2016-2017 LCAP Actions for Goals 1-3	Assistant Superintendent, Educational Services	Districtwide Staff
1st	Certificated Instructional Advisory Meeting at District Office 4:00 PM	Superintendent & Assistant Superintendent, Ed Services	Certificated Bargaining Unit Representatives
With in 5 days of PUSD Board	Submit Board approved LCAP to County Office of Education for Approval	Assistant Superintendent, Educational Services	

July 2017

August 2017



UNIFIED SCHOOL DISTRICT *Paradise*

District Advisory LCAP Input Meetings



May 2017

LCAP District Advisory Committee

May 2, 2017

5:00 PM Paradise High School

- 1. Welcome - Introductions**
- 2. Update - Where are we in process? (Dinner)**
- 3. LCAP Site Expenditures Overview (2015-2017)**
- 4. DRAFT LCAP Financial Allocations (2017-2018)**
- 5. DRAFT LCAP**
- 6. Report to School Board**

LCAP History

	FY 2016-17		FY 2015-16		FY 2014-15	
	BUDGET	AS OF 04-03-17	BUDGET	ACTUAL	BUDGET	ACTUAL
PHS Allocation (based on T-1 equivalent)	175,000	85,380	225,000	164,215	225,000	Grouped Coding
Professional Development	275,000	150,972	257,000	212,855	132,000	132,674
Class Size Reduction K-3	650,000	471,231	470,000	545,700	470,000	Grouped Coding
Class Size Reduction 9th	50,000	46,053	45,000	48,509	45,000	Grouped Coding
Counselor Services	160,000	59,361	175,000	132,246	175,000	Grouped Coding
.5 FTE VP @ PINT, .5 FTE VP @ PR., .5 Prin @ CW	160,000	130,986	135,500	161,799	135,500	140,933
Reading Intervention - Ridgeview	105,000	77,375	100,000	110,910		
Extended Library Hours	30,000	21,325	30,000	26,920	30,000	28,350
School Site LCAP	300,000	269,568	500,000	453,074	300,000	Grouped Coding
Full Day Kindergarten	335,000	229,851	297,000	329,418		
Honey Run - In School Suspension Services	195,000	135,353	177,000	177,018		
Ridgeview - Additional Instruction	295,000	267,749	263,000	263,000		
STEM	100,000	99,642				
VAPA	150,000	88,232	75,000	73,726		
Security	150,000	28,474	80,000	80,320		
Curr/Inst Assessment Support	132,000	114,536	120,000	120,000		
Tech Support	120,000	92,383	100,000	100,000		
Child Welfare and Attendance	48,000	39,303	45,000	45,000	45,000	9,990
Athletic Asst Coach Stipends	45,000	0	38,000	11,629		
BTSA	40,000	67,200	40,000	46,376		
CTE	510,000	373,710		0		
Teacher - EL intervention PHS			17,000	17,000	17,000	17,000
English learner Online Instruction			5,000	0	5,000	Grouped Coding
Ridgeview Additional Counseling			12,000	11,146	12,000	Grouped Coding
Increased Salary Cost over 2014-15			170,000	171,083		
Expenses coded together in FY 2014-15						910,491
TOTAL	4,025,000	2,848,686	3,376,500	3,301,943	1,591,500	1,239,438

Site LCAP History as of 4/11/17

CW		
	FY 2016-17	FY 2015-16
BUDGETED (FY 2016-17=\$0+\$26,969)	26,969	38,075
STAFFING (1000s, 2000s, & 3000s)	404	31,098
MATERIALS & EQUIP (4000s)	22,368	2,526
SERVICES (5000s)	1,670	4,451
ACTUAL TO DATE	24,442	38,075
BALANCE	2,527	0

PR		
	FY 2016-17	FY 2015-16
BUDGETED (FY 2016-17=\$0+\$48,064)	48,064	69,397
STAFFING (1000s, 2000s, & 3000s)	1,651	52,231
MATERIALS & EQUIP (4000s)	34,144	11,788
SERVICES (5000s)	3,223	5,378
ACTUAL TO DATE	39,018	69,397
BALANCE	9,046	0

POND		
	FY 2016-17	FY 2015-16
BUDGETED (FY 2016-17=\$14,766+\$49,132)	63,898	77,011
STAFFING (1000s, 2000s, & 3000s)	33,482	15,412
MATERIALS & EQUIP (4000s)	15,367	31,086
SERVICES (5000s)	1,655	15,746
ACTUAL TO DATE	50,504	62,245
BALANCE	13,394	14,766

PES		
	FY 2016-17	FY 2015-16
BUDGETED (FY 2016-17=\$18,366+\$50,067)	68,433	81,034
STAFFING (1000s, 2000s, & 3000s)	226	0
MATERIALS & EQUIP (4000s)	34,487	56,535
SERVICES (5000s)	8,683	6,133
ACTUAL TO DATE	43,396	62,668
BALANCE	25,037	18,366

Site LCAP History as of 4/11/17

PINT		
	FY 2016-17	FY 2015-16
BUDGETED (FY 2016-17=\$12,708+\$36,182)	48,890	59,339
STAFFING (1000s, 2000s, & 3000s)	3,948	18,274
MATERIALS & EQUIP (4000s)	20,819	12,610
SERVICES (5000s)	5,939	15,747
ACTUAL TO DATE	30,705	46,631
BALANCE	18,185	12,708

HR		
	FY 2016-17	FY 2015-16
BUDGETED (FY 2016-17=\$0+\$1,869)	1,869	1,437
STAFFING (1000s, 2000s, & 3000s)	0	0
MATERIALS & EQUIP (4000s)	1,744	987
SERVICES (5000s)	125	450
ACTUAL TO DATE	1,869	1,437
BALANCE	0	0

PHS		
	FY 2016-17	FY 2015-16
BUDGETED (FY 2016-17=\$0+\$76,502)	76,502	159,052
STAFFING (1000s, 2000s, & 3000s)	59,044	115,214
MATERIALS & EQUIP (4000s)	5,782	33,920
SERVICES (5000s)	9,139	9,918
ACTUAL TO DATE	73,966	159,052
BALANCE	2,536	0

RV		
	FY 2016-17	FY 2015-16
BUDGETED (FY 2016-17=\$1,086+\$11,215)	12,301	14,655
STAFFING (1000s, 2000s, & 3000s)	2,223	2,204
MATERIALS & EQUIP (4000s)	0	9,561
SERVICES (5000s)	3,444	1,805
ACTUAL TO DATE	5,667	13,569
BALANCE	6,634	1,086
TOTAL BUDGET =	\$346,926	\$500,000
TOTAL EXP =	\$269,568	\$453,074

PARADISE UNIFIED SCHOOL DISTRICT		
LCAP ESTIMATES		
As of 03/02/17		Can Adjust
	FY 2016-17	FY 2017-18
General Descriptions	Actual	Proposed
PHS Allocation (based on T-1 equivalent)	175,000	175,000
Professional Development	275,000	225,000
Class Size Reduction K-3	650,000	682,500
Class Size Reduction 9th	50,000	0
PBIS/ACE's	160,000	100,000
.5 FTE Principal Cedarwood	60,000	67,000
.5 FTE Vice Prin Pine Ridge	45,000	55,000
.5 FTE Vice Prin Paradise Int	55,000	57,000
Reading Intervention - Ridgeview	105,000	108,000
Extended Library Hours	30,000	0
School Site LCAP	300,000	200,000
Full Day Kindergarten	335,000	350,000
Honey Run - In School Suspension Services	195,000	202,000
Ridgeview - Additional Instruction	295,000	305,000
STEAM	100,000	150,000
VAPA	150,000	90,500
Security	150,000	150,000
Curriculum, Instruction and Assessment Sup	132,000	154,000
Technology Support	120,000	123,000
Child Welfare and Attendance	48,000	51,000
6-12 Athletic Asst Coach Stipends	45,000	57,000
BTSA	40,000	60,000
CTE	510,000	750,000
Behavior Technicians	0	110,000
6-12 Athletics	0	200,000
x	0	0
x	0	0
x	0	0
TOTAL	4,025,000	4,422,000
Need to spend		4,422,000
Balance		0

2016-2017 Actuals to date
2017-2018 Proposed

Paradise Unified School District LCAP Stakeholder Engagement Forums

We need your input! Join us for a discussion on how we can improve services for our students.

PUSD invites you to help change the future for the children of our district. To learn how you can help, attend a Local Control & Accountability Plan Engagement Forum near you.

Location	Date	Time
Ponderosa Elementary School Library 6593 Pentz Rd., Paradise	Wed., January 18, 2017	6:00 PM
Pine Ridge School Library 13878 Compton Dr., Magalia	Tues., January 24, 2017	6:00 PM
Paradise High School Library 5911 Maxwell Dr., Paradise	Wed., January 25, 2017	6:00 PM
*Due to weather conditions on January 10, 2017, the PES forum has been rescheduled to the following date:		
Paradise Elementary School Library 588 Pearson Rd., Paradise	Wed., February 1, 2017	6:00 PM

The development of the LCAP is dependent on input of staff, employee representative groups, and community organizations. Work with Paradise Unified School District to provide your input on the best ways to use district funds and update the LCAP. The plan will address how the district intends to meet the eight state priorities. Meetings are open to all members of the community.

8 State Priorities:

- Basic Services
- Course Access
- Implementation of Common Core State Standards
- Other Student Outcomes
- Parental Involvement
- School Climate
- Student Achievement
- Student Engagement



UNIFIED SCHOOL DISTRICT
Paradise

LCAP Stakeholder Input Meetings



January 2017

Who Are We?

We are a California Public School District with ten school sites

Paradise Elementary TK-5th	585	Paradise Intermediate 6th-8th	422
Ponderosa Elementary TK-5th	535	Paradise High School 9th-12th	1047
Cedarwood Elementary TK-5th Special Education Preschool	254	Ridgeview Continuation 10th-12th	125
Pine Ridge School K-8th	460	e-Learning Academy	55
Honeyrun Academy Community Day School and ISS		Pearson Adult Education Center - Special Education Adults (18-22)	

Who Do We Serve? “All Means All”

- **Approximately 3,492 Students in grades TK-12th**
- **Advanced Placement Students to Struggling Learners**
- **Special Education Pre-School**
- **Special Education Adults 18-22**
- **Adults seeking HS diploma or equivalency**
- **62% of our students qualify for Free/Reduced Lunch**
- **140 students are homeless**
- **51 students are foster youth**
- **18 students live in group homes**
- **20% of our students have chronic absenteeism**

Where Are We?

Paradise Unified School District is located in the Sierra foothills and serves the communities of Paradise, Magalia and Stirling City.

- **Our boundaries cover over 70 square miles**
- **We transport students over 300,000 miles per year**
- **Over 1,300 students ride our 37 buses everyday**



What Programs/Activities/Services Do We Offer?

Each of our schools are unique and offer both Standards Based academics and whole child programs, services and supports to meet the individual needs of ALL our students.

“All Means All”



What Programs/Activities/Services Do We Offer? (TK-5)

Full day Transitional Kindergarten

Full day Kindergarten

Music and Art classes

Physical Education

STEAM Education

Technology in every classroom Google

Apps for Education

**Positive Behavior Interventions and
Supports**

Character Education

After School Programs

Reading and Math Interventions

Special Education

Field Trips

Opportunities for Parent Participation

Community Events



What Programs/Activities/Services Do We Offer? (6-8)

Elective Classes
Music and Art Programs
Physical Education
STEAM Education
1:1 Chromebooks in English
Google Apps for Education
Robotics
WEB (Where Everyone Belongs)
PBIS

Character Education
After School Program
Reading and Math Interventions
Special Education
Field Trips
Opportunities for Parent Participation
Community Events

What Programs/Activities/Services Do We Offer? (9-12)

**A-G UC/CSU Courses
Advanced Placement Courses
Blended Learning
College Connection
1:1 Chromebooks in English Classes
Google Apps for Education
PLTW (Engineering Pathway)
Electives
ERWC - Expository Reading Writing
Student Clubs
PBIS**

**Character Education
LINK Crew
Student Leadership
Peer Counseling
Independent Study
Credit Recovery
Reading and Math Interventions
Full CIF Competitive Athletic Program
Special Education
Opportunities for Parent Participation
Community Events**

PUSD Secondary Pathway Programs

**Architectural & Structural Engineering
Cabinetry, Millwork & Woodworking
Child Development
Computer Hardware, Electrical, & Network
Engineering
Education
Engineering Design
Entrepreneurship - Small Business
Fashion Design, Manufacturing & Merchandising**

**Foodservice & Hospitality
Graphic Arts Technology
Integrated Graphics Technology
Media & Design Arts
Media Support & Services
Patient / Health Care & Health Information Services
Programming & Systems Development
Vehicle Maintenance, Service & Repair**



Additional PHS Academic Programs:

Butte College 2+2+2 Articulated Courses



**A+ Computer Repair
Advanced Computer Applications
Architectural Drawing
Auto 1
Child Development
Computer Game Programing**

**Engineering and Architectural Design
Graphic Design
Photo 1
Public Speaking
Technology Ed and Careers
Yearbook**

Additional PHS Academic Programs:

Advanced Placement Courses



Biology
Calculus
Statistics
English Language
English Literature
Physics
U.S. Government & Politics
U.S. History

AVID - Advancement Via Individual Determination

Preparing **ALL** students for college readiness and success in a global society



Additional PHS Programs

Visual and Performing Arts



Marching Band

Chorus

Drama

Musical Production

Fashion Design

Photography

Art

Award Winning Athletic Programs



Tennis

Soccer

Golf

Football

Track and Field

Cross Country

Softball

Volleyball

Swimming

Basketball

Baseball

Cheer

Post Graduate Universities Attended by PUSD Graduates

Academy of Art University
Brigham Young University
Dixie State University
Cal Poly, San Luis Obispo
Cal Poly, Pomona
Chapman University
C.S.U. Chico
U.C. Riverside
Stanford
Westmont College

University of Nevada, LV
Harvey Mudd
Lewis and Clark
Ohio State University
Oregon State University
San Francisco State
San Jose State
Simpson College
Sonoma State University
Southern Oregon University

U.C. San Francisco
U.C. Berkeley
U.C. Davis
U.C.L.A.
U.C. San Diego
U.C. Santa Barbara
University of Alaska
University of Idaho
University of Nevada Reno
University of Vermont

Post Graduate Institutions Attended by PUSD Graduates

Butte Community College
Cuesta Community College
Feather River Community College
Fresno City College
Napa Valley College
Northwest Lineman College
Oxnard College
Santa Barbara City College
Sierra College
Siskiyou College



Air Force
Army
Navy
U.S Marines
West Point
Naval Academy



Goals for Stakeholder Meetings

- Understand nine state indicators of student success
- Review and analyze current student achievement data
- Review current LCAP goals and expenditures
- Discuss PUSD's forecasted budget affecting district and LCAP
- Where do we go from here? Brainstorming activities
- Provide feedback & prioritize options



Nine Indicators of School Success *(California Schools Dashboard)*

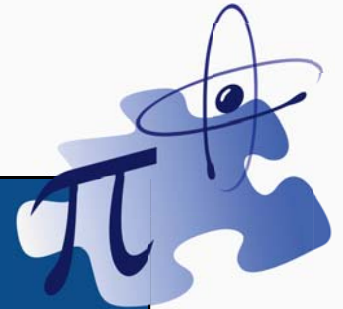
1. Performance standards
2. Readiness for college and career
3. Graduation rates
4. Progress of English Learners
5. Suspension rates
6. Chronic absenteeism
7. Parent engagement (2018)
8. School climate (2018)
9. Basic conditions at school (2018)



Spring 2016 CAASPP Results (Priority #1)

PUSD District Wide Math Results

Standard Met or Exceeded	2015	2016
PUSD	22%	22%
STATE	33%	37%



Spring 2016 CAASPP Results (Success Indicator #1)

PUSD District Wide English Arts Results

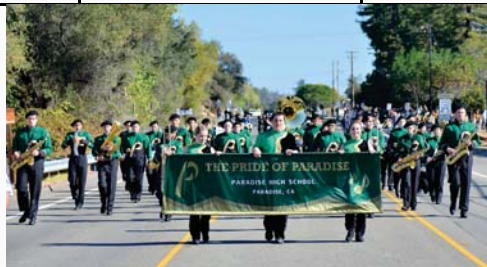


Standard Met or Exceeded	2015	2016
PUSD	36%	37%
STATE	44%	49%

2016 Site CAASPP Results (Success Indicator #1)

PHS

Standard Met or Exceeded	2015	2016
ELA	59%	54%
MATH	29%	30%



Ridgeview

Standard Met or Exceeded	2015	2016
ELA	6%	29%
MATH	0%	23%



Spring 2016 CAASPP Results (Standard Exceeded or Met)

11th	ELA 2015	ELA 2016	Math 2015	Math 2016
<i>State</i>	56%	59%	39%	33%
<i>County</i>	58%	57%	29%	31%
PHS	59%	54%	29%	30%
PV	69%	74%	38%	47%
Chico	71%	67%	44%	47%
Las Plumas	51%	47%	20%	16%
Oroville	55%	43%	23%	13%

Spring 2016 CAASPP Results (Standard Exceeded or Met)

Low Income

11th	ELA 2015	ELA 2016	Math 2015	Math 2016
<i>State</i>	48%	49%	19%	21%
<i>County</i>	45%	45%	18%	17%
PHS	49%	52%	18%	22%
PV	58%	63%	23%	29%
Chico	63%	49%	30%	29%
Las Plumas	46%	46%	14%	11%
Oroville	50%	42%	22%	12%

2016 Site CAASPP Results (Success Indicator #1)

Paradise Intermediate

Standard Met or Exceeded	2015	2016
ELA	29%	40%
MATH	20%	23%



Pine Ridge

Standard Met or Exceeded	2015	2016
ELA	29%	29%
MATH	19%	17%



2015/2016 Site CAASPP Results (Standard Exceeded or Met)

8th	ELA 2015	ELA 2016	Math 2015	Math
2016 State	44%	48%	33%	36%
County	40%	47%	30%	34%
PINT	36%	44%	30%	25%
Pine Ridge	41%	47%	17%	27%
Bidwell Jr.	44%	54%	39%	44%
Chico Jr.	47%	47%	46%	46%
Central	26%	34%	12%	14%

2015/2016 Site CAASPP Results (Standard Exceeded or Met)

	8th	ELA 2015	ELA 2016	Math 2015	Math 2016
Low Income	State	32%	36%	21%	23%
	County	32%	34%	22%	21%
	PINT	26%	37%	23%	19%
	Pine Ridge	34%	43%	11%	26%
	Bidwell Jr.	34%	40%	26%	32%
	Chico Jr.	31%	27%	19%	28%
	Central	25%	30%	11%	12%

2016 Site CAASPP Results (Success Indicator #1)

Ponderosa

Standard Met or Exceeded	2015	2016
ELA	28%	33%
MATH	20%	25%



Paradise Elementary

Standard Met or Exceeded	2015	2016
ELA	34%	38%
MATH	21%	22%



2016 Site CAASPP Results (Success Indicator #1)

Cedarwood

Standard Met or Exceeded	2015	2016
ELA	23%	21%
MATH	16%	17%



2015/2016 Site CAASPP Results (Standard Exceeded or Met)

5th	ELA 2015	ELA 2016	Math 2015	Math
2016 <i>State</i>	44%	49%	30%	33%
<i>County</i>	38%	44%	27%	31%
PES	22%	38%	7%	18%
POND	30%	36%	17%	25%
Pine Ridge	22%	35%	17%	16%
CW	28%	14%	17%	5%

2015/2016 Site CAASPP Results (Standard Exceeded or Met)

Low Income

5th	ELA 2015	ELA 2016	Math 2015	Math
2016	31%	35%	17%	19%
County	26%	32%	15%	19%
PES	13%	33%	2%	15%
POND	23%	27%	8%	17%
Pine Ridge	21%	33%	12%	19%
CW	25%	13%	12%	3%

Graduation

(Success Indicator #2 & 3)

How many of our students are graduating?

	State	State LI	County	County LI	District	PHS	RVHS	e-Learning	LI
2014-15	82.3%	77.7%	86.3%	81.2%	82.6%	92.3%	82.6%	78.6%	77.6%
2013-14	81.0%	75.6%	85.7%	80.3%	88.1%	96.0%	88.1%	50.0%	83.8%
2012-13	80.4%	74.8%	85.2%	80.3%	85.3%	97.3%	85.0%	47.1%	81.8%

UC/CSU Eligible (Success Indicator #2 & 3)

How many of our students have completed the required courses for UC/CSU eligibility?

	State	State LI	County	County LI	District	PHS	RVHS	e-Learning	LI
2014-15	43.4%	34.2%	28.8%	16.4%	17.8%	23.5%	0%	0%	14.4%
2013-14	46.9%	32.7%	30.9%	18.6%	24.1%	31.9%	0%	0%	17.3%
2012-13	44.1%	30.0%	28.4%	17.2%	21.1%	25.3%	0%	0%	16.1%

Advanced Placement (Success Indicator #2 & 3)

Advanced Placement Results

	Global AP Passage Rates	State AP Passage Rates	PHS AP Passage Rates	# of Students enrolled in AP Class	% of LI Students enrolled in AP Class
2015-2016	60%	62%	61%	166	25%
2014-2015	61%	64%	54%	142	30%
2013-2014	61%	64%	75%	136	23%
2012-2013	61%	64%	71%	102	

English Language Learner Results (Success Indicator #4)



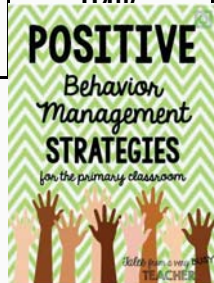
Performance Level	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Number Tested
2015-2016	18%	11%	51%	14%	6%	80
2014-2015	9%	18%	49%	16%	6%	74
2013-2014	15%	20%	37%	25%	3%	60
2012-2013	16%	20%	44%	20%	0%	50

District Climate

(Success Indicator #8)

At what rates are we suspending or expelling students?

	2012-201	2013-201	2014-201
Suspension Rate %	3 9.4%	4 8.4%	5 9.4%
Expulsion Rate %	.06%	.04%	.05%



Are our students attending school regularly?

	2012-2013	2013-2014	2014-2015
District State Attendance	92.6%	93.4%	93.50% 95.22%
Chronic Absentee %	N/A	N/A	26.1%



Review of the 2016-2017 PUSD LCAP Goals

GOAL SETTING



- 1. Paradise Unified School District will graduate students who have received high quality common core aligned curriculum and instruction that promotes college, career, and civic readiness, with academic interventions in place, to eliminate barriers to student success.**
- 2. Paradise Unified School District will provide staff with differentiated professional development focusing on full implementation of CA CCSS infused with educational technology and the STEAM philosophy.**
- 3. Paradise Unified School District will provide positive, safe and engaging learning environments and systems of support that meet the intellectual, social, emotional, and physical needs of all students so that they are able to maximize their learning and achievement.**

Local Control Funding Formula

Made up of three components

- **Base Grant**
 - All Districts receive the same amount based upon per pupil

- **Supplemental Grant (Unduplicated student count)**
 - Districts receive additional funding based upon % of Free and Reduced Lunch count, EL learners, or Foster & Homeless Youth

- **Concentration Grant**
 - Additional funding that is provided for each percentage span of unduplicated count that is above 55%

2015-2016 Unduplicated Students

District = **62%**
State = 62.5%
Butte County = 57.3%



Ridgeview High School = 82%
Honey Run Academy = 89%
Pine Ridge = 73%
Cedarwood = 74%
Paradise Intermediate = 65%
Paradise Elementary = 63%
Ponderosa = 61%
e-Learning = 53%
Paradise High School = 49%

LCAP Actions and Services

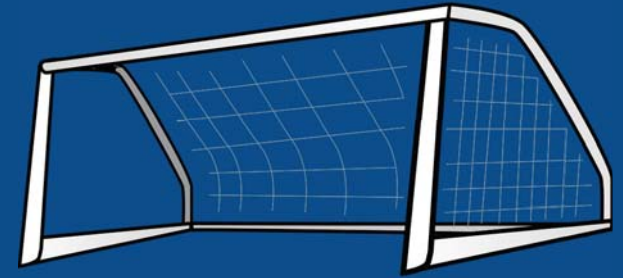
2016-2017



Supplemental and Concentration Grant (\$4,025,000)

Class Size Reduction K-3	\$650,000	School Security	\$150,000
CTE	\$510,000	C&I Director	\$132,000
Full Day Kindergarten	\$335,000	IT Director	\$120,000
School Sites	\$300,000	Reading Spec RVHS	\$105,000
Addition Instruction at RVHS	\$295,000	STEAM	\$100,000
Professional Development	\$275,000	Class Size Reduc 9th	\$ 50,000
In-School Suspension	\$195,000	Child Welfare	
PHS Allocation	\$175,000	and Attendance	\$ 48,000
Admin. (CW PR PINT)	\$160,000	BTSA	\$ 40,000
PBIS	\$160,000	Ath Asst. Coaches	\$ 45,000
VAPA	\$150,000	Ext Library Hours	\$ 30,000

Expenditures in Goal #1



Paradise Unified School District will graduate students who have received high quality common core aligned curriculum and instruction that promotes college, career, and civic readiness, with academic interventions in place, to eliminate barriers to student success.

CTE	\$510,000	VAPA	\$150,000
Class Size Reduction K-3	\$650,000	C&I Director	\$132,000
Full Day Kindergarten	\$335,000	IT Director	\$120,000
School Sites	\$300,000	Reading Spec RVHS	\$105,000
Addition Instruc at RVHS	\$295,000	STEAM	\$100,000
PHS Allocation	\$175,000	Class Size Reduc 9th	\$ 50,000
Admin. (CW PR PINT)	\$160,000	Ext Library Hours	\$ 30,000

Expenditures in Goal #2

**GOAL
is a DREAM
with a
DEADLINE**

Paradise Unified School District will provide staff with differentiated professional development focusing on full implementation of CA CCSS infused with educational technology and the STEAM philosophy.

*C&I Director	\$ 132,000
*School Sites	\$ 300,000
*IT Director	\$ 120,000
*Professional Dev	\$ 275,000
*STEAM	\$ 100,000
*PBIS Coaching	\$ 160,000
*BTSA	\$ 40,000





Expenditures in Goal #3

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

School Security	\$150,000	*Addition Instruction at RVHS	\$295,000
*School Sites	\$300,000	*Child Welfare and Attendance	\$ 48,000
In-School Suspension	\$195,000	*Ath Asst. Coaches	\$ 45,000
*PHS Allocation	\$175,000	*Admin. (CW PR PINT)	\$ 160,000
PBIS Coaching	\$160,000		

If we kept the LCAP Supplemental and Concentration funding expenditures the same as 2016-2017 we would spend all state increases on maintaining current programs.

Does our data support this plan?

PARADISE UNIFIED SCHOOL DISTRICT		
LCAP ESTIMATES		
	FY 2016-17	FY 2017-18
General Descriptions	Actual	Proposed
PHS Allocation (based on T-1 equivalent)	175,000	175,000
Professional Development	275,000	275,000
Class Size Reduction K-3	650,000	682,500
Class Size Reduction 9th	50,000	0
Counselors/Behaviorist	160,000	160,000
.5 FTE Principal Cedarwood	60,000	67,000
.5 FTE Vice Prin Pine Ridge	45,000	55,000
.5 FTE Vice Prin Paradise Int	55,000	57,000
Reading Intervention - Ridgeview	105,000	108,000
Extended Library Hours	30,000	30,000
School Site LCAP	300,000	300,000
Full Day Kindergarten	335,000	350,000
Honey Run - In School Suspension Services	195,000	202,000
Ridgeview - Additional Instruction	295,000	305,000
STEM	100,000	150,000
VAPA	150,000	150,000
Security	150,000	150,000
Director C&I	132,000	138,500
IT Director	120,000	126,000
Child Welfare and Attendance	48,000	51,000
Athletic Asst Coach Stipends	45,000	45,000
BTSA	40,000	45,000
CTE	510,000	700,000
PHS SPORTS	0	100,000
TOTAL	\$4,025,000	\$4,422,000

Budget Challenges Affecting 2016-2017 Actions and Services

1. Possible New Charter High School
\$875,000 (Based on 100 students) X 4 years = **\$3.5 Million**
2. 1% Declining enrollment each year = **\$300,000/year**
3. Increase STRS/PERS **\$375,000/year**
4. Minimum wage increase
5. CTEIG matching funds **\$266,925** each year



New Money for 2017-2018 LCAP

1. S & C Total Money Available \$4,422,000
2. Do we recommend changes to our plan?



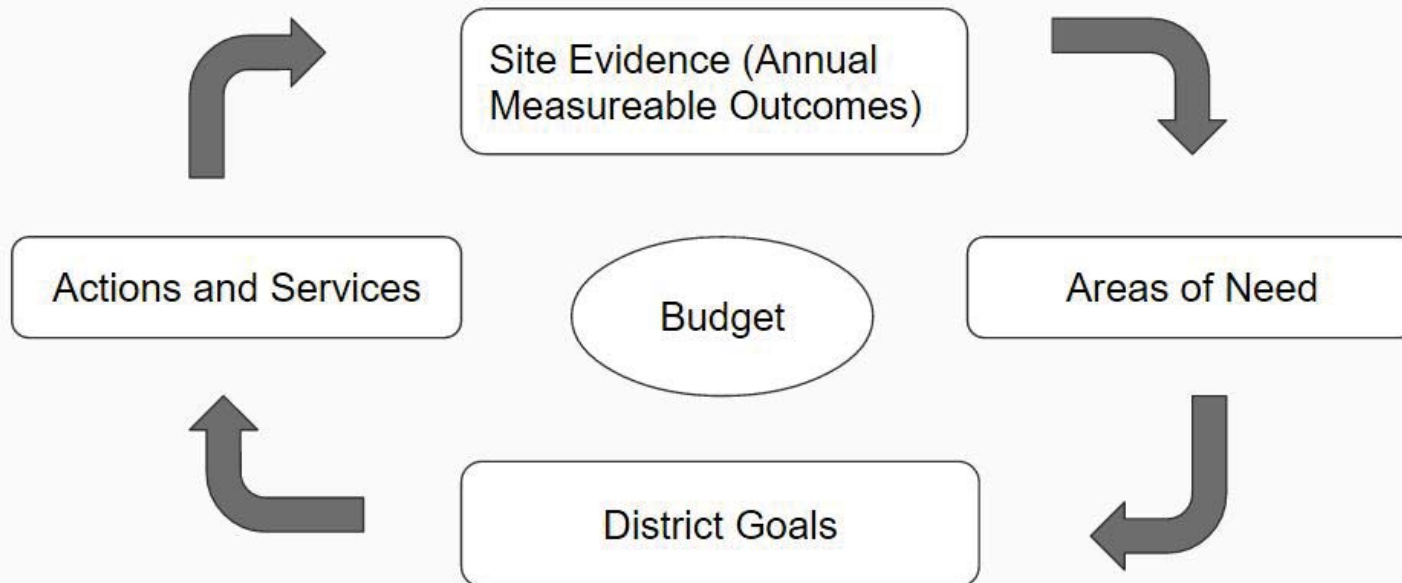


PUSD: What's On The Horizon?



Adverse Childhood Experiences (ACE)

What does this evidence mean for the development of our 2017-2018 LCAP Goals?





Where do we go From Here?

Brainstorming Activity

Based on our district and site student achievement data:

- 1. One successful educational improvement we have accomplished with LCAP funding**
- 2. Develop a list of services/activities that you feel are essential for student success**
- 3. Develop a list of services/activities that you feel we could eliminate/change**



Where do we go From Here? *Brainstorming Activity*

- Take three green sticky dots and place them next to your top three “essentials”
- Take three red sticky dots and place them next to your top three “we could eliminate”

Tell me and I forget, teach me and I may remember, involve me and I learn

Benjamin Franklin





Paradise Unified School District

Single Plan for Student Achievement - LCAP Data

Table of Contents

Cedarwood Elementary School	2-17
Paradise Elementary School	18-25
Paradise eLearning Academy	26-44
Paradise Senior High School	45-57
Paradise Intermediate School	58-71
Ponderosa Elementary School	72-92
Pine Ridge School	93-109

The Single Plan for Student Achievement

School: Cedarwood Elementary School
CDS Code: 04-61531-6113526
District: Paradise Unified School District
Principal: Lori Kerns
Revision Date: 04/12/16

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Lori Kerns
Position: Principal
Phone Number: 530.873.3785
Address: 6400 Columbine Road
Magalia, CA 95954
E-mail Address: Lkerns@pusdk12.org

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Arts
LCAP GOAL:
Student Achievement: Paradise Unified School District will graduate students who have received high quality common core aligned instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.
SCHOOL GOAL #1:
Language Arts: To increase the percentage of students performing Above Standards and At or Near Standards in ELA as measured by the California Assessment of Student Performance and Progress, CAASPP, District benchmark assessments and school wide multiples measures. Therefore, the total number of students performing Below Standards on the CAASPP will decrease.
Data Used to Form this Goal:
The most recent CAASPP assessment data for Reading, Writing, Listening and Research, and district and school site multiple measures including Renaissance Place Star Reading, Accelerated Reader, DIBELS from the University of Oregon, ESGI for primary grades, Basic Phonics Skills Test, BPST, progress on grade level site word lists, Oral Reading Fluency, HM text levels, teacher observations and assessments, and writing rubrics.
Findings from the Analysis of this Data:
Teachers regularly analyze district and site based assessment data at weekly PLC meetings and with the Title I Academic Support teacher and staff. The Analysis of CAASPP data indicates that 3rd grade students are performing higher in all areas of the CAASPP than are 4th and 5th grade students. It is noted that third grade students have only had instruction driven by the CA Common Core State Standards where as 4th and 5th grade students assessed with the CAASPP received instruction using the CA Content Standards in the lower grades and CA Common Core Standards. CAASPP later in their educational experience. Scores indicate that fewer than half of the students in 4th and 5th grade are performing Above and At or Near Standards in reading. Writing Scores indicate that closer to 50% of students are Above and At or Near Standards. The CAASPP measurements for Listening and Research shows the strongest performance for the CAASPP assessment for all three grade levels with above 50% of all students performing at Above and At or Near Standards. District benchmark assessments especially with data from Renaissance Learning, Star Reading shows a consistent average gain of one year during each school year. This data includes scores from all students enrolled and sorted by grade level. Pretest scores were from Feb. 2015 with post test scores from Feb. 2016.
How the School will Evaluate the Progress of this Goal:
Through classroom observation and monitoring of students' progress on the CAASPP assessment. TK/K-1st: Students will show an increase in DRA's , DIBELS, and ESGI assessments over each trimester assessed. 2nd-5th: Students will show an increase in STAR Reading scores each trimester.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
To provide ongoing staff development for the continued implementation of Common Core	August 2016- June 2017	Site Admin	Teacher Workshops	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Professional Development (PI Schools)	5,000.00
Increase teacher knowledge of the Accelerated Reader program through staff development which may include a train the trainer model, and include a focus on monitoring students' weekly reading goals. One teacher attends a training to provide professional development for others or online web sessions may be purchased.	August 2016- June 2017	Site Admin and a Lead Teacher	Webinar training from Ren. Learn or one teacher attends training	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Professional Development (PI Schools)	1,000.00
Grade level teams will use PLC times to collaborate around student work and assessment results. This teacher collaboration will be used to optimize student achievement and the flexible groups of students for ELA interventions taught by all teachers	August 2016- June 2017	Classroom, academic support and special education teachers	Existing Wednesday early release time already built into the schedule. No Cost	1000-1999: Certificated Personnel Salaries	District Funded	000.00
Existing VAPA Materials and resources will be integrated with ELA to enhance student achievement. Provide staff at a staff meeting with an overview of materials for each grade level	August 2016- June 2017	To be provided by a site teacher with an interest in additional duties	Teacher interested in task	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	1,000.00
Staff meetings will include training on CCCSS or strategies supporting CCCSS. This may include curriculum, videos, software/hardware programs, practicing strategies, and/or sharing instructional/assessment strategies and multiple good practice skills.	August 2016- June 2017	Site Admin and Teachers	Staff meeting already built into schedule. No Cost	1000-1999: Certificated Personnel Salaries	District Funded	000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
CCCSS classroom implementation and reflective collaboration with substitute teachers provided to allow teachers the opportunity to work collaborative in each others classrooms	August 2016- June 2017	Teachers and Site Admin	Substitute teacher covers a class while grade level partners work collaborative in one classroom	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2,000.00
Continue yearly, online subscriptions such as Ren Place, Study Island, Spelling City, IXL, ESGI assessment.	August 2016- June 2017	Renewal by Site Admin after consultation with teachers to assure products are being fully utilized.	Online subscription renewals	0001-0999: Unrestricted: Locally Defined	Lottery: Instructional Materials	6,000.00
Provide a .6 FTE Title I Teacher	August 2016- June 2017	District	Staffing is determined by District based on ADA for each school.	1000-1999: Certificated Personnel Salaries	Title I	49,942.00
Continue to support the Beautiful Cedarwood library by keeping the staffing at 7 hours per day.	August 2016- June 2017	District	7 hour library specialist to provide library and technology services before school and through the student day	2000-2999: Classified Personnel Salaries	District Funded	
To continue with yearly purchases of carefully chosen library books that support the implementation of CCCSS and the Accelerated Reader program.	August 2016- June 2017	School Site	Purchase both nonfiction and fiction books chosen with input from the teaching staff and the library specialist	4000-4999: Books And Supplies	LCFF - Supplemental	2000.00

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics including STEAM Focus Actions
LCAP GOAL:
Goal #1 - Student Achievement Paradise Unified School District will graduate students who have received high quality common core aligned instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.
SCHOOL GOAL #2:
Mathematics To increase the percentage of students performing Above Standards and At or Near Standards in Mathematics as measured by the California Assessment of Student Performance and Progress, CAASPP, District benchmark assessments and school wide multiples measures. Therefore the total number of students performing Below Standards on the CAASPP will decrease.
Data Used to Form this Goal:
The most recent CAASPP assessment data for Mathematics in the areas of Concepts and Procedures, Problem Solving and Modeling/Data Analysis, and Communicating and Reasoning was used. Additionally, data from district and school site multiple measures including Renaissance Place Star Math data, teacher/grade level assessments and teacher observations were analyzed.
Findings from the Analysis of this Data:
As with the CAASPP ELA data there were more 3rd grade students performing Above and At or Near Standards than in 4th and 5th grades. A possible conclusion may be that 3rd grade students have had all of their instruction focused on the CCCS standards. Where as 4th and 5th grade students began their schooling under the former state standards. The data indicates that all three grade levels show a lack of skills in the area of Concepts and Procedures. Problem Solving and Modeling/Data Analysis show more students performing Above and At or Near Standards in grades 3rd and 4th. Communicating and Reasoning is a strength area for 3rd and 5th grades. Star Math scores from Ren. Place show moderate average gains (special ed students included). Looking at individual students by grade level shows many student making more than month for month gains between the end of the first trimester and the end of second trimester for the 15/16 school year.
How the School will Evaluate the Progress of this Goal:
Progress toward this goal will be monitored through classroom observation and monitoring of students' progress on the Ren. Place Star Math assessment, teacher/grade level assessments and CAASPP assessment when they become available, during PLC meetings. Additionally teachers assess for basic math facts skills.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Classroom teachers assume primary responsibility for all of our students and provide initial instruction and assessment. Additional push in support provided by Instructional aides.	August 2016- June 2017	Teachers and Site Admin	Instructional aide support	1000-1999: Certificated Personnel Salaries	District Funded	000.00
Continue with grades k-5 after school math tutorial time with the After School Program as the provider	August 2016- June 2017	Teachers, Academic Support Team and ASP Director	Partnership with ASP and use of library computer lab	5800: Professional/Consulting Services And Operating Expenditures	Other	000.00
Teachers will use the newly adopted curriculum which should be in place by the 16/17 school year	August 2016- June 2017	District Admin, Teachers, and Site Admin	New math adoption currently in process for 16/17	4000-4999: Books And Supplies	District Funded	000.00
During PLC meeting teachers will monitor student achievement with a variety of multiple measures including grade level formative and summative assessments, assessments from the new CCCSS aligned math adoption, timed math fact quizzes, and teacher developed formative assessments to guide instruction. After analysis plan for re-teaching for identified students and regroup students requiring continued intervention as needed	August 2016- June 2017	Teachers, site grade level teams and district grade level teams	Ongoing data analysis and assessment development	1000-1999: Certificated Personnel Salaries	District Funded	000.00
Administer and analyze data from common grade level benchmark assessments developed by district wide teams during the previous 2 years.	August 2016- June 2017	Teachers	Assessments are developed and time lines for trimester assessment windows have been determined	None Specified	None Specified	000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Regular "Walk-Through" classroom visits by administration to assist in implementation of new math curriculum, improving instructional strategies and academic engagement.	August 2016- June 2017	Site Admin, District Director of Curriculum	Site Admin responsibility	None Specified	District Funded	000.00
For grades 2-5 continue to utilize Renaissance Place Star Math Assessments	August 2016- June 2017	Assessment is currently used three times per school year	Budgeted in ELA Goal 1. No cost in goal 2.	0000: Unrestricted	Lottery: Instructional Materials	000.00
Participate in teacher training to utilize existing student tablet carts to maximize student engagement and provide students access to online tools provided as part of the new math curriculum adoption.	August 2016- June 2017	Publisher web tools that accompany new math adoption	Teacher training and student training on the use of web tools	None Specified	None Specified	000.00
Continued research and procurement of effective math intervention programs, and support for below grade level students	August 2016- June 2017	Teachers, Site Admin. and district Curriculum Director	A significant number of students are performing Below Standard on the CCASPP. Teacher would like to have access to interventions online that students can also access from home	4000-4999: Books And Supplies	LCFF - Supplemental	7,000.00
Plan for and Purchase STEAM Lab components necessary to enhance STEAM Implementation concurrently with CCCSS in math. This is adding to a small collection of STEAM books and kits aquired through a grant from Omega Nu, Beta Chapter in Chico, CA	August 2016- June 2017	Interested Teachers and Site Admin., Parent Club, Community Members	An extra classroom exists and a STEAM lab may be an excellent use	4000-4999: Books And Supplies	LCFF - Supplemental	15,000.00
Provide library materials including STEAM Kits and grade level books supporting teachers with lesson plans	August 2016- June 2017	Library specialists, teachers and site admin	School Site managed, grant purchased STEAM materials	4000-4999: Books And Supplies	LCFF - Supplemental	2000.00
Catalog,store and circulate grant purchased materials from Omega Nu	August 2016- June 2017	Library Specialist and Site Admin	materials have been awarded through a grant	None Specified	None Specified	000.00

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: California Common Core State Standards Implementation Professional Development
LCAP GOAL:
Goal #2 California Common Core Implementation Paradise Unified School District will provide staff with differentiated professional development focusing on full implementation of CA CCSS transformed through the use of educational technology, and integrated through the STEAM philosophy.
SCHOOL GOAL #3:
To provide training in instructional strategies and student assessments that supports all aspects of the California Common Core State Standards. Time will be allowed for teacher preparation, practice, and implementation in the classroom and for reflective collaboration. Additionally to prepare paraprofessional educators to adequately support students and teachers with the implementation process through any needed training.
Data Used to Form this Goal:
District LCAP data for 15/16 was looked at with a comparison made as to where the Cedarwood staff was in the district EAMO's (Expected Annual Measurable Outcomes) for both certificated and classified staff. Specifically, the district EAMO states that 80% of staff will transition from stages 3 to 4 as indicated on Butte County Office of Education Common Core Standards Stages of Implementation rubric. A second District EAMO states that 95% of teachers will participate in CCSS professional development trainings.
Findings from the Analysis of this Data:
Cedarwood staff both certificated and classified still have an identifiable needs for training defined in Goal 3 above as evidenced in the EAMO's set forth in the district LCAP.

How the School will Evaluate the Progress of this Goal:

Cedarwood Elementary will use the same EAMO's as described in the PUSD 2016/17 LCAP. They are as follows:
 PUSD EAMO's 2016/17
 80% of staff will transition from stages 3 to 4 as indicated on Butte County Office of Education Metric.
 100% of classrooms will have implemented CCSS aligned mathematics lessons.
 100% of classrooms will have implemented CCSS aligned ELA lessons.
 95% of teachers will have participated in CCSS professional development trainings.
 100% of District's teachers and staff will appropriately assigned and credentialed.
 100% of our classrooms will have sufficient instructional materials.
 100% of students will have daily access to technology devices.
 50% of teachers will have participated in SAMR model (Enhancing technology integration training) trainings.
 50% of teachers will have participated in a STEAM integrated approach to learning training.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Site and district-wide grade level teams will be working toward the development of grade level assessment tool kits to be aligned to CCCSS and electronic report cards that also align.	Began in 2015/16 and to continue through 2016/17	District wide grade level teams.	Four district wide minimum days have been used in the past for this task.	None Specified	None Specified	000.00
Develop performance tasks relevant to the CCCSS for Math and ELA	August 2016 through June 2017	Cedarwood Teachers	Hourly rate per MOU, budgeted 5 hours per teacher	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2,500.00
Provide release time for teacher to observe colleagues and other professionals and to attend workshops and seminars that support CCCSS in both ELA and Math.	August 2013 through May2014	Teacher Request with Site Admin. approval	Substitute time for School business	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	4,000.00
Provide classified paraprofessional employees voluntary training options outside of their duty day too better prepare them to adequately support students and teachers with the implementation of CCCSS and new standards aligned curriculum.	August 2013 through June 2017	Site Admin. Teachers and District Curriculum Coordinator.	Hourly pay for paraprofessionals to attend training outside of their duty day. May include district provided, teacher developed, site specific or text book publisher training.	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	2,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff Meetings may include time for training on strategies supporting the implementation of CCCSS. This may include curriculum review and discussion, videos, sharing of instructional strategies, and best practices for STEAM lesson development.	August 2016- June 2017	Site Admin. and Lead Teachers	Staff Meeting Agenda item	None Specified	None Specified	000.00

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Culture and Climate
LCAP GOAL:
School Engagement and School Climate Provide positive, safe and engaging learning environments and systems of supports that meet the intellectual, social, emotional, and physical needs of all students so that they are able to maximize their learning and achievement.
SCHOOL GOAL #4:
To provide a school environment that promotes kindness, respect, and safety among all individuals.
Data Used to Form this Goal:
EAMO's Attendance data Chronic absenteeism (Truancy rates) . Student suspensions . Major and minor referral data Increase parent volunteer hours during school day. Increase parent attendance after school meetings/events including but not limited to PTSO, SSC, LCAP, Back to School Night, Open House, Pumpkin Pie with the Principal and PTO family activity nights.
Findings from the Analysis of this Data:
Data from parent sign in sheets at various functions indicates that parent involvement has increased. Student behavior data indicates that PBIS Tier I interventions has improved school climate however the number of major referrals and suspensions have not decreased significantly. Staff sees a need for Tier II and tier III interventions to be added to the PBIS implementation. This need has been voiced at other elementary schools in the district as well.
How the School will Evaluate the Progress of this Goal:
1. AERIES Data 2. Parent Focus on The Future Survey 3. Teacher Records 4. School Site Council Survey 5. Administration Observations 6.PBIS whole staff Teams meetings to look at data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Counseling resources are provided through Medi-Cal Counselors working within existing district contracts. Currently there is one full time Youth for Change Counselor providing school based counseling. Additional site based support is provided by counselors from Butte Behavioral Health Department. As part of the Special Education services Cedarwood also has the assistance of a part time School Psychologist with referrals from teachers and the RTI team.	All throughout the school year	Site Admin. School Psychologist, Teachers and RTI team consisting of classroom teacher, Title I teacher and principal.	School Based Counseling	5000-5999: Services And Other Operating Expenditures	District Funded	000.00
Continue existing reward program to encourage students participation in making better choices. This PBIS program currently consists of Cub Kudos handed out to students by everyone when students are seen making good choices. There is a weekly drawing for prizes. There are also students of the week chosen by each classroom teacher. Kudo winners and students of the week are honored every Monday morning at a school wide assembly. Students of the week are also guests every other Friday in the Cub Cafe where the principal is their waitress.	Ongoing throughout the school year	Every staff member	PBIS reward procedures with prizes donated by a generous benefactor.	None Specified	Donations	000.00
Provide Parent workshop training using Love and Logic or the Nurtured Heart Approach	Fall 2016	Site Admin Plans with district or outside presentors	Evening workshops	5000-5999: Services And Other Operating Expenditures	Title I	1,367.00
Provide Trauma Informed training for both Certificated and Classified employees	District Professional Development Schedule	Director of Curriculum and Instruction	District designated professional development workshops	0001-0999: Unrestricted: Locally Defined	District Funded	000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
0001-0999: Unrestricted: Locally Defined	District Funded	0.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00
4000-4999: Books And Supplies	District Funded	0.00
5000-5999: Services And Other Operating	District Funded	0.00
None Specified	District Funded	0.00
None Specified	Donations	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	8,500.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	2,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	26,000.00
0000: Unrestricted	Lottery: Instructional Materials	0.00
0001-0999: Unrestricted: Locally Defined	Lottery: Instructional Materials	6,000.00
None Specified	None Specified	0.00
5800: Professional/Consulting Services And	Other	0.00
1000-1999: Certificated Personnel Salaries	Title I	49,942.00
5000-5999: Services And Other Operating	Title I	1,367.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI	1,000.00
5800: Professional/Consulting Services And	Title I Part A: Professional Development (PI	6,000.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
District Funded	0.00
Donations	0.00
LCFF - Supplemental	36,500.00
Lottery: Instructional Materials	6,000.00
None Specified	0.00
Other	0.00
Title I	51,309.00
Title I Part A: Professional Development (PI Schools)	7,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	0.00
0001-0999: Unrestricted: Locally Defined	6,000.00
1000-1999: Certificated Personnel Salaries	59,442.00
2000-2999: Classified Personnel Salaries	2,000.00
4000-4999: Books And Supplies	26,000.00
5000-5999: Services And Other Operating Expenditures	1,367.00
5800: Professional/Consulting Services And Operating	6,000.00
None Specified	0.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	66,942.00
Goal 2	24,000.00
Goal 3	8,500.00
Goal 4	1,367.00

The Single Plan for Student Achievement

School: Paradise eLearning Academy
CDS Code: 04-61531-0121715
District: Paradise Unified School District
Principal: Kathleen Blacklock
Revision Date:

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Kathleen Blacklock
Position: Director
Phone Number: (530) 872-6425
Address: 5911 Maxwell Dr, Rm 606
Paradise, CA 95969-4023
E-mail Address: kblacklock@pusdk12.org

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: College and Career Readiness
LCAP GOAL:
Paradise eLearning Academy will increase student learning and academic achievement with high quality California Common Core aligned curriculum and instruction that promotes college and career readiness with academic intervention in place to eliminate barriers to student success.(CCSS). The goal is aimed at all staff members and students in grades 9-12, including students in the socio-economically disadvantaged and special education sub-groups.
SCHOOL GOAL #1:
Paradise eLearning Academy will improve student achievement by implementing instructional strategies and assessment that address higher order thinking skills across all content areas to help prepare students for high levels of success in career and college.
Data Used to Form this Goal:
Current a-g course enrollment and completion rate, course passage rates, graduate rates, and SBAC test results
Findings from the Analysis of this Data:
API as measured by the new CCSS will include a-g completion rate, course passage rates, graduation rates, and SBAC results as factors.
How the School will Evaluate the Progress of this Goal:
Standardized testing participation rates, standardized test scores, course passage rates with C or higher, a-g course enrollment and passage rates, SBAC Assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
College/Career readiness activities and events	Ongoing starting 2015-16	All staff	Field trip expenditures	0001-0999: Unrestricted: Locally Defined	LCFF - Supplemental	500.
Individual meetings with every student focused on graduation and a-g requirements	Ongoing throughout school year	Director, teachers, and Counselor	Transcript evaluation			
Career Exploration	Ongoing throughout the school year	Director, Counselor, and teaching staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Intensive intervention workshops for SBAC preparation	Spring semester	Teaching staff	Apex Tutorial fee		LCFF - Supplemental	1625

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Graduation rate and average daily attendance rate
LCAP GOAL:
Paradise eLearning Academy will promote student completion of academic program in a timely matter by instituting positive reinforcements for those accomplishing set requirements in completion of assignments.
Paradise eLearning Academy will also require strict average daily attendance accountability guidelines for students and parents.
SCHOOL GOAL #2:
Paradise eLearning Academy will strive to improve Average Daily Attendance which will in turn improve our graduation rate and prepare graduates to be college/career ready as they prepare for post secondary goals.
Data Used to Form this Goal:
ADA monthly Attendance Reports and graduation rates
Findings from the Analysis of this Data:
Based on ADA and graduation rates
How the School will Evaluate the Progress of this Goal:
By Comparing percentage increase or decrease from prior year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
.2 Credentialed tutor/trainer to provide for increasing student achievement through direct intervention	all year	teacher	Salary	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	10,414
Credentialed Subject Matter Tutoring - non-contract/hourly rate pay scale	throughout the year	teachers	Salary	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	18,517

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	LCFF - Supplemental	1,625.00
0001-0999: Unrestricted: Locally Defined	LCFF - Supplemental	500.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	28,931.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF - Supplemental	31,056.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0001-0999: Unrestricted: Locally Defined	500.00
1000-1999: Certificated Personnel Salaries	28,931.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	2,125.00
Goal 2	28,931.00

The Single Plan for Student Achievement

School: Paradise Elementary School
CDS Code: 04-61531-6003313
District: Paradise Unified School District
Principal: Debbi Davis
Revision Date: March, 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Debbi Davis
Position: Principal
Phone Number: 530.872.6415
Address: 588 Pearson Rd
Paradise, CA 95969
E-mail Address: ddavis@pusdk12.org

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Academic Achievement - ELA
LCAP GOAL:
Goal #1 ELA/Literacy Students will graduate Paradise Unified School District with the reading and literacy skills required for globally competitive college and career readiness. For the goal of increased student achievement for ELA and literacy for all students, Low Income, Foster Youth, English Learners, and all significant subgroups, PUSD will support high quality staff by providing professional development, resources, and appropriate learning environments. PUSD will increase support to sites with a high concentration of targeted students (specifics listed below).
SCHOOL GOAL #1:
Students at Paradise Elementary School will receive high quality common core aligned instruction and intervention and achieve a minimum of one year's growth in English Language Arts annually.
Data Used to Form this Goal:
Kindergarten - First Grade DIBELS 2nd - 5th Grade ORF's 2nd - 5th Grade STAR Reading 3rd - 5th Grade CAASPP ELA Results for 2014-15 3rd Grade - 39% of the students met or exceeded standards 4th Grade - 37% of the students met or exceeded standards 5th Grade - 22% of the students met or exceeded standards
Findings from the Analysis of this Data:
Transitional and Traditional Kindergarten: Sufficient data at this grade level is lacking. First Grade: Scores have shown growth over each of the last 3 years, however, sufficient data at this grade level is lacking. Second Grade: There are significant decreases in student achievement in the STAR Reading 2015/16 scores. State Pathway to Proficient data is not available at this time. Third Grade: 2015/16 ORF scores indicate an increase in ORF when compared to 2014/15 scores. However, STAR Reading scores have declined. Fourth Grade: STAR Reading scores declined in Tri 1 to Tri 2 in 2014/15. There is a slight increase in ORF scores 2014/15 to 2015/16. Fifth Grade: ORF scores indicate a decline over the course of the school year. Scores also decline in STAR Reading.

How the School will Evaluate the Progress of this Goal:

DRA's
 DIBELS
 ORF'S
 CAASPP
 BPST'S
 DISTRICT BENCHMARK ASSESSMENTS

Other Measurements will include:

Percent of teachers implementing CCCSS aligned ELA Lessons

Percent of teachers participating in staff development that is focused on differentiated instruction, CCCSS and integrating educational technology

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize educational technology to provide differentiated instruction and to supplement core instruction	•Aug. 2015 - May 2018	All teachers	All students have access to educational technology for the purpose of receiving differentiated instruction	None Specified	None Specified	Unrestricted
Provide differentiated instruction to all students in grades first through fifth with a leveled reading program.	• Aug. 2015 - May 2018	General Education, Special Education, and Team Success teachers and staff				
All teachers to follow district approved grade level pacing guides as developed by district grade level teams.	• Aug. 2015 - May 2018	Teachers				
Grade level and Team Success teachers collaborate to provide pre-teaching of skills to support 'strategic students'.	• Aug. 2015 - May 2018	Grade level and Team Success teachers.				
Maintain an emphasis on writing across the curriculum with a variety of strategies and curriculum such as Being a Writer.	Aug. 2015 - May 2018	Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to purchase devices for student use to meet the site goal of a 2:1 student to device ratio.	•Aug. 2015 - May 2018	School Site Council	All students use educational technology All students will have access to computers and computers programs.	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	20,000.
•Teachers to use results from ESGI, Earobics, A/R, STAR Online, CC Pensieve or district benchmark assessments to provided targeted, differentiated instruction and classroom instruction.	Aug. 2015 - May 2018	All teachers	All students will receive differentiated instruction as a result of approved achievement data such as ESGI, Earobics, A/R, STAR Online, and District Assessments. WEB based subscriptions to approved assessment programs to be renewed annually	5000-5999: Services And Other Operating Expenditures	Site Formula Funds Lottery: Instructional Materials	1,575 8,000.
Adopt and implement ELA curriculum aligned with CCCSS within the next three years	Aug. 2015 - Aug 2018	District and Site administrators and teachers	PES teacher representativess to participate in any district task forces for curriculum adoption PES teachers attend curriculum presentations, previews, and surveys	4000-4999: Books And Supplies	Common Core	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students assessed as significantly below grade level expectations will receive Tier II and Tier III intervention.	Aug 2015 - May 2018	Team Success and Grade Level teachers	All students will receive instruction aligned with the California Common Core State Standards from high quality teachers and staff. Students assessed as significantly below grade level expectations will receive differentiated instruction.	4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	Title I LCFF - Base LCFF - Supplemental Special Education	
Instructional and Special Education aides to be trained in educational technology and instructional and classroom management strategies.	•ongoing	Title 1 and Special Education teachers; administrator	Students receive California Common Core State Standard aligned instruction from highly qualified teachers and staff.		District Funded LCFF - Base Title I Part A: Professional Development (PI Schools)	
.Site and district teams will update and align CCCSS tool kits for ELA assessments.	2016 - 2019	Certificated	Benchmark assessments have been created and will be reviewed and used			
Develop a collection of resource materials to use with EL students (pictures, realia, picture books with labels).	2016-2019	Title 1 and Principal	Improve access to ELD curriculum for EL students	4000-4999: Books And Supplies	Lottery: Instructional Materials	1,500.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff will be trained and implement common core standards and instructional practices to meet the needs of 21st Century Learners.	2015-2018	Certificated, Classified, and Administrator	Focus on building strategies to improve student engagement and learning	5000-5999: Services And Other Operating Expenditures	Title I Part A: Professional Development (PI Schools)	4,000

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Academic Achievement - Mathematics
LCAP GOAL:
Goal #2 Mathematics Students will graduate Paradise Unified School District with the mathematics skills required for globally competitive college and career readiness. For the goals of increased student achievement in mathematics for all students, including Low Income, Foster Youth, and English Learner students, PUSD will support high quality staff by providing professional development, resources, and appropriate learning environments. PUSD will increase support to sites with a high concentration of targeted students.
SCHOOL GOAL #2:
.At Paradise Elementary School, students will receive high quality common core aligned instruction and intervention and achieve a minimum of one year's growth in mathematics annually.
Data Used to Form this Goal:
Kindergarten - first grades: ESGI 2nd through 5th grades: STAR Math 3rd through 5th grades: 2014-15 CAASPP Results 3rd Grade - 29% of students met or exceeded grade level standards, while 36% ranked as nearly met 4th Grade - 21% of students met or exceeded grade level standards, while 35% ranked as nearly met 5th Grade - 7% of students met or exceeded grade level standards, while 24% ranked as nearly met

Findings from the Analysis of this Data:

Kindergarten - 1st Grade:

2nd - 5th Grades - STAR Math:

3rd - 5th Grades - 2014/15 CAASPP Results:

Based on the CAASPP results the area at each grade level with the least number of students above, at, or near standards was Concepts and Procedures. According to the descriptor for this area, "Student demonstrates a thorough ability to consistently explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency." This is consistent with data across the Paradise Unified School District.

How the School will Evaluate the Progress of this Goal:

Summative assessment:

Student achievement on district benchmark assessments or STAR Math, and ESGI

Trimester school-wide monitoring of student progress.

2015/16 CAASPP results.

Formative assessment:

Student achievement on newly adopted math curriculum daily classroom assignments, chapter tests, and common grade level assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
100% of the teachers at Paradise Elementary will implement district adopted math curriculum in the 2016/17 school year.	August 2015 to May 2018	Teachers and Administration	All students will receive mathematics instruction aligned to the California Common Core State Standards from highly qualified teachers All students will receive instruction in district adopted curriculum.	4000-4999: Books And Supplies	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize educational technology to provide differentiated instruction and to supplement core curriculum	August 2015 - May 2018	Teachers	All students have access to educational technology in classrooms, computer lab, and/or intervention rooms for the purpose of receiving differentiated instruction. Purchase accessories (such as headphones) to support student use of educational technology	4000-4999: Books And Supplies	LCFF - Supplemental	1,800.
Teachers will meet as grade levels and with Principal to review CCCSS assessment data and other benchmark assessments, to identify students' achievement in the specific performance bands, review individual students' scaled scores and set goals for class and student achievement. (this could occur at the beginning of the year and would include any end of the year assessments/scores to provide teachers with important data) .	August 2015 - May 2018	Certificated Staff and Administrator	All teachers will work in grade level collaborative teams to identify successful strategies to implement the curriculum; assess student achievement; and plan responses to results. Grade level and Team Success teachers collaborate to provide pre-teaching of skills to support 'strategic students'.			
Continue to purchase devices for student use to meet the site goal of a 2:1 student to device ratio	Aug. 2015 - May 2018	School Site Council	All students use educational technology. All student to have access to computers and computer programs to support mathematical instruction aligned to the California Common Core State Standards.	4000-4999: Books And Supplies	LCFF - Supplemental	20000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers to use results from ESGI, STAR Online, and district assessments to provide targeted differentiated instruction and classroom instruction.,	Aug 2015 - May 2018	All teachers	Web based subscriptions to approved assessment programs to be renewed annually. Students identified as significantly below grade level expectations to receive additional, targeted instruction	5000-5999: Services And Other Operating Expenditures	Site Formula Funds Title I	2,000.
Teachers and staff to receive training with teacher and student devices and instructional programs.	Aug. 2015 - May 2018	Administrator and teachers	Teachers will attend professional development focused on educational technology Staff members will receive training with teacher and student devices and instructional programs.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Professional Development (PI Schools) Title I Part A: Professional Development (PI Schools)	
Teachers to receive training on implementation of Ca CCSS through the use of educational technology and STEAM	Aug 2015 - May 2018	District and Site Administrators	Teachers will attend professional development focused on implementation of CA CCSS through the use of educational technology and STEAM	5000-5999: Services And Other Operating Expenditures	Title I Part A: Professional Development (PI Schools)	
.Team Success (which includes Title 1 and Education Specialists) will support student learning with an emphasis on students performing in the Below Basic and Far Below Basic performance bands and consult on trimester assessments to meet and target individual student needs.	Trimester	Certificated Staff and Administrator	Maintain current level of Title 1 staff to support students who are identified as at risk through RTI and other assessments.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
To meet the requirements of 21st Century Skills (collaboration, creativity, communication, and critical thinking) as identified by the CCCSS all staff will be trained and implement strategies to support student learning.	2016 - 2019	Certificated and Classified staff and administrator	Improve Instructional practices		Title I Part A: Professional Development (PI Schools)	3,000.
Use grade level meetings and minimum days as an opportunity for teachers to identify highly effective CCCSS teaching strategies that they identify as effective based on student data.	ongoing	Certificated Staff and Principal				

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Culture
LCAP GOAL:
Goal #3 School Culture Paradise Unified School District will create a positive environment to promote safety, respect, responsibility, and active participation. For the goal of creating a positive school environment PUSD will support high quality staff by providing professional development, resources, and appropriate learning environments. PUSD will increase support to sites with a high concentration of targeted students.
SCHOOL GOAL #3:
The Paradise Elementary School community will be driven by positive relationships and promote safety, respect, responsibility, kindness and active participation among staff, students, and the Paradise community.
Data Used to Form this Goal:
Student referral and suspension rates, staff participation in PBIS Tier I interventions, parent participation at school events, Client Survey return rate, school attendance data and data derived from the PBIS SET survey
Findings from the Analysis of this Data:
The 2014 PBIS SET survey indicated a need for consistency of enforcement of school-wide rules and increased Tier I interventions. 2015/16 student referrals have remained slightly below 2014/15 levels. 2015/16 student suspensions have decreased slightly. Student attendance rates in 2014/15 and 2015/16 are consistent.
How the School will Evaluate the Progress of this Goal:
Increased rate of school attendance Decreased rate of student suspensions Increased parent participation at school events Staff participation in PBIS implementation Number and variety of student awards distributed School-wide Universal Expectations are visible in all common areas of the school.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Paradise Elementary School PBIS Leadership Team will plan and facilitate Tier I PBIS interventions	August 2015 - May 2018	Administrator and teacher leaders	The principal, representatives from each grade level and Team Success, a classified staff member, and two parent representatives will meet monthly to review student discipline data, plan, and facilitate the implementation of Tier I interventions.	4000-4999: Books And Supplies	LCFF - Supplemental	500.00
Teachers will teach school-wide behavior expectations with common lessons and teaching schedules that support weekly morning announcements	August 2015 - May 2018	All teachers	100% of the teachers at Paradise Elementary School will teach weekly classroom lessons,, and reinforce common expectations for student behavior PBIS weekly lessons will be available on the school website			
Teachers will develop and post a Classroom Matrix of expected behaviors.	August 2015 - May 2018	All teachers	100% of teachers at Paradise Elementary School will develop, teach, and post expectations for student behavior in classrooms.			
Yard Duty and Instructional Aide Staff members will be trained in Systematic Supervision annually	August 2015 - May 2018	Administrator	All instructional and yard duty aides will be trained and use Active Supervision strategies, common language, and supervision of students in common areas of the school.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase family involvement at the school	August 2015 - May 2018	Administrator and teachers	Implement one Family Night tied to learning during the school year	5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	1,000.
Bullying prevention to be explicitly taught throughout the school year.	August 2015 - May 2018	Administrator, teachers, and support staff	Bullying Prevention will be explicitly taught at Paradise Elementary School Subscription to Bullying Prevention materials such as the Rusty May videos will be renewed.	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2,000.
Increase connections between the classroom and the community.	August 2015 - May 2018	All teachers and appropriate staff.	Guest speakers will be invited to teach students about careers. Students will be taught about community resources			
The principal and Head Custodian will review safety inspections to continue to improve the facilities with on-going updates and repairs.	Two times each school year.	Principal and Head Custodian	School site safety Principal will share safety issues noted in the annual safety inspection with teachers and staff.			
School-wide announcements will teach expectations in the focus area of the week.	Weekly	Principal	PBIS powerpoint lessons will be used in the Monday Morning Announcements. Classroom teachers will teach follow up lessons during the week.			
Weekly Gold Ticket Drawings	weekly	Principal	The principal will announce weekly Gold Ticket drawing winners from each grade level.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create and implement a new Crisis Response Plan in accordance with a district template.	Plan to be updated annually	Principal	Principal will update the current plan in accordance with the district template. Staff will be trained in necessary components of the updated plan. The updated plan will be approved by the School Site Council annually.			

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	LCFF - Supplemental	22,300.00
5000-5999: Services And Other Operating	LCFF - Supplemental	22,000.00
	Lottery: Instructional Materials	8,000.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	1,500.00
None Specified	None Specified	0.00
5000-5999: Services And Other Operating	Site Formula Funds	3,575.00
5000-5999: Services And Other Operating	Title I Part A: Parent Involvement	1,000.00
	Title I Part A: Professional Development (PI	3,000.00
5000-5999: Services And Other Operating	Title I Part A: Professional Development (PI	4,000.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF - Supplemental	44,300.00
Lottery: Instructional Materials	9,500.00
None Specified	0.00
Site Formula Funds	3,575.00
Title I Part A: Parent Involvement	1,000.00
Title I Part A: Professional Development (PI Schools)	7,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	3,000.00
4000-4999: Books And Supplies	23,800.00
5000-5999: Services And Other Operating Expenditures	30,575.00
None Specified	0.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	35,075.00
Goal 2	26,800.00
Goal 3	3,500.00
Goal 5	0.00

The Single Plan for Student Achievement

School: Paradise Senior High School
CDS Code: 04-61531-0437350
District: Paradise Unified School District
Principal: John Christie
Revision Date:

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Kelly Kriss
Position: Assistant Principal
Phone Number: 530-872-6425
Address: 5911 Maxwell Drive
Paradise, CA 95969
E-mail Address: kkriss@pusdk12.org

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LCAP GOAL:
Paradise Unified School District will graduate students who have received high quality common core aligned curriculum and instruction that promotes college and career readiness, with academic interventions in place, to eliminate barriers to student success.
SCHOOL GOAL #1:
Students will graduate Paradise High School with the skills required for globally competitive college and career readiness.
Data Used to Form this Goal:
of college-prep & AP courses; # of students taking these courses; graduation rate; attendance at Lunchtime Enrichment & Afternoon Academy (homework support); number of passing/failing grades; attendance; # of CTE courses, # of career pathways; # of students enrolled in pathways; ELA 1 reading levels, # of students in AVID, grades in AVID; students planning on attending college; CST scores; SBAC/EAP scores
Findings from the Analysis of this Data:
Available college-prep courses have increased, students taking college-prep courses has risen slightly; GRAD RATE: ; aside from an anomalous 11/12 school year, # of absences has had a slight downward trend, the total suspensions have remained fairly constant; career pathways have been significantly expanded; # of students in CTE courses is low; Lunchtime Enrichment attendance is 2-5 students per day; Afternoon Academy averages _____ students; ELA 1 class had 6 students - reading levels have improved 1-3 grades in 1st semester; SBAC 96.9% participation rate
How the School will Evaluate the Progress of this Goal:
API, AYP, semester grades, Renaissance STAR and AR scores, number of overall F grades, # of students in college-prep courses and CTE courses, # of absences

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Turnitin	Purchase May 2016	HS Technology Coordinator	Anti-Plagiarism subscription to promote original student work.	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	3695

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
English Language Arts 1 Reading Program	Populate with students in July 2016	Counselors, ELA 1 teacher	Serves students who have scored two years below grade level on standardized assessments to aid with reading strategies.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	17500
Computers and Technology	August 2016	HS Technology Coordinator	To facilitate technology implementation in the classroom, the HS Technology Coordinator will determine needs, purchase technology including 4 Chromebook carts, and provide ongoing training for teachers on the use of this technology in the classroom.	6000-6999: Capital Outlay	LCFF - Supplemental	100000
Renaissance	Purchased June 2016	HS Technology Coordinator	Provide ongoing training and support for teachers to use Renaissance in the classroom for reading support.	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	8000
Reduced Earth Science class sizes	16/17 school year	Counselors	Cap the Earth Science classes at 28 to allow for more one-on-one instruction.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	17500
Instructional Aide in entry-level life science course and also in math support classes.	16/17 school year	Instructional Aide	Provide one Instructional Aide for all Introduction to Biology and Foundational Math classes to give extra support to struggling students.	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	20000
Career Center Staffing	16/17 school year	Career Center Staff	Career Center will have extended hours to enable students greater access.	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	12500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Counselor 4-year plans	16/17 school year	Counselors	Meet with all student to develop and monitor on-going 4-year educational plans.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	7500
AVID	16/17 summer and school year	AVID Leadership Team	Attend trainings, train PHS staff, support 2 AVID classes, expand AVID methodologies to all of PHS	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	15000
Library Specialist extra time	16/17 school year	Library Specialist	Extend district-paid hours to allow PHS library to be open from 7:30 a.m. until 3:30 p.m.	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	2000
ELA support materials	16/17 summer and school year	English teachers	Refresh current books and update reading materials to include more non-fiction titles.	4000-4999: Books And Supplies	LCFF - Supplemental	7000
English teachers intra-district collaboration	16/17 summer and school year	English teachers	Collaboration between HS and Intermediate level English teachers to ensure effective articulation between schools.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1500
After school tutorials	16/17 school year	Classroom teachers	Provide after school 1-hour homework/study sessions supported by classroom teachers. Bus passes and snacks will be provided.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	4500
SAGE	16/17 school year	SAGE teacher	Sustain and support Entrepreneurial class	4000-4999: Books And Supplies	LCFF - Supplemental	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Junior College Field Trip	16/17 school year	Counselors	Take 1 busload of juniors, 4x each year, for a tour of Butte College's different pathways. Each field trip features a different grouping of pathways.	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2000
Class size reduction	16/17 school year	Science and Math teachers	Reduce Foundational Math and English 9 class sizes to 25:1	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	35000
Lunchtime Enrichment						

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LCAP GOAL:
Paradise Unified School District will provide staff with differentiated professional development focusing on full implementation of CA CCSS infused with educational technology and the STEAM philosophy.
SCHOOL GOAL #2:
PHS will increase student learning and academic achievement in common core standards attainment by providing staff development in the design and implementation of common core instructional strategies to all staff members.
Data Used to Form this Goal:
The number of teachers who have attended trainings in Common Core, Google, technology in education (CUE, etc.), NGSS.
Findings from the Analysis of this Data:
Most teachers have attended Common Core trainings, about 30% of teachers have attended tech trainings, all science teachers have attended NGSS trainings.
How the School will Evaluate the Progress of this Goal:
Admin observations, student school test results as well as state testing results, API, AYP, parent/teacher/student surveys.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
High School Technology/Library/Student Information Systems Coordinator position	16/17 school year	Educational Technology Staff	Support teacher and student academic technology use, evaluate and purchase appropriate technology, contract with, maintain, and support online subscriptions such as Gale Resources, McGraw-Hill, Renaissance, etc., support Aeries use, support administrative needs, WASC coordinator, SPSA coordinator, SBAC support	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	97000
Math teachers release time	Summer of 2016 and 16/17 school year	Math teachers	Attend trainings and work with contracted curriculum instructional coach to support new, integrated math curriculum	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3500
STEM	16/17	Science Department chair				
Teacher Professional Development	16/17	Certificated Staff	Attend technology trainings led by HS Technology person; attend outside trainings in Common Core, NGSS, CUE, subject area, etc.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LCAP GOAL:
Paradise Unified School District will provide positive, safe and engaging learning environments and systems of supports that meet the intellectual, social, emotional, and physical needs of all students so that they are able to maximize their learning and achievement.
SCHOOL GOAL #3:
To actively engage students in their academics and positive social behaviors.
Data Used to Form this Goal:
of suspensions/expulsions; # of office referrals (OMBs); counselor reports of student crises; data from goal 2; student survey responses.
Findings from the Analysis of this Data:
Entering freshmen need to be connected to their school and be aware of, and take advantage of, all available supports, both academic and emotional.
How the School will Evaluate the Progress of this Goal:
A decrease in the number of students involved in all of the data used to determine the need of this goal as well as student surveys showing a more positive outlook in the culture at PHS.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
8th Grade Preview day	March 2017	Counselors	Bus 8th graders from Achieve Charter and PUSD Intermediate schools into PHS for a morning allowing them an opportunity to see the valuable, interesting, and fun classes at PHS	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2500
Lunchtime Detention	16/17 school year	Lunchtime Detention staff	Students will serve detention at either lunch for tardies and/or discipline infractions.	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	5000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Social-Emotional Counselor	16/17 school year	Social-Emotional Counselor	A 3/5s Social/Emotional Counselor for students needing these services	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	30000
Freshmen Link Crew	16/17 school year	2 Link Leaders	Link leaders and Link Crew students welcome and support all incoming freshmen during the 16/17 school year	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	10000
Lunchtime Enrichment	16/17 school year	Teacher	Students failing a class and referred by their teacher will be assigned Lunchtime Enrichment; this will happen during their lunch where they will receive individual academic support. They will be released from attending			

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	214,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	39,500.00
4000-4999: Books And Supplies	LCFF - Supplemental	9,000.00
5000-5999: Services And Other Operating	LCFF - Supplemental	41,195.00
6000-6999: Capital Outlay	LCFF - Supplemental	100,000.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF - Supplemental	403,695.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	214,000.00
2000-2999: Classified Personnel Salaries	39,500.00
4000-4999: Books And Supplies	9,000.00
5000-5999: Services And Other Operating Expenditures	41,195.00
6000-6999: Capital Outlay	100,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	255,695.00
Goal 2	100,500.00
Goal 3	47,500.00

The Single Plan for Student Achievement

School: Paradise Intermediate School
CDS Code: 04-61531-6003321
District: Paradise Unified School District
Principal: Reiner Light
Revision Date: February 29, 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Reinier Light
Position: Principal
Phone Number: 530.872.0213
Address: 5657 Recreation Drive
Paradise, CA 95969
E-mail Address: rlight@pusdk12.org

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Math, ELA and Literacy in all academic areas
LCAP GOAL:
Goal 1. Paradise Unified School District will graduate students who have received high quality common core aligned curriculum and instruction that promotes college, career, and civic readiness, with academic interventions in place, to eliminate barriers to student success. Goal 2. Paradise Unified School District will provide staff with differentiated professional development focusing on full implementation of CA CCSS infused with educational technology and the STEAM philosophy.
SCHOOL GOAL #1:
Increase levels of student learning and close the achievement gaps between socio-economically disadvantaged students and non-SED students in math and English language arts and literacy through the implementation of common core standards and instructional practices as measured by SBAC results and local assessment data.
Data Used to Form this Goal:
Site content assessments, 2015 CAASSP ELA and math test results, Ren. Place STAR reading and math assessments, Gates-MacGinitie test,
Findings from the Analysis of this Data:
Non-SED students perform at or near the state average on SBAC tests while SED students perform more than 25% lower
How the School will Evaluate the Progress of this Goal:
SBAC interim block assessments Common assessments given and data reviewed quarterly in 2015-17 Development and implementation of formative assessments in 2015-17 STAR Reading math Data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Review SBAC test data at subject, grade, teacher, and student level. Review essential standards to be taught by all math, ELA and core content area teachers, review instructional sequence and emphasis to address data results.	September 2015 - November 2015, September 2016, November 2016	Administration Staff	None required			0
Adapt common assessments to measure student learning of Common Core math, ELA and literacy standards	2015-2016 2016-2017	Staff	Assessment Training		Title I Part A: Professional Development (PI Schools)	1000
Professional development through participation in workshops and conferences	2015-2016 2016 -2017	Administration Staff	Provide opportunities for quality professional development, ASCD, CLMS, Solution Tree, SDE		Title I Part A: Professional Development (PI Schools)	5000
Continue subscription to Scholastic Reader magazines, NewsELA or possible replacement such as Renaissance 360 or i-Ready to incorporate high interest, common core aligned reading and literacy material	2015-2016 2016 -2017	Administration Staff	High interest articles with embedded close reading, critical thinking, and literacy standards built in Build reading comprehension, math skills, and provide for assessment of learning		Lottery: Instructional Materials	6000
Provide curriculum, support materials, equipment to support learning for all student in the core curriculum.	2015-2016 2016-17	Staff and Administration	Common Core curriculum support materials		Lottery: Instructional Materials	5000
Use Common Core benchmark assessments measure student learning and adjust instruction	2015-2016 2016-2017	Staff and administration	SBAC interim block assessments Ren. Place STAR math and ELA (District?)			0 7500
Continue ELD support class	2015-2016 2016-2017	Administration	one section to the schedule	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	14000

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Adressing Underperforming Students
LCAP GOAL:
Goal 1. Paradise Unified School District will graduate students who have received high quality common core aligned curriculum and instruction that promotes college, career, and civic readiness, with academic interventions in place, to eliminate barriers to student success.
SCHOOL GOAL #2:
Increase levels of learning for our significant sub-groups by focusing on highly effective instructional practices, use of data to monitor learning, and targeted intervention classes to close the achievement gaps.
Data Used to Form this Goal:
Academic Program Survey completed Nov. 2014, student performance data 2015 CAASSP, 2016 CAASPP, Teacher collected evidence
Findings from the Analysis of this Data:
Students with disabilities continue to make gains
How the School will Evaluate the Progress of this Goal:
Use of professional learning community time to focus on individual student acheivement Use of common assessments to measure student learning, STAR Reading and Math assessments, SBAC interim block assessments, and other tools Results of targeted intervention Weekly subject level meetings to review common assessment data Focus on best instructional practices

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Administrative and staff participation in Alternative Governance Board to share and review the school-wide academic program and student learning	2015-2016 2016-2017	Administration Staff	ELA, math, and intervention staff to attend		Title I Part A: Professional Development (PI Schools)	900

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Core Success team (Special Education Teachers and Administration) to review student performance data to determine need for intervention	2015-2016 2016 - 2017	Staff Administration	Ongoing review of student performance data			0
Early out schedule in place for grade level teams to meet weekly to discuss student performance and intervention data	2015-2016 2016-2017	Staff Administration	60 minutes each time – during weekly Collaborative Team meetings			0
Intervention program coordinator to collect data, assess placement and exit from programs, coach other instructors, and provide technological support	2015-2016 2016-2017	Staff		1000-1999: Certificated Personnel Salaries	Title I	14000
Certificated staff for ELA and math Intervention to meet needs identified from 2013 CST data and the APS for intervention. Site assessment data and student performance data to be used in 2015 and 2016	2015-2016 2016-2017	Staff	Strategic math and ELA intervention	1000-1999: Certificated Personnel Salaries	Title I	90000
Study Hall Time to address students needing additional support	2015-2016 2016-2017	Administration	Reorganize daily schedule to provide additional time			0
Edgenuity/APEX online coursework subscription to support student learning in blended learning format, for credit recovery, and enrichment	2015-2016 2016-2017	Administration staff	Students remediate failed grades by retaking portions of a course in a new format		LCFF - Supplemental	8000
			Additional section of staff support	1000-1999: Certificated Personnel Salaries	General Fund	14000
Curriculum materials and resources to support instruction	2015-2016 2016-2017	administration/staff	Addition of materials or resources that enhance instruction and student learning to progress to grade level		LCFF - Supplemental	2000

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Climate and Student Engagement
LCAP GOAL:
Goal 3. Paradise Unified School District will provide positive, safe and engaging learning environments and systems of supports that meet the intellectual, social, emotional, and physical needs of all students so that they are able to maximize their learning and achievement.
SCHOOL GOAL #3:
Create a positive and supportive school environment where all students are safe and able to fully participate in the academic program at Paradise Intermediate School. Increase student attendance levels to 95%. Reduce student suspension rate by 10% through regular instruction in school behavior expectations, incentives for positive behavior choices, and clear, consistent consequences for negative behavior.
Data Used to Form this Goal:
Aeries discipline action query CDE data on suspension and expulsion rates Healthy Kids Survey Data Student and parent feedback
Findings from the Analysis of this Data:
Our suspension rate is high, exceeded only by alternative education sites in the district. Students generally feel safe, but do experience or observe bullying. Average attendance is just below 93%, highest in 6th grades, lower in 7th and 8th grades.
How the School will Evaluate the Progress of this Goal:
PBIS team and staff review of Aeries discipline action query Healthy Kids Survey Student and parent feedback

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Nurtured Heart Approach strategies in professional development schedule to build positive classroom climate	2015-2016 2016 - 2017	Staff Administration	Strategies to positively engage students and create a better learning environment			0
			Training provided by staff		Title I Part A: Professional Development (PI Schools)	\$4000
PBIS team to review and revise school-wide behavior expectations, procedures, instruction, and incentives	2015-2016 2016-2017	PBIS coach and team	Printing costs, binders, incentives		LCFF - Supplemental	3000
			Model school visitation, training sub costs		Title I	1000
			Print Talon Tokens		LCFF - Supplemental	1000
Implement full section of WEB to support 5th grade transition and follow as 6th graders at PINT	2015-2016 2016-2017	Admin/Staff	Schedule one section, convert existing elective section			0
Support for WEB materials	2015-2016 2016-2017	Admin/staff	Supply and materials costs			5000
Leadership students and parent group to celebrate student academic achievement and attendance	2015-2016 2016-2017	Admin/staff/parents	Supply and material costs		ASB	1000
Invite all 5th grade students and their parents to a 'Visitation Day' to introduce them to the school, staff, programs, and build enthusiasm for 6th grade and improve registration	2015-2016 2016-2017	Guidance Counselor Admin Staff	Materials		General Fund	200
			Transportation		General Fund	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide parent access to school-based services, program, and opportunities for involvement	2015-2016 2016-2017	Administration Staff Boys and Girls Club Food Services Staff Transportation Staff Parent Club Members	Registration Arena		General Fund	100
			Aeries ABI Portal Accounts Parent sign-ups for parent club and activity support roles Free and reduced lunch registration Transportation registration Registration for ASES program with Boy's and Girl's Club		District Funded	
Provide parent/guardian evening workshops on Teen Development	2015-2016 2016-2017	Administration	BCOE Program Specialist		Title I Part A: Parent Involvement	3000
			Books/materials		Title I	600
Provide regular communication with parents/guardians through newsletter including	2015-2016 2016-2017	Administration Principal's secretary			General Fund	2000
Schedule regular community service days to clean school campus and build school pride	bi-monthly 2015-2016 2016 - 2017	Admin Staff Students	Leadership members help with set-up and maintenance of cleaning supplies			0
			Supplies		General Fund	500

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Technology and STEAM
LCAP GOAL:
Goal 1. Paradise Unified School District will graduate students who have received high quality common core aligned curriculum and instruction that promotes college, career, and civic readiness, with academic interventions in place, to eliminate barriers to student success. Goal 2. Paradise Unified School District will provide staff with differentiated professional development focusing on full implementation of CA CCSS infused with educational technology and the STEAM philosophy.
SCHOOL GOAL #5:
Provide students and staff with access to and sharing of a wide range of engaging informational resources and instructional tools . Provide access to SBAC test site and facilitate assessment of student learning. Engage students with curriculum and instruction that requires critical thinking, problem solving, creativity, and engineering linking to future career and technical pathways.
Data Used to Form this Goal:
SBAC performance gaps for SED students, student:device ratios
Findings from the Analysis of this Data:
Work toward 1:1 student and device ratio. There is a need for materials and instruction that provides students with opportunities to investigate, problem solve, and design creative solutions.
How the School will Evaluate the Progress of this Goal:
SBAC performance gap data, student to device ratios, student participation in STEAM activities and classes

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase Chromebooks to increase access and equity amongst all student groups	2015-2016 2016-2017	Admin Tech Dept.	Deploy to 6th and 8th grades to increase student access		LCFF - Supplemental	20000
Replace projectors with 60" Flat Screen TV's	2015-2016 2016-2017	Admin Tech Dept	Alternative to LCD projectors, longer life, better visibility \$1400 each		General Fund	5700

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support development of STEAM labs and classrooms to better support instruction	2015-2016 2016-2017	admin	Shelving, storage, electrical access, furniture		LCFF - Supplemental	1000
Materials and curriculum for STEAM and CTE classes	2015-2016 2016-2017	admin and staff	materials that provide engineering and creative design opportunities		LCFF - Supplemental	2000
			Replacement filament for 3-D printers		LCFF - Supplemental	150
			Materials to support critical thinking		LCFF - Supplemental	500
Replace and upgrade technology resources	2015-2016 2016-2017	admin, tech dept.	replace outdated, underperforming technology		General Fund	2000
			Purchase replacement parts, batteries		General Fund	2000

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	ASB	1,000.00
	General Fund	12,800.00
	General Fund	200.00
1000-1999: Certificated Personnel Salaries	General Fund	14,000.00
	LCFF - Supplemental	37,150.00
	LCFF - Supplemental	8,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	14,000.00
	Lottery: Instructional Materials	5,000.00
	Lottery: Instructional Materials	6,000.00
	Title I	1,600.00
1000-1999: Certificated Personnel Salaries	Title I	104,000.00
	Title I Part A: Parent Involvement	3,000.00
	Title I Part A: Professional Development (PI	9,900.00
	Title I Part A: Professional Development (PI	1,000.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
ASB	1,000.00
General Fund	27,000.00
LCFF - Supplemental	59,150.00
Lottery: Instructional Materials	11,000.00
Title I	105,600.00
Title I Part A: Parent Involvement	3,000.00
Title I Part A: Professional Development (PI Schools)	10,900.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	15,200.00
1000-1999: Certificated Personnel Salaries	132,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	38,500.00
Goal 2	128,900.00
Goal 3	16,900.00
Goal 5	33,350.00

The Single Plan for Student Achievement

School: Ponderosa Elementary School
CDS Code: 04-61531-6003339
District: Paradise Unified School District
Principal: Betsy Amis
Revision Date: March 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Betsy Amis
Position: Principal
Phone Number: 530-872-6470
Address: 6593 Pentz Road
Paradise, CA 95969
E-mail Address: bamis@pusdk12.org

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Academic Achievement English Language Arts

LCAP GOAL:

Goal #1 ELA/Literacy Students will graduate Paradise Unified School District with the reading and literacy skills required for globally competitive college and career readiness. For the goal of increased student achievement for ELA and literacy for all students, Low Income, Foster Youth, English Learners, and all significant subgroups, PUSD will support high quality staff by providing professional development, resources, and appropriate learning environments. PUSD will increase support to sites with a high concentration of targeted students (specifics listed below).

SCHOOL GOAL #1:

Ponderosa will continue to provide all students high quality common core instruction with a focus on a rich foundation in literature and expository text. Access will be provided for all students through differentiated instructional practices such as incorporating Science, Technology, Engineering, Arts and Math (STEAM philosophy). Ponderosa students will be expected to make one year's growth in ELA.

Data Used to Form this Goal:**Kindergarten - First Grade DIBELS**

In 2014-15 44 percent of our kindergartners were at the core level. At the end 2014-15 the number of kindergartners performing at the core level increased to 52 percent. For the same time period 54 percent of our first grade students were at core in the beginning of the year and 48 percent were proficient at the end of the year. In 2015-16 62 percent of our kindergarten students were at core and by the middle of the year 73 percent scored at or above the core level. In 2015-16, 83 percent of our first grade students were at core. At the end of Trimester II, 74 percent of the first grade students tested at the core level. Key to this data is that Trimester II in 2014-15 the baseline was changed and updated to CCSS.

2nd - 5th Grade ORF's

In 2014-15 the percent of students second through fifth grade students who tested at or above the proficiency level were 67, 83, 68, and 67 respectively. In the third trimester 77, 68, 57, and 91 percent of the same group tested at or above proficiency.

In 2015-16 the percent of second through fifth grade students who tested at or above the proficiency level were 60, 82, 62, and 66 respectively.

2nd - 5th Grade STAR Reading

In 2014-15, 65% of second, 66% of third, 73% of fourth, and 73% of fifth were assessed to be on or above the proficient pathway in Trimester 1.

In 2015-16 the benchmarks were changed to reflect CCCSS. With this change the same grade levels scored 51%, 46%, 62%, and 47% on or above the proficient pathway in Trimester 1.

3rd - 5th Grade CAASPP ELA Results for 2014-15

3rd Grade- 35 percent of the students met or exceeded standards

4th Grade- 21 percent of the students met or exceeded standards

5th Grade- 29 percent of the students met or exceeded standards

Findings from the Analysis of this Data:

Due to the change in benchmarks for the DIBELS and STAR Reading it is difficult to compare from year to year. What we traditionally see is that the number of the students who meet benchmark from Trimester 1 through Trimester 3 increase. When reviewing the data from the ORF's (Oral Reading Fluency) we see a trend of less students meeting benchmark as the year moves forward. This is in part due to the increased requirements in words per minute.

When drilling down in the data for the CAASPP each grade level scored low in the the Area Descriptor, Reading-Demonstrating understanding of literary and non-fictional texts. To demonstrate at or above standard in this area students need to demonstrate a thorough ability to read closely and analytically to comprehend a range of literary and informational texts of high complexity.

With the information from both sets of data teaching close reading strategies is an identified skill that needs to be a focus for Ponderosa Elementary.

How the School will Evaluate the Progress of this Goal:

DRA's
 DIBELS
 ORF's
 CAASPP
 BPST's
 District Benchmarks
 Current District Comprehension Assessment
 STAR or I-ready
 Other Measurements will include:

Percent of teachers implementing CCCSS aligned ELA Lessons.
 Percent of teachers participating in staff development that is focused on differentiated instruction, CCCSS, STEAM, and technology.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Grade level and cross-grade level teams will collaborate and review Common Core reading and writing standards.	2016-18	Certificated Staff and Principal	Improve the access to CCCSS for all students by improving instructional practice.	None Specified	None Specified	
Grade level teams will assess student writing using rubrics that are aligned to common core and articulated across grade levels.	2016-18	Certificated Staff and Principal	PLC and Minimum Days will be used to accomplish this goal.	None Specified	None Specified	
Continue to develop and review Common Formative and Summative Assessments to help guide instruction, this will include on-going assessments, flexible grouping, and developing rubrics.	2016-18	Certificated	Review student learning to guide instruction	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff will be trained and implement common core standards and instructional practices to meet the needs of 21st Century Learners. This will include training to differentiate instruction and the use of technology to improve learning as identified by the SAMR model.	On going	Certificated, Classified, and Principal	Focus on building strategies to improve student engagement and learning.		Title I	4,000
During weekly PLC time grade levels will identify a focus standard, develop effective strategies for instruction, develop assessments, or review student data based on CCCSS.	On going	Certificated	To improve instructional practice and the implementation of CCCSS	None Specified	None Specified	
Staff meetings will include training on strategies supporting CCCSS and Close Reading Instructional practices. This may include curriculum, videos, software/hardware programs, practicing strategies, and/or sharing instructional/assessment strategies and multiple good practice skills.	Monthly	Certificated and Administration	Improve student engagement and instruction.	None Specified	None Specified	
Release time for observation of colleagues and other professionals, workshops, and/or seminars.	2016-18	Certificated	To increase and improve instructional strategies and practices.		LCFF - Supplemental	1,000
The classroom teacher along with the Team Excel will provide Tier II and Tier III intervention for students who are not performing at grade level proficiency as demonstrated on multiple measures.	On-going	RSP, Title I, and k-5 General Ed Teachers	On going monitoring of at risk students	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide support for struggling learners in small group settings focused on individual student need. Support provided with our Title I team as part of Team Excel.	2016-18	RSP, Title I, and General Ed Teachers	Half time Title I teacher.	1000-1999: Certificated Personnel Salaries	Title I	35,000
			Aide Support 8 hours each day.	2000-2999: Classified Personnel Salaries	Title I	30,000
Develop a collection of resource materials to use with EL students (pictures, realia, picture books with labels). Materials will be stored in the Title I room.	2016-18	RSP, Title I, and Principal	Improve access to ELD curriculum for EL students.	4000-4999: Books And Supplies	Lottery: Instructional Materials	1,000
Additional support specific to early primary intervention to improve foundational reading skills strategies and Close Reading.	2016-18	Certificated and Principal	To provide 2 hours additional support to primary students in an attempt to reduce the number of students needing intervention at grades 3-5.	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	7,500
Site and district teams will update and align CCCSS tool kits for ELA assessments.	2016-17	Certificated	Benchmark assessments have been created and will be reviewed and used.	None Specified	None Specified	
Provide additional resources and professional development focused on Close Reading Instructional Practices.	2016-17	Certificated	Purchase support materials and create PD opportunities that focus on Close Reading Strategies.	4000-4999: Books And Supplies	LCFF - Supplemental	2,000
				5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	4,000
Use and follow the pacing guides developed by district grade level teams.	2016-18	Certificated				

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Academic Achievement Math

LCAP GOAL:

Goal #2 Mathematics Students will graduate Paradise Unified School District with the mathematics skills required for globally competitive college and career readiness. For the goals of increased student achievement in mathematics for all students, including Low Income, Foster Youth, and English Learner students, PUSD will support high quality staff by providing professional development, resources, and appropriate learning environments. PUSD will increase support to sites with a high concentration of targeted students.

SCHOOL GOAL #2:

All students will receive high quality common core math instruction through differentiated practices that integrate Science, Technology, Engineering, Arts and Math (STEAM philosophy). Ponderosa students will be expected to make one year's growth in Math. Ponderosa will focus on the implementation of CCCSS using the newly adopted curriculum and additional support materials.

Data Used to Form this Goal:

STAR Math, 2nd through 5th Grades

2014-15, Trimester 1- 58% of Second Grade students were on or above the proficient pathway. Third through fifth grade scores were 58%, 67%, and 47% respectively. Once again the benchmark assessments changed in 2015 to better reflect the CCSS.

2015-16, Trimester 1- 43% of Second Grade students were on or above the proficient pathway. Third through fifth grade scores were 54%, 49%, and 23% respectively (only 30 students tested).

2014-2015 CAASPP Results

In third grade 33% of our students met or exceeded that standards, fourth grade 12% of our students met or exceeded the standards, and at fifth grade 17% of our students met or exceeded the standards.

Findings from the Analysis of this Data:

Student scores were declining as the year moved forward. This indicates that our curriculum is not aligned with our assessments.

Based on the CAASPP results the area that each grade level had the least number of students above, at or near standards was Concepts and Procedures. According to the descriptor for this area, "Students demonstrates a through ability to consistently explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency." This is consistent with what we see with our data across the district.

How the School will Evaluate the Progress of this Goal:

Summative assessment will include continuing to track STAR Reading and Math and reviewing the CAASPP results for 2015-16.

Formative assessments will include daily classroom assessments, chapter tests, and common grade level assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff will implement the newly adopted curriculum to support high quality common core math instruction.	2016-18	Certificated Staff and Principal	Adoption of new math curriculum	4000-4999: Books And Supplies	District Funded	
Teachers will meet as grade levels and with Principal to review CCCSS assessment data and other benchmark assessments, to identify students' achievement in the specific performance bands, review individual students' scaled scores and set goals for class and student achievement.	2016-18	Certificated Staff and Principal	Identify at risk students and their individual learning needs.	None Specified	None Specified	
The Principal will provide feedback to teachers during regular "Walk Throughs," informal and formal observations using a collaborative coaching model to assist teachers in reflecting on instructional practices (including active engagement, time on task, establishing and communicating clear objectives with students, and implementation of 21st Century Learning Instructional Strategies).	2016-18	Certificated Staff and Principal	Improve instructional strategies.	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Team Excel and the Academic Collaboration Team (which includes Title I and Special Education staff) will support student learning with an emphasis on students who have not met standards and consult on trimester assessments to meet and target individual student needs.	Trimester	Certificated Staff and Principal	Mainatin .5 FTE Title I teacher to support students who are identified as at risk through RTI or other assessments. Cost was also identified in ELA section.	1000-1999: Certificated Personnel Salaries	Title I	35,000
			Maintain 8 hours of classified Title I Aide staff.	2000-2999: Classified Personnel Salaries	Title I	30,000
Math intervention for primary students who are performing below grade level. The target will be support for the lowest performing students.	2016-18	Team Excel	Provide 2 hours early intervention to decrease the number of students who need services in grades 3-5.	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	7,500
Teachers will monitor student achievement with a variety of multiple measures including classroom assessments, trimester benchmarks, our current adopted text's assessments aligned to CCCSS, and observations based on students' daily performance.	Weekly	Certificated Staff and Principal	Monitor student learning and identify specific needs so that instruction can be targeted.	None Specified		
Staff meetings and early release day will include training on CCCSS or strategies supporting CCCSS. This may include curriculum, videos, software/hardware programs, practicing strategies, and/or sharing instructional/assessment strategies and multiple good practice skills.	On-going	Certificated Staff and Principal	To improve student access by increasing student engagement and instructional strategies for teachers.	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
To meet the requirements of 21st Century Skills (collaboration, creativity, communication, and critical thinking, and digital literacy) as identified by the CCCSS all staff will be trained and implement strategies to support student learning for all students (struggling learners and high performing students). This includes the use of technology and practices to differentiate instruction.	2016-18	Certificated, Classified, Administrative	Teachers will continue to receive training to develop strategies to use technology to differentiate instruction as identified by Level 4 of the SAMR model.		Title I	3,000
Use Professional Learning Communities and minimum days as an opportunity for teachers to identify highly effective CCCSS teaching strategies that they identify as effective based on student data.	Weekly	Certificated Staff and Principal	None Specified			
Grade levels will use Professional Learning Communities to identify and gather artifacts identifying: Essential CCCSS, Common Assessment, results of the assessment, and assessment results after re-teaching.	On going	Certificated Staff and Principal	All teachers will work in grade level teams with a focus on improving learning for all students.			
Provide grade level support, professional development, and materials to focus on Applying mathematical concepts and procedures (Area 1).	2016-18	Certificated	Purchase support materials and develop instructional strategies that focus on Applying mathematical concepts and procedures.		LCFF - Supplemental	3,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Teachers will use the four critical questions and related assessment data to develop processes to meet the needs of all students.</p> <p>Below are the four critical questions:</p> <ol style="list-style-type: none"> 1. What do we want our students to know? 2. How do we know when they know it? 3. What do we do when they got it? 4. What do we do when they don't get it? 	On going	Certificated Staff and Principal	Grade levels will develop a plan to address the needs of students at risk and high achieving students.	None Specified	None Specified	

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Culture

LCAP GOAL:

Goal #3 School Culture Paradise Unified School District will create a positive environment to promote safety, respect, responsibility, and active participation. For the goal of creating a positive school environment PUSD will support high quality staff by providing professional development, resources, and appropriate learning environments. PUSD will increase support to sites with a high concentration of targeted students.

SCHOOL GOAL #3:

To maintain a school environment that promotes positive relationships, safety, respect, responsibility, kindness and active participation among staff, students, parents, and all community members.

Data Used to Form this Goal:

Student achievement will be measured by:

Number of incident reports

Number of suspensions

Attendance data

Other measurements will include:

PBIS Implementation Survey

Parent participation (back to school night, open house, and attendance at SC and PEP)

Teacher participation (distributing tiger tokens and weekly PBIS lessons)

School wide events

Findings from the Analysis of this Data:

The beginning of 2015-16 has seen an increase in incident reports and suspension.

Student attendance rate has decreased over this same time period.

Attendance at PEP and Site Council has increased and is above last year.

In 2015-16 we have also added additional events to promote family involvement. These events include The Beginning of the Year Barbecue, Grand Opening of the STEAM Lab, and teacher luncheons each week provided by PEP.

How the School will Evaluate the Progress of this Goal:

We will track data to determine the participation level of each event.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue BEST, Virtues of the Month and implementation of PBIS. Focus on monthly classroom meetings at all grades. We will address friendly and unfriendly behavior, conflict resolution, and bullying as well as weekly BEST expectations.	On-going	PBIS Team	Continue to build the PBIS program with a focus on weekly lessons and using consistent responses and language to reinforce and apply consequences.		LCFF - Supplemental	1,000
Opportunities for parents and teachers to support Ponderosa through PEP Club, Site Council and other school activities (including fundraising). Building the home school connection.	On-going	Certificated and Classified Staffs and Principal	Family nights, barbecues, games, etc. to bring families to events.	None Specified	Title I Part A: Parent Involvement	2,500
The principal and Head Custodian will review safety inspections to continue to improve the facilities with on-going updates and repairs.	Two times each school year	Principal and Head Custodian	School site safety	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue: Virtues Program (one Virtue each month) Spirit Days Monthly Student Recognition Program Pizza with the Principal Ponderosa Bucks Tiger Tokens Tiger Tracks (newsletter) Marquee Student Store Monthly safety drills Kindergarten After School Program Boys and Girls After School Program Field Day Foster Grandparent Program PHS SPARK P. E. Program Read at Home Program Monday Morning Announcements Family Math Nights Trade-a-Book Community Service Opportunities VAPA experiences Author Visits Field trips Caring Schools Communities Ponderosa Hearts for Seniors Beginning of the Year Barbecue Family STEAM Night Fifth Grade Variety Show Family Movie Nights Tri-Tip Barbecue and Drive Thru Garden Club Trimester Attendance Awards Student Council Class Meetings Little Buddies	2016-18	PBIS Team and Staff	Purchase incentives for student behavior. Items may include prizes and food for activities.	None Specified	LCFF - Supplemental	3,000
					PTO	1,000
					ASB	4,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide opportunities for staff collegiality, soup luncheons, minimum day lunches, birthday treats, and special holiday gatherings.	Monthly	All Staff	Purchase of food and other incentives.		Parent Teacher Association/Parent Faculty Club (PTA/PFC)	1,500
Review expected Values; hold each other accountable, and live by our Mission, Vision, Values, and Goals. Conduct meetings as identified by norms.	On going review of norms at meetings.	All Staff				
Reduce the teacher student ratio in grades k-5 to increase the number of one on one instructional opportunities for all students.	2016-18	District	This would need to be part of a district plan and has not been identified as a priority by the community.			
Restructure plan for PBIS Coach	2016-18	PBIS Team and Principal	PBIS coach will assist in the implementation of PBIS.	1000-1999: Certificated Personnel Salaries	District Funded	80,000
Attract and retain high caliber staff and provide training to them all. This includes certificated and classified.	On-going	Certificated and Classified		None Specified	None Specified	
Create a new Site Crisis Plan	On-going	All Staff	Develop a Site Crisis Plan that is consistent throughout the district and provides clear structure and language in the case of emergencies.	None Specified	None Specified	
Purchase additional playground equipment so that students are involved in an activity during recess that is organized and provides them with exercise.	2016-18	We need two or three teachers to take the lead on a plan for playground equipment.	Purchase equipment for the playground that can be used by all students.	None Specified	LCFF - Supplemental	1,000

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Technology
LCAP GOAL:
Goal #4 Paradise Unified School District will graduate students that have received rigorous instruction in ELA, mathematics, and literacy across all core content areas. For the goal of fully implementing Common Core and ELD State Standards for Foster Youth, English Learners, and low income students, PUSD will support high quality staff by providing professional development, resources, and appropriate learning environments. PUSD will increase support to sites with a high concentration of targeted students.
SCHOOL GOAL #4:
Ponderosa teachers and students will have increased access to STEAM learning, instruction, and activities.
Data Used to Form this Goal:
Results from CAASPP and the research behind thematic units and hands on learning. The community has demonstrated a strong interest in providing activities that support STEAM. The need for all students to have 21st Century Skills. STEAM meets the "Four C's," collaboration, communication, creativity, and critical thinking.
Findings from the Analysis of this Data:
Students who are engaged in learning have fewer discipline issues and a higher rate of attendance. STEAM not only incorporates the "Four C's," but also is subject to hands on learning activities. STEAM activities can then be used to integrate reading, writing, and math.
How the School will Evaluate the Progress of this Goal:
Student achievement will be measured by: Engagement in STEAM activities Student Survey Student to device ratio Other Measurements will include: STEAM lab scheduled use Teacher Survey

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Profession Development training on tech proficiency including relevant skills, programs, hardware, and software that support learning in the classroom.	2016-18	Principal and Tech Team	Provide training to support the use of technology as an instructional tool to improve learning and student engagement.		LCFF - Supplemental	3,000
Increase student engagement with the use of interactive technology. Increase access for all students.	2016-18	Principal and Tech Team	Purchase hardware to improve student engagement and instructional strategies.	6000-6999: Capital Outlay	LCFF - Supplemental	7,000
Replenishing materials and purchasing additional curriculum to support the STEAM/MakerSpace philosophy.	2016-18	Certificated Staff and Principal	Purchase materials to support project based and hands on learning for students.		LCFF - Supplemental	4,000
Site will maintain a useful, leveled database of websites to support student learning, and staff development.	2016-18	Certificated	Provide a folder that contains useful websites that is accessible to all grade levels.	None Specified	None Specified	
Look at the possibility of a teacher leader taking the role of a technology support person. The focus would be how to use technology as a learning tool.	2016-18	Certificated and Principal	Develop a structure that could be used to support staff with a lead teacher.	1000-1999: Certificated Personnel Salaries	None Specified	
Create a technology plan to repair and update technology as well as work towards providing 1:1 devices for third through fifth grade.	2016-18	Certificated, Classified, and Principal	As technology has continued to play a larger part in education we need to develop a plan that will maintain and replace equipment. The idea would be to save funds from year to year in the even of large purchases.	None Specified	LCFF - Supplemental	5,000

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	PTO	1,000.00
	ASB	4,000.00
1000-1999: Certificated Personnel Salaries	District Funded	80,000.00
	LCFF - Supplemental	12,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	15,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	2,000.00
5000-5999: Services And Other Operating	LCFF - Supplemental	4,000.00
6000-6999: Capital Outlay	LCFF - Supplemental	7,000.00
None Specified	LCFF - Supplemental	9,000.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	1,000.00
	Parent Teacher Association/Parent Faculty	1,500.00
	Title I	7,000.00
1000-1999: Certificated Personnel Salaries	Title I	70,000.00
2000-2999: Classified Personnel Salaries	Title I	60,000.00
None Specified	Title I Part A: Parent Involvement	2,500.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
PTO	1,000.00
ASB	4,000.00
District Funded	80,000.00
LCFF - Supplemental	49,000.00
Lottery: Instructional Materials	1,000.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC)	1,500.00
Title I	137,000.00
Title I Part A: Parent Involvement	2,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	19,000.00
1000-1999: Certificated Personnel Salaries	150,000.00
2000-2999: Classified Personnel Salaries	75,000.00
4000-4999: Books And Supplies	3,000.00
5000-5999: Services And Other Operating Expenditures	4,000.00
6000-6999: Capital Outlay	7,000.00
None Specified	11,500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	84,500.00
Goal 2	78,500.00
Goal 3	94,000.00
Goal 4	19,000.00

The Single Plan for Student Achievement

School: Pine Ridge School
CDS Code: 04-61531-6105522
District: Paradise Unified School District
Principal: Carrie Dawes
Revision Date: April 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Carrie Dawes
Position: Principal
Phone Number: 530-873-3800 ext. 224
Address: 13878 Compton Dr
Magalia, CA 95954
E-mail Address: cdawes@pusdk12.org

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: California Common Core State Standards
LCAP GOAL:
GOAL 1: Paradise Unified School District will graduate students who have received high quality common core aligned curriculum and instruction that promotes college, career, and civic readiness, with academic interventions in place, to eliminate barriers to student success.
SCHOOL GOAL #1:
California Common Core State Standards must effectively be implemented in all grade levels and content areas. Students must be given extra time and support for Math and ELA interventions during and after school.

Data Used to Form this Goal:

CAASPP ELA and Math achievement results

MATH

3rd Grade- 29% of students have met or exceeded the standards
4th Grade- 20% of students have met or exceeded the standards
5th Grade- 16% of students have met or exceeded the standards
6th Grade- 9% of students have met or exceeded the standards
7th Grade- 23% of students have met or exceeded the standards
8th Grade- 16% of students have met or exceeded the standards

ELA/Literacy

3rd Grade- 28% of students have met or exceeded the standards
4th Grade- 25% of students have met or exceeded the standards
5th Grade- 21% of students have met or exceeded the standards
6th Grade- 19% of students have met or exceeded the standards
7th Grade- 39% of students have met or exceeded the standards
8th Grade- 40% of students have met or exceeded the standards

PUSD multiple K-8 measures- DIBELS, ORF, Accelerated Reader, STAR Math, STAR Reading
Walk through evaluations

Findings from the Analysis of this Data:

For the 2014-2015 CAASPP ELA achievement results 29% of 3rd through 8th grade students have met or exceeded the standards.

For the 2014-2015 CAASPP Math achievement results 17% of 3rd through 8th grade students have met or exceeded the standards.

PRS needs to have a clear consistent way to pull data that can be analyzed from quarter to quarter and year to year. Overall, there is great concern with the amount of students who have not met or exceeded grade level standards in Math and ELA/Literacy. A focus on pulling data that can give clear results is a topic of discussion currently taking place. This topic is also taking place at the district level to be consistent on our LCAP.

How the School will Evaluate the Progress of this Goal:

Increase CAASPP ELA achievement results by 5% in number of students meeting or exceeding CA CCSS.
 Increase CAASPP Math achievement results by 5% in number of students meeting or exceeding CA CCSS.
 Walk through evaluations to see if 100% of classrooms have implemented ELA CA CCSS.
 Walk through evaluations to see if 100% of classrooms have implemented Mathematics CA CCSS.
 Survey teachers to see who have participated in CA CCSS professional development.
 Survey teachers to see how many classrooms have sufficient CA CCSS instructional materials and how many students have daily access to technology devices.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identify students who have not met standard according to the CAASPP results for ELA/Literacy and Math Analyze data from classroom, district target assessments and CAASPP results to identify standards not being met by particular students and groups.	Ongoing	Administration Academic Coach Certificated	Identify students who would benefit from extra time and support to learn.	None Specified	None Specified	
Grade level and cross-grade level teams will collaborate and review Common Core reading and writing standards.	2016-2018	Certificated and Administration	Improve the access to CA CCSS for all students by improving instructional practice.	None Specified	None Specified	
Staff meetings will include training on strategies supporting CA CCSS and instructional practices to meet the needs of 21st Century Learners.	Monthly	Certificated, Administration	Improve instructional strategies and student engagement.	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Promote reading, writing, speaking and listening through instruction, experience, and practice across the curriculum.	2016-2018	Administration, Certificated Teachers	During PLC teachers need to continue to discuss best teaching strategies to implement ELA across all curriculum areas. Release time for observation of colleagues and other professionals, workshops, and/or seminars.	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	1,000
Continue to develop and review Common Formative and Summative Assessments to help guide instruction, this will include on-going assessments, flexible grouping, and developing rubrics.	2016-2018	Certificated	Review student learning to guide instruction.	None Specified	None Specified	
Emphasize the use of the Writing Process with a focus on purpose, relevance and understanding of genre across curriculum to improve content and form.	2016-2018	Certificated, Administration	Improve writing in all academic areas	None Specified	None Specified	
Offer professional development for teachers regarding CAASPP and the other assessments: interim and summative.	Ongoing	District, Administration	Train teachers on assessments through CAASPP that will improve instructional practice through assessment.	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Utilize Professional Learning Communities to answer the four critical questions: What do we want students to learn?, How will we know if they learn it?, What will we do when they don't learn it?, and What will we do if they do learn it?</p> <p>During weekly PLC grade levels will identify a focus standard, develop effective strategies for instruction, develop assessments, or review student data based on CCCSS</p>	Ongoing	Certificated	Improve instructional practice and the implementation of CC CCSS.	None Specified	None Specified	
Provide Parent and Family nights to promote literacy, CA CCSS, CAASPP and STEAM. Encourage PUSD to list CA CCSS website so parents can easily access them.	Ongoing	Certificated, Classified, Administration	Offer family and community nights to get more families involved at PRS.		Title I Part A: Parent Involvement	1,000
Provide Books-for-a-Buck through Title I.	Every few months	Title I	Offer books at a low price so more students can access books to increase literacy.		Title I Title I Part A: Parent Involvement	500
Purchase ELA materials/resources to implement CA CCSS. (Ex. Raz Kids)	2016-2018	Certificated	Purchase support materials that focus on ELA implementation of CA CCSS.	4000-4999: Books And Supplies	LCFF - Supplemental	2,000
Provide support for struggling learners in small group settings focused on students' individual need.	2016-2018	Certificated, Title I	Title I teacher- 60%	1000-1999: Certificated Personnel Salaries	Title I	75,913
			Aide support- 8 hours	2000-2999: Classified Personnel Salaries	Title I	30,000
			Aide support- 6 hours	2000-2999: Classified Personnel Salaries	Title I	20,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Frequent “walk-through” classroom visits by administrative team to provide feedback to teachers regarding instructional practices and assessment.	Ongoing	Administrative	To offer support and suggestions for teaching staff.	None Specified	None Specified	
Support classroom libraries.	Aug. 2016	Certificated	To ensure classrooms have books to support AR and other reading opportunities in the school day.	4000-4999: Books And Supplies	Title I	1,000
Provide a school wide supported system for achieving fluency in math facts.	Ongoing	Certificated	To offer support and motivation for fluency of math facts.	None Specified	None Specified	
Staff will be trained and implement common core standards and instructional practices to meet the needs of 21st Century Learners.	2016-2018	Certificated, Classified and Administrative	Focus on building strategies to improve student engagement and learning.		Title I Part A: Professional Development (PI Schools)	3,000
Update PRS website with grade level websites for students and families to access at home.	Ongoing	Certificated and Administrative	To make sure families have access, support and resources to help their children in school.	None Specified	None Specified	
Online interventions for ELA and Math.	2016-2018	Certificated and Administrative	Offer students in need of intervention an online program to help fill the gaps in their learning.		LCFF - Supplemental	2,000
Teachers will implement the newly adopted math curriculum to support high quality common core math instruction.	2016-2018	Certificated	Adoption of new math curriculum.	None Specified	None Specified	

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: CA CCSS and STEAM Philosophy
LCAP GOAL:
Goal GOAL 2: Paradise Unified School District will provide staff with differentiated professional development focusing on full implementation of CA CCSS infused with educational technology and the STEAM philosophy.
SCHOOL GOAL #2:
All teachers will focus on PD that emphasizes CA CCSS, STEAM philosophy and technology to ensure all students are educated in 21st century skills
Data Used to Form this Goal:
Percentage of teachers who have participated in CA CCSS professional development Percentage of classrooms with sufficient CA CCSS instructional materials Percentage of students having daily access to technology devices Percentage of teachers participating in professional development focused on an integrated STEAM philosophy Classroom observations
Findings from the Analysis of this Data:
More CA CCSS instructional materials need to be purchased. More technology devices need to be purchased. Teachers, administration and classified staff need to participate in more professional development focused on STEAM.
How the School will Evaluate the Progress of this Goal:
All students will have access to technology whenever the instructional opportunity warrants it. - Student to device ratio Classroom observations Engagement in STEAM activities Student survey

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide CA CCSS professional development to all staff.	2016-2018	Certificated Staff and Administration	Focus on building strategies to improve student engagement and learning.	5000-5999: Services And Other Operating Expenditures	Title I	2,000
Provide professional development training in the implementation of the SAMR model of enhancing technology integration in all subjects.	2016-2018	District, Certificated Staff and Administration	Provide training to support the use of technology as an instructional tool to improve learning and student engagement	None Specified	LCFF - Supplemental	2,000
Provide professional development training for implementation of STEAM instructional strategies and methods for educating all students.	2016-2018	Certificated Staff and Administration	Provide training to support the STEAM philosophy school wide.	None Specified	Title I Part A: Professional Development (PI Schools)	2,000
Frequent "walk-through" classroom visits by administrative team to provide feedback to teachers regarding instructional practices and assessment. Every classroom one time a week minimum.	2016-2018	Administration	Offer constructive feedback to all staff regarding instructional practices and STEAM implementation	None Specified	None Specified	
Purchase more technology to support CA CCSS and STEAM.	2016-2018	Administration, Certificated	Increase devices at PRS so more students can use devices on a regular basis.	6000-6999: Capital Outlay	LCFF - Supplemental	15,000
Survey staff for experts and offer release time for observation of colleagues and training with colleagues.	2016-2018	Administration, Certificated Staff	To increase and improve instructional strategies and practices.		LCFF - Supplemental	1,000
Task force to focus on STEAM, become experts and then train staff. Task force for CA CCSS instruction and Google and then train staff.	Ongoing	Certificated	To increase STEAM philosophy at PRS.		Title I Part A: Professional Development (PI Schools)	1,000
Purchase materials and curriculum to support the STEAM philosophy.	2016-2018	Certificated, Administration	Purchase materials to support project based and hands on learning for students.		LCFF - Supplemental	2,000

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Climate
LCAP GOAL:
Paradise Unified School District will provide positive, safe, and engaging learning environments and systems of supports that meet the intellectual, social, emotional, and physical needs of all students so that they are able to maximize their learning and achievement.
SCHOOL GOAL #3:
PRS will provide positive, safe, and engaging learning environments and systems of supports that meet the intellectual, social, emotional, and physical needs of all students so that they are able to maximize their learning and achievement.
Data Used to Form this Goal:
PBIS implementation surveys, data on referrals and suspensions
Findings from the Analysis of this Data:
Currently we have a full time PBIS coach and we are implementing Tier I, II and III level interventions. However, we are not at 100% implementation at each tier. All staff needs to be consistent and on the same page with PBIS implementation. We need to spend more time analyzing referral data.
How the School will Evaluate the Progress of this Goal:
Input and review at monthly staff meetings, cluster group meetings, Site Council review, PBIS surveys, teacher and student survey, administrator walk throughs

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to integrate the Virtues Program with monthly assemblies, and PBIS into school practices.	2016-2018	Administration, staff	All staff needs to participate with the monthly virtue assemblies and implement PBIS (Tier I). Teachers need to teach the weekly expectation daily.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create student groups that will help create and promote a positive school environment o Student Council(3rd-5th Grades) o Student Leadership class(7th-8th Grades)	Aug-Sept. 2016	Leadership Teacher	Leadership teacher will train the leadership students to help promote a positive school culture.	None Specified	None Specified	0
			A staff member will train and work with 3rd-5th graders for student council and to help promote a positive school culture.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	400.00
			The student government program meets regularly to address student issues and plan student events.	None Specified	None Specified	
Review school/district policies and procedures with each class. Distribute school rules and expectations to all students and parents in the student handbook.	Aug-Sept 2016	Certificated	Teachers will review the new PRS handbook to ensure clarity of all school rules.	None Specified	None Specified	
			Planners for all students.	4000-4999: Books And Supplies	LCFF - Supplemental	2,000
Awards ceremony for students who have 95% attendance during virtue assemblies.	Monthly 2016-2018	Certificated, Administration	Monthly recognition for attendance. Students will receive a certificate and panthers paws.	None Specified	LCFF - Supplemental	100
Publish school/district policies regarding anti-bullying and harassment in newsletters home to parents, websites and text. Purchase a comprehensive curriculum. State clear consequences.	Aug.- Sept. 2016	Administration	Inform families on school and district policies regarding anti-bullying through multiple ways of communication.	None Specified	None Specified	
			Purchase a comprehensive anti-bullying and harassment curriculum K-8	4000-4999: Books And Supplies	Lottery: Instructional Materials	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Re-establish Cross-age buddies program. Assign buddies.	Aug. 2016	Certificated Staff	Establish strong relationships between students through a cross-age buddies program.	None Specified	None Specified	
Utilize class meetings to discuss issues and resolve conflicts. Release time so teachers can be trained. Provide curriculum if needed. Offer a stipend or professional development hours.	2016-2018	Certificated Staff	Use current staff members to train other staff members on how to implement class meetings.	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	
Distribute Panther Paws and Privilege Passes to all students demonstrating positive character traits and passing grades. Students will receive recognition for receiving Panther Paws culminating in "Lunch with the principal", and Private Dining Lunches and Panther Paw store.	Aug. 2016-2018	Certificated Staff, Administration	Recognize students on a regular basis who are demonstrating positive character traits, passing grades and the 3 B's.	0000: Unrestricted	LCFF - Supplemental	300.00
Provide opportunities for students to be exposed to cultural activities and motivational speakers.	Aug-June 2016-2018	Administration, Leadership Team	Offer opportunities for students to be exposed to different experiences, cultures and other experiences that will help our students be productive in a diverse world.	0000: Unrestricted	LCFF - Supplemental	2,000
Provide onsite mentoring for teachers who are new to site.	Aug. 2016	Certificated, Administration	Support new teachers to Pine Ridge with a mentor who can help new teacher understand all the happenings at PRS.	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Dedicated counselor/mental health professional for Pine Ridge School. K-5- Counselor 6-8 Counselor	Aug. 2016-2018	Administration	Students need to be able to access a counselor when they are in need of help. Over the years we have seen the need to have a full time counselor on our campus. They could help students at all the levels not just 6-8.	1000-1999: Certificated Personnel Salaries	District Funded	84,000
Brand school with virtues and positive slogans displayed everywhere.	Aug.-Dec. 2016	PBIS and Leadership Team	Students need to constantly see and hear our school expectations and be exposed to positive slogans to help promote a positive climate.	0000: Unrestricted	LCFF - Supplemental	500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	District Funded	84,000.00
	LCFF - Supplemental	3,000.00
	LCFF - Supplemental	2,000.00
0000: Unrestricted	LCFF - Supplemental	2,800.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	400.00
4000-4999: Books And Supplies	LCFF - Supplemental	4,000.00
6000-6999: Capital Outlay	LCFF - Supplemental	15,000.00
None Specified	LCFF - Supplemental	2,100.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	2,000.00
None Specified	None Specified	0.00
	Title I	500.00
1000-1999: Certificated Personnel Salaries	Title I	75,913.00
2000-2999: Classified Personnel Salaries	Title I	50,000.00
4000-4999: Books And Supplies	Title I	1,000.00
5000-5999: Services And Other Operating	Title I	2,000.00
	Title I Part A: Parent Involvement	1,000.00
	Title I Part A: Professional Development (PI	4,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI	1,500.00
None Specified	Title I Part A: Professional Development (PI	2,000.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
District Funded	84,000.00
LCFF - Supplemental	29,300.00
Lottery: Instructional Materials	2,000.00
None Specified	0.00
Title I	129,413.00
Title I Part A: Parent Involvement	1,000.00
Title I Part A: Professional Development (PI Schools)	7,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	3,500.00
0000: Unrestricted	2,800.00
1000-1999: Certificated Personnel Salaries	161,813.00
2000-2999: Classified Personnel Salaries	50,000.00
4000-4999: Books And Supplies	7,000.00
5000-5999: Services And Other Operating Expenditures	2,000.00
6000-6999: Capital Outlay	15,000.00
None Specified	4,100.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	136,413.00
Goal 2	25,000.00
Goal 3	91,800.00

1. Have you implemented California ELA Common Core Standards in your classroom lessons/instruction?	2. Have you implemented California Math Common Core Standards in your classroom lessons/instruction?	3. Have you participated in California Common Core Standards implementation at some point in your teaching career?	4. Have you participated in any type of SAMR (http://bit.ly/pusdSAMR) training? (Staff Meeting, Professional Development, On-Line Learning, etc)	5. Have you participated in any type of training/professional development for integrating STEAM or STEM into your curriculum?	6. Do your students have access to technology devices?	7. Please indicate the phase where you feel you are most comfortable with Common Core Standards implementation; for 2015-16 and 2016-17 ELA and math. See attached Implementation Rubric http://bit.ly/ImplemMetric . [ELA 2015]	7. Please indicate the phase where you feel you are most comfortable with Common Core Standards implementation; for 2015-16 and 2016-17 ELA and math. See attached Implementation Rubric http://bit.ly/ImplemMetric . [Math 2015]	7. Please indicate the phase where you feel you are most comfortable with Common Core Standards implementation; for 2015-16 and 2016-17 ELA and math. See attached Implementation Rubric http://bit.ly/ImplemMetric . [ELA 2016]	7. Please indicate the phase where you feel you are most comfortable with Common Core Standards implementation; for 2015-16 and 2016-17 ELA and math. See attached Implementation Rubric http://bit.ly/ImplemMetric . [Math 2016]
N/A	Yes	Yes	No	No	Yes	N/A	4	N/A	4
Yes	Yes	Yes	Yes	Yes	Yes	N/A	4	N/A	4
N/A	Yes	Yes	No	Yes	Yes	N/A	5	N/A	5
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Yes	N/A	Yes	Yes	N/A	No	N/A	N/A	N/A	N/A
N/A	N/A	Yes	No	No	Yes	N/A	N/A	N/A	N/A
N/A	N/A	N/A	No	Yes	Yes	N/A	N/A	N/A	N/A
N/A	N/A	Yes	Yes	Yes	Yes	N/A	N/A	N/A	N/A