



LCFF Budget Overview for Parents

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

CDS Code: 04615310000000

School Year: 2023-24

LEA contact information:

Tom Taylor

Superintendent

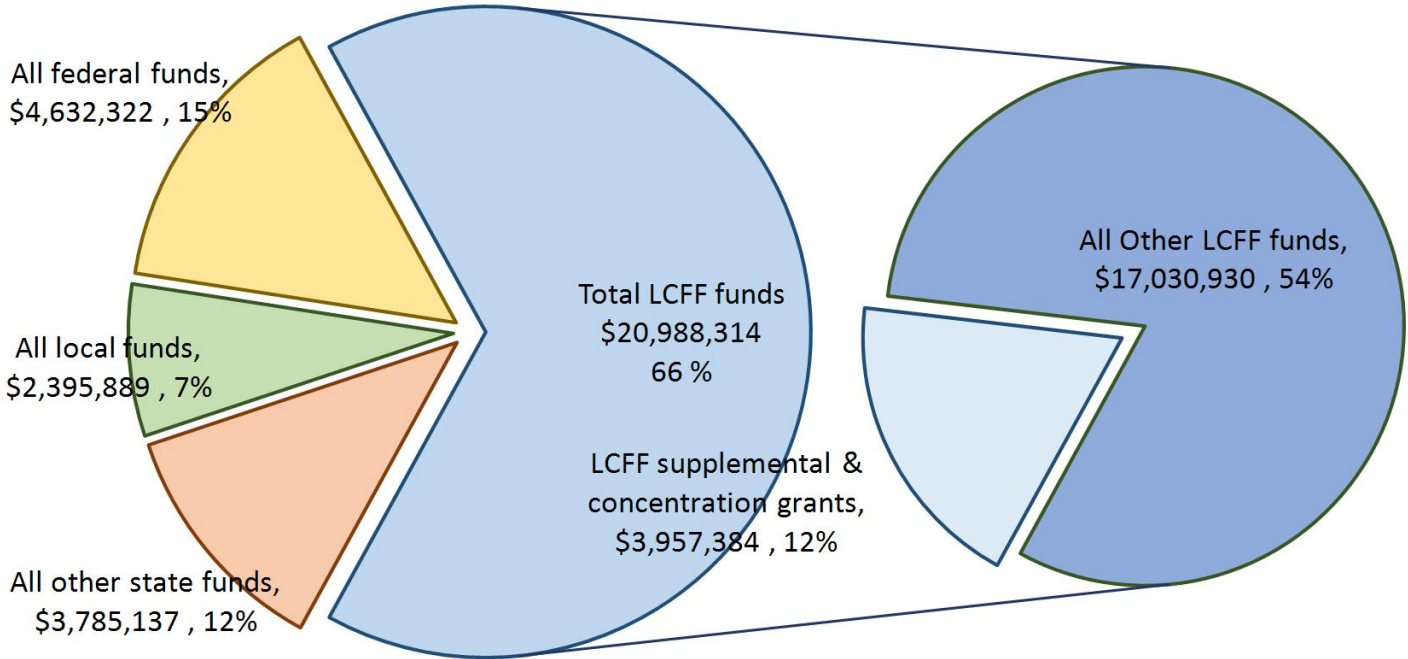
ttaylor@pusdk12.org

(530) 872-6400

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

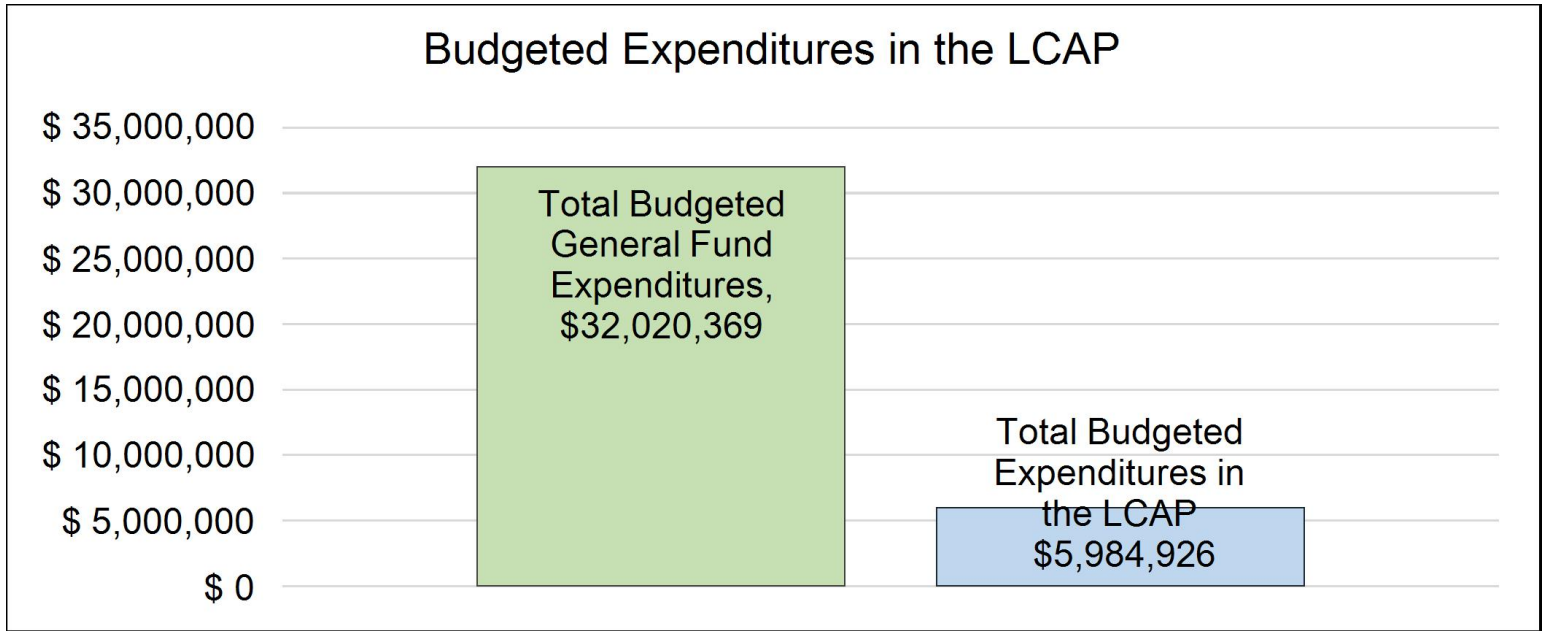


This chart shows the total general purpose revenue Paradise Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Paradise Unified School District is \$31,801,662, of which \$20,988,314 is Local Control Funding Formula (LCFF), \$3,785,137 is other state funds, \$2,395,889 is local funds, and \$4,632,322 is federal funds. Of the \$20,988,314 in LCFF Funds, \$3,957,384 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Paradise Unified School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Paradise Unified School District plans to spend \$32,020,369 for the 2023-24 school year. Of that amount, \$5,984,926 is tied to actions/services in the LCAP and \$26,035,443 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

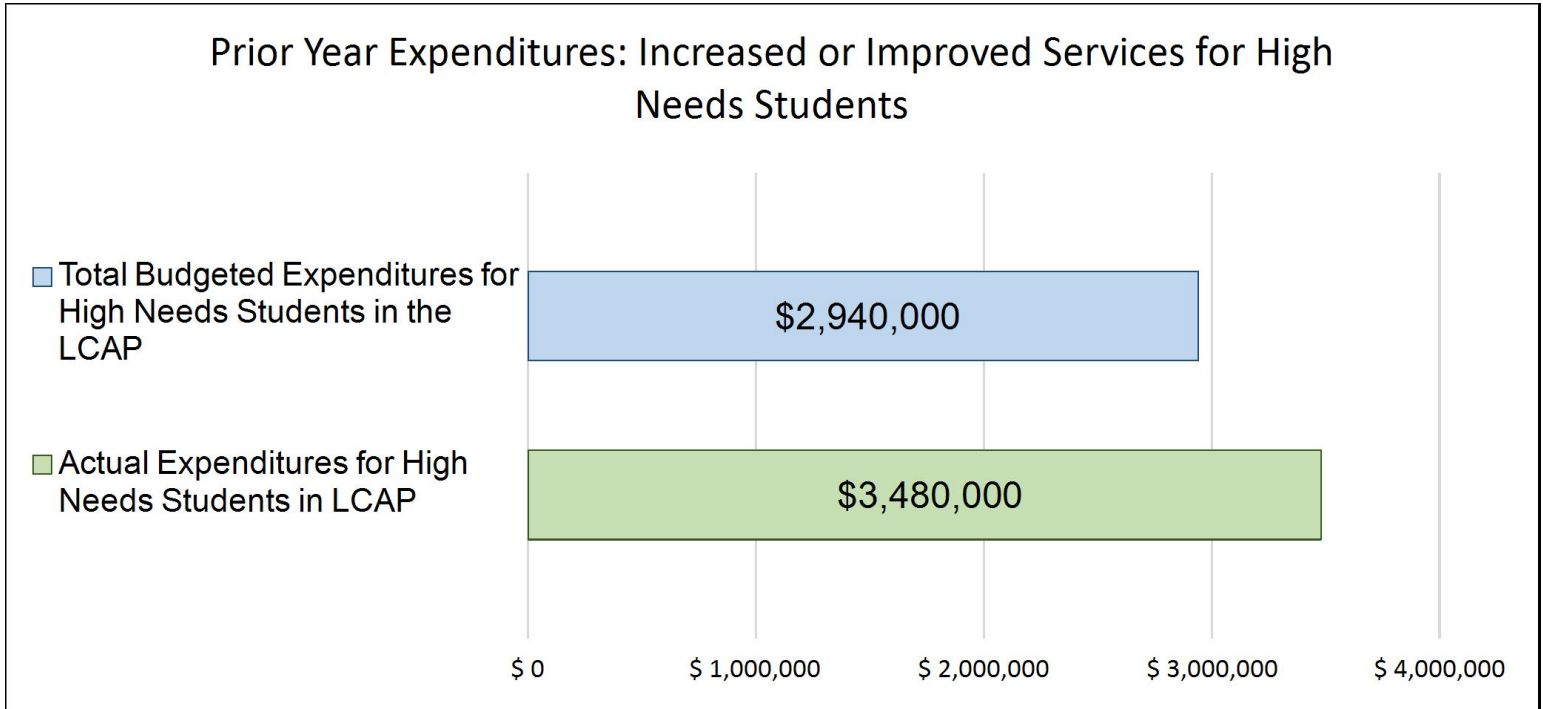
Salaries and Benefits, Utilities, Maintenance, Capital Outlay, Textbooks, Classroom Materials and Supplies, Special Education and Nutrition

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Paradise Unified School District is projecting it will receive \$3,957,384 based on the enrollment of foster youth, English learner, and low-income students. Paradise Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Paradise Unified School District plans to spend \$3,960,000 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, Paradise Unified School District's LCAP budgeted \$2,940,000 for planned actions to increase or improve services for high needs students. Paradise Unified School District actually spent \$3,480,000 for actions to increase or improve services for high needs students in 2022-23.



Local Control and Accountability Plan

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

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

Plan Summary [2023-24]

General Information

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

The Paradise Unified School District is a public school district located in the Sierra Nevada Foothills. The district serves the town of Paradise and surrounding areas, including Magalia and Stirling City. The District is unique in that it covers over 70 square miles. Paradise serves approximately 1,580 students in grades TK-12 and has about 255 employees.

Before November 8, 2018, Paradise served approximately 3,450. On November 8, 2018, Paradise experienced the worst wildfire in California history, known as the Camp Fire. The Camp Fire destroyed 93% of the homes and businesses in Paradise. During the 2018-2019 school year, Paradise Unified School District served students in schools set up in Chico, Durham, and Oroville. At the start of the 2019-2020 school year, Paradise Unified School District moved back up the hill to Paradise, CA, and moved back into the schools that the Camp Fire did not destroy.

During the 2019-2020 school, Paradise Unified was back on the ridge and serving the community. In March 2020, the Coronavirus pandemic closed all schools in Butte County, and PUSD transitioned all students to distance learning. All students ended the 2019-2020 school year at

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

Since the 2021-2022 school year, all schools have remained open for students, and we have offered TK-12 in-person learning. Despite these challenges, the district has remained committed to providing quality education to its students and has worked to rebuild its facilities and programs in the years since the fire.

During the 2022- 2023 school year, Paradise Unified School District was comprised of Cedarwood Elementary (K-6th), with 241 students; Pine Ridge School (TK-6th), with 197 students; Paradise Ridge Elementary School (TK-6th), with 338 students; Paradise Junior High School (7th-8th) with 163 students; Paradise High School (9th-12th) with 445 students; Ridgeview Continuation High School (10th-12th), with 55 students and eLearning Academy (K-12), our online independent study program school, with 82 students.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Although faced with an unprecedented wildfire through the town on November 8, 2018, and the impacts of Covid-19 since March 2020, Paradise Unified School District kept its focus on improving student learning, attendance and emotional health for the 2022-2023 school year. This focus on students and safety created an environment where students were helped academically, socially, and emotionally. PUSD was able to keep small class sizes, which helped support relationship building, learning loss, and student engagement.

Math:

Encouraging outcomes have emerged from the analysis of math scores based on the 2021-2022 CAASPP data. Across the entire district, PUSD witnessed a rise in math proficiency from 20.52% to 23.3%, meeting or exceeding the established math standards.

Furthermore, in the 2022-2023 academic year, iReady math scores for TK-8 students exhibited improvement, with the percentage of students performing at or above grade level increasing from 37% to 40% compared to the previous year. Additionally, the median percentage of K-8 students meeting their expected growth surged from 92% in the previous year to 100% this year. Moreover, students also demonstrated progress in achieving their stretch goals in math.

Our NWEA MAP results indicated enhanced math proficiency among 11th and 12th-grade students. For 11th graders, the percentage of students scoring in the "Average" category and above increased from 71% to 76% this year. Similarly, 12th graders showed improvement, with the percentage of students scoring in the "Average" category and above increasing from 75% to 76%.

Reading:

In the realm of reading, our 2022-2023 iReady scores revealed that K-8 students rose from 44% to 46% in reading placement at or above the expected grade level. Additionally, in iReady, the median percentage of K-8 students achieving typical growth in reading increased from

106% in the previous year to 108% this year. There was also an increase in the number of students who achieved 100% or more in typical growth, rising from the previous year.

Our MAP NWEA results demonstrated improved reading scores for 9th and 11th-grade students compared to the previous year. In 9th grade, the percentage of students scoring in the "Average" category and above increased from 42% to 48%. Similarly, in 11th grade, students saw a significant improvement, with the percentage of students scoring in the "Average" category and above increasing from 47% to 59%.

Ridgeview Continuation High School

The graduation rate at Ridgeview witnessed a significant rise from 75% in 2021-2022 to an impressive 92% in the 2022-2023 school year.

Additionally, there was an overall decrease in the dropout rate from the 2020-2021 to the 2021-2022 school year. Specifically, at Ridgeview High School, the number of students who dropped out decreased from 16 in 2020-2021 to 9 in 2021-2022.

English Learners:

According to iReady data, there was an increase in English Learner (EL) students making progress toward typical growth, rising from 89% in 2021-2022 to an impressive 148% in 2022-2023. Moreover, reading placement for EL students improved, with 33% achieving at or above grade level in 2022-2023 compared to 27% in the previous year. Math proficiency among EL students exhibited growth, with 27% performing at grade level in math, up from 20% in the previous year, as reported by iReady.

Chronic Absenteeism:

There was a decrease in chronic absenteeism, with a lower percentage of students missing 20% or more of the school year (from 21.99% in 2020-2021 to 17.69% in 2021-2022). Furthermore, the percentage of students with less than 5% absenteeism also declined from 39.72% to 24.39%.

Healthy Kids Survey:

The Healthy Kids Survey highlighted positive sentiments among students in 7th, 9th, 12th grades, and at Ridgeview High School regarding the support they received from staff and their sense of belonging within the school community. Additionally, the survey indicated a decrease in reports of feeling sad or hopeless in the last 12 months across all grade levels, except for 11th grade.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Paradise Unified School District has identified four critical areas of focus: reducing chronic absenteeism, implementing the RULER Approach for social and emotional learning, enhancing student achievement in ELA and Math through the PLC process, and reducing suspension rates for all students.

In light of the 2018 Camp Fire and the Covid-19 pandemic, PUSD is committed to ensuring that students attend school regularly and avoid chronic absenteeism. The 2022 CA School Dashboard indicates that all student groups were classified under the "Very High" performance category for chronic absenteeism, with 44.6% of all students being chronically absent. PUSD is dedicated to promoting daily school attendance and fostering student engagement in learning.

PUSD continues to prioritize trauma-informed practices in the classroom, recognizing the impact of the 2018 Camp Fire and the Covid-19 pandemic. The district has employed counselors and trains its staff in the RULER Approach, a comprehensive approach to social and emotional learning that is implemented district-wide.

Improving Math and ELA scores is a key objective for Paradise Unified School District, as indicated by previous CAASPP and current iReady scores. The CAASPP test scores revealed that all students performed in the "Low" category on the CA School Dashboard in the Spring of 2022. Some student groups, such as Homeless, those with 2 or more races, and Students with Disabilities, scored in the "Very Low" range in both ELA and Math. Additionally, Hispanic students scored in the "Very Low" category in Math.

The Spring 2023 Reading iReady results demonstrate that 47% of K-8th grade students and Ridgeview students are performing at grade level based on the iReady Diagnostic assessment. While this marks an improvement from the previous year, there is a continued focus on increasing the percentage of students performing at grade level. Similarly, the Spring 2022 Math iReady results indicate that 40% of K-8th grade and Ridgeview students are at grade level according to the Math iReady Diagnostic, showcasing progress from the previous year but emphasizing the need for further improvement.

According to the CA State Dashboard, the suspension rate was rated as "Very High." This serves as a crucial area of focus for PUSD, and efforts will be directed towards reducing suspension rates for all students.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The Paradise Unified School District (PUSD) has developed a comprehensive three-year plan called the LCAP, which outlines its objectives, strategies, services, and expenditures to promote favorable student outcomes aligned with state and local priorities. The PUSD 2023-2024 LCAP encompasses goals in three key areas:

Goal #1: Ensuring Equal Access and Engaging Curriculum

PUSD is dedicated to providing every student with equitable access to a challenging and relevant standards-based curriculum, as well as differentiated learning experiences that equip them with the necessary 21st-century skills for college and careers. We are working on implementing this goal by strengthening Professional Learning Community (PLC) teams for each grade level and continuing to identify essential Math and ELA standards for grades TK-12.

Goal #2: Creating Safe and Supportive Learning Environments

PUSD aims to cultivate positive, safe, clean, and well-equipped learning environments that enhance the social, emotional, and physical well-being of students. The district will continue implementing RULER, a program developed by Yale University, and provide ongoing professional development and best practices in Social-Emotional Learning (SEL) for staff members. Additionally, PUSD will address chronic absenteeism among students and raise awareness among all Educational Partners about the impact of regular school attendance.

Goal #3: Fostering Strong Educational Partnerships

PUSD will establish exceptional connections by actively engaging all educational partners in promoting diverse opportunities for parents, students, staff, and community members to participate in the learning process and contribute to the rebuilding of the Paradise Unified School District. PUSD encourages Educational Partners to offer their ideas and support as the district moves forward with the school rebuilding process.

PUSD remains steadfast in its commitment to create positive learning environments that prioritize academic growth within safe and emotionally supportive classrooms. Students in grades K-12 will receive targeted interventions to support their academic progress and social-emotional well-being. Maintaining smaller class sizes will enable teachers to form positive relationships with students and provide more individualized support.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

Paradise Unified School District has 4 schools that are eligible for Comprehensive Support and Improvement (CSI):

1. Cedarwood Elementary School
2. Pine Ridge Elementary School
3. Paradise Junior High School
4. Ridgeview Continuation High School

Support for Identified Schools

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

The Paradise Unified School District initiated the Comprehensive Support and Improvement (CSI) process by conducting meetings with all eligible school principals to explain the reasons behind their schools' qualification for CSI and provide an overview of the CSI process. To

ensure that principals had relevant data for their discussions with educational partners, the district organized achievement, attendance, and climate data for each school.

PUSD extended support to the eligible schools through district leadership, the Butte County Office of Education, and Creative Leadership Solutions, with a focus on enhancing student learning, attendance, and emotional well-being.

The district has implemented a continuous improvement model across all CSI schools. Each school identifies areas in need of improvement, selects evidence-based interventions, implements these interventions, and subsequently evaluates and reflects upon their effectiveness. Principals are responsible for engaging educational partners and utilizing data and needs assessments to guide decision-making regarding improvements.

Collaboratively, the eligible schools have established goals and action steps to address identified areas requiring change or improvement. These action steps encompass evidence-based interventions and targeted data goals, which will be monitored and evaluated throughout the implementation of the plan. The relevant assessment data to track the progress of the CSI plan has been determined by the staff, and this information is incorporated into each school's Single Plan for Student Achievement (SPSA).

During the 2023-2024 school year, District Grade Level PLC Teams and Curriculum Leads for each grade level will convene to support improvement initiatives, share evidence-based practices, identify a district-wide assessment for TK-12, and address any identified inequities.

Monitoring and Evaluating Effectiveness

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

PUSD will collect and analyze data and other pertinent information to inform ongoing decision-making district-wide and at the site level. Each school site will collect data on evidence-based interventions it implements. It will then monitor and report on the measurable goals that have been created. We will collect the following data throughout the year to evaluate the implementation of the CSI plan:

- K-6th grade iReady Math, iReady Reading Diagnostics
- 7th-8th and Ridgeview High School- Renaissance Place- STAR Reading and STAR Math
- 9th-12th NWEA MAP data
- Attendance data
- Staff, parent, and student surveys
- Site-specific data for each school

Each school site will continue working with educational partners and updating them on the plan's progress. The district office will also monitor all plans to help support the eligible schools. In addition, the Butte County Office of Education will help our schools by focusing on improving attendance for our chronically absent students.

Lastly, PUSD purchased a systematic and comprehensive computer program that will hold all district data that can be disaggregated by

student groups. This computer system will be used by staff next school year, 2023-2024.

Engaging Educational Partners

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

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

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

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

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

In addition, PUSD disseminated a Parent/Community LCAP survey and an Employee LCAP survey.

PUSD consulted with Butte County SELPA in April 27th, 2024 to discuss how to incorporate compliance monitoring activities with the appropriate priority areas of the LCAP.

Lastly, PUSD presented the LCAP to the parent and community advisory committee in May 2024.

A summary of the feedback provided by specific educational partners.

Based on LCAP surveys, public forums, and the LCAP Advisory meetings, trends and ideas were collected and analyzed by all educational partners:

PUSD employees would like to see:

1. Students attending school
2. Welcoming and supportive school environment for all
3. Students develop socially, emotionally, and academically
4. Smaller class averages
5. Additional social-emotional support and trauma-informed practices training
6. The staff survey shows more PD in trauma-informed practices, MTSS and UDL
7. Three top State Priorities from employees:

- Student Engagement (attendance, behavior)
 - School Climate (safe, secure campuses)
 - Basic Services (adequate facilities; standards-aligned materials for every student)
8. Top 3 trainings staff enjoyed in the last two years:
- Trauma-Informed Practices
 - Writing Instruction
 - iReady Reading and Math
9. Top 3 trainings staff would like to see next year
- Trauma-Informed Practices and MTSS
 - UDL
 - Writing Instruction

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

1. Three Top State Priorities from Parents:

- School Climate- (Safe and secure campuses)
 - Students have access to and are enrolled in a broad course of study (Social Science, Science, Health, PE, Visual and Performing Arts, World Languages)
 - Parent Involvement (parent input in decision making, active communication with teachers/school)
2. Engaging in programs, classes, and activities that will cultivate a sense of community and academics that prepare students for success
3. Additional social and emotional support
4. Improvement in the College and Career indicator data
5. The learning gap closed; students have had two years of loss of learning
6. More communication with staff- grades, child's progress, important events, Board meetings, notification of student needs, parent involvement opportunities, timely inputting in series, more parent-teacher conferences
7. Email is the preferred way to communicate with the school. Next is texting and then phone calls.

Student Stakeholder Group would like to see the following:

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

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

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

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

PUSD will continue interventions for Paradise Junior High and Paradise Senior High students. In addition, PUSD added expanded learning opportunities: credit recovery for 9-12, an extended school year for students who need extra time and support and a new 7th-12th grade Reading and Math intervention for all students.

Educational partners are concerned about students' social and emotional well-being due to the Camp Fire and Covid-19. PUSD added the inclusion of metrics for social-emotional support for all students and increased training and funding for staff in the Ruler Approach.

PUSD sees the importance of educational partner feedback in all areas, especially as PUSD continues to rebuild schools, continue school improvement efforts, and reconnect with the community. As a result of seeing the importance of educational partner feedback, PUSD will continue to have a goal that focuses on strengthening the relationships with educational partners.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Analysis of student performance on local assessments in 2020-2021 showed that K-9 grade students are 26% on grade level in Reading according to iReady. 10th-grade students are 41% high, and high average, and 11th-grade students are 53% high and high average in Reading according to NWEA MAP. In math, 21% of K-8th graders are on grade level as measured by iReady. 9th and 10th-grade students are 33% high and high average, and 11th grade students are 59% high and high average as measured by NWEA MAP.

Due to stakeholders concerned about the Reading and Math diagnostic results from iReady and NWEA MAP, PUSD will focus on engaging standards-based curriculum, differentiation in each classroom, best practices, evidence-based interventions, and implementation of a continuous improvement cycle. Actions have been included under Goal #1 that support learning for all. PUSD will continue with smaller class sizes in K-12 and add more intervention support at Paradise Junior High and Paradise High School. In addition, PUSD uses MTSS to support students academically, behaviorally, and emotionally.

Metrics have been included under Goal #1, which are precise data points that PUSD will be monitoring to focus on improvement. PUSD will be monitoring iReady, and NWEA MAP for K-12 graders, English Learner progress, graduation rate, college and career data, and students enrolled in a broad course of study. In addition, we have broken down a lot of baseline data into student groups so PUSD can monitor student groups.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|---|---|----------------|---|
| Priority 4: Pupil Achievement/ 2017-2018 ELA Statewide Assessment/CAASPP | CAASPP Scores from 2017-2018) All Students | CAASPP Scores for 2020-2021 All Students (198 out of 732 tested) | CAASPP Scores for 2021-2022 All Students (651 out of 699 tested) | | CAASPP ELA All Students 55% of students district wide will meet |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|--|--|--|----------------|---|
| | <p>39.86% of students district wide met or exceeded standard for ELA as measured by the spring 2018 CAASPP results.</p> <p>All students are 26.3 points below the standard measured by SBAC ELA results on the California School Dashboard. (Yellow)</p> <p>11th Grade ELA-CAASPP Standard Exceeded-17.95% Standard Met- 34.8% Standard Nearly Met-25.27% Standard Not Met-21.98%</p> <p>English Learners PUSD English Learner student achievement in ELA declined 20.4 points. English Learners are 77.1 points below the standard measured by SBAC ELA results on the California School Dashboard. (Red)</p> | <p>37.37% of students district-wide met or exceeded the standard for ELA as measured by the spring 2021 CAASPP results.</p> <p>11th Grade ELA-CAASPP Standard Exceeded-14.89% Standard Met- 24.82% Standard Nearly Met-33.33% Standard Not Met-26.95%</p> <p>(Data not available for subgroups due to the small size of students testing.)</p> | <p>32.10% of students district-wide met or exceeded the standard for ELA as measured by the spring 2022 CAASPP results.</p> <p>All students are 46.9 points below the standard measured by SBAC ELA results on the California School Dashboard.</p> <p>11th Grade ELA-CAASPP Standard Exceeded-13.51% Standard Met- 18.02% Standard Nearly Met-33.33% Standard Not Met-35.14%</p> <p>(Data not available for subgroups due to the small size of students testing.)</p> | | <p>or exceed state standard for ELA.</p> <p>All students will increase 37 points as measured by the CA School Dashboard.</p> <ul style="list-style-type: none"> • 26.3 to 10.7 (Green) <p>English Learners will increase by 45 points as measured by the CA School Dashboard.</p> <ul style="list-style-type: none"> • 77.1 to -32.1 (Yellow) <p>Students with Disabilities will increase by 46 points as measured by the CA School Dashboard. -115.1 to -69.1(Yellow)</p> <p>Socioeconomically Disadvantaged students will increase 40 points as measured by the CA School Dashboard. -44.7 to -4.7 (Green)</p> <p>Homeless students</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|---|----------------|----------------|----------------|--|
| | <p>Students with Disabilities The ELA achievement of students with disabilities declined 3 points. Students with disabilities are 115.1 points below the standard measured by SBAC ELA results on the California School Dashboard. (Red)</p> <p>Socioeconomically Disadvantaged Socioeconomically disadvantaged student achievement district-wide in ELA maintained 1.6 points. Socioeconomically Disadvantaged students are 44.7 points below standard measured by SBAC ELA results on the California School Dashboard. (Orange)</p> <p>Homeless Homeless student achievement district-wide in ELA maintained -1.7</p> | | | | <p>will increase 42 points as measured by the CA School Dashboard. -46.1 to -4.1 (Green)</p> <p>Hispanic students will increase 42 points as measured by the CA School Dashboard. -46.1 to -4.1 (Green)</p> <p>CAA Increase Level 3-Understanding to 42.1%</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|-----------------------------------|-----------------------------------|----------------|--|
| | <p>points. Homeless students are 46.1 points below standard measured by SBAC ELA results on the California School Dashboard. (Orange)</p> <p>Hispanic Hispanic student achievement district-wide in ELA maintained -2.4 points. Hispanic students are 41.4 points below standard measured by SBAC ELA results on the California School Dashboard. (Orange)</p> <p>California Alternate Assessment 48 Students Total Level 1- Limited Understanding 39.6% Level 2-Foundational Understanding 33.3% Level 3- Understanding 27.1%</p> | | | | |
| Priority 4: Pupil Achievement/ 2017-2018 Math Statewide Assessment/CAASPP | <p>Math CAASPP Scores from 2017-2018</p> <p>All Students</p> | Math CAASPP Scores from 2020-2021 | Math CAASPP Scores from 2021-2022 | | <p>Math CAASPP Scores</p> <p>50% of all All Students district wide will meet</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|---|--|---|----------------|---|
| | <p>31.25% of students district wide met or exceeded standard for Math as measured by the spring 2018 CAASPP results.</p> <p>Student achievement district-wide in math increased 5.1 points. All students are 54.5 points below standard measured by SBAC Math results on the California School Dashboard. (Yellow)</p> <p>11th Grade Math-CAASPP- Standard Exceeded- 14.44% Standard Met- 22.59% Standard Nearly Met- 18.52% Standard Not Met- 44.44%</p> <p>Students with Disabilities The math achievement for students with disabilities decreased by 4 points. Students</p> | <p>All Students (190 out of 732 tested) 20.52% of students district-wide met or exceeded the standard for Math as measured by the spring 2021 CAASPP results.</p> <p>11th Grade Math-CAASPP- Standard Exceeded- 8.21% Standard Met- 14.93% Standard Nearly Met- 20.90% Standard Not Met- 55.97%</p> <p>(Data not available for subgroups due to the small size of students testing.)</p> | <p>All Students (649 out of 699 tested) 23.30% of students district-wide met or exceeded the standard for Math as measured by the spring 2022 CAASPP results.</p> <p>All students are 81.4 points below standard measured by SBAC Math results on the California School Dashboard.</p> <p>11th Grade Math-CAASPP- Standard Exceeded- 1.74% Standard Met- 13.91% Standard Nearly Met- 17.39% Standard Not Met- 66.96%</p> <p>(Data not available for subgroups due to the small size of students testing.)</p> | | <p>or exceed standard for Math as measured by the spring 2018 CAASPP results.</p> <p>All students will increase 40 points as measured by the CA School Dashboard. - 54.5 to -14.5. (Green)</p> <p>Students with Disabilities will increase 67 points as measured by the CA School Dashboard. - 161.6 to -94.6 (Yellow)</p> <p>Foster Youth will increase 45 points as measured by the CA School Dashboard. - 99 to -54 (Yellow)</p> <p>English Learners will increase 45 points as measured by the CA School Dashboard. - 91.3 to -46.3 (Yellow)</p> <p>Socioeconomically Disadvantaged will increase 45 points as measured by the CA</p> |

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

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

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|---|---|----------------|--|
| Priority 4: Pupil Achievement/ Local Reading Academic Assessment/ iReady Diagnostic (K-9th) and NWEA MAP Reading (10th-11th) | <p>iReady Spring 2021 Reading Diagnostic</p> <p>K-9th Grade and Ridgeview Students</p> <p>According to the 3rd Reading Diagnostic Results (Standard View): 46% of students are on or above grade level. 28% of students are one grade level below or early on grade level. 26% of students are two or more grade levels below</p> <p>According to the Diagnostic Growth Report: 40% of K-9th grade students and Ridgeview students made 100% of the annual typical growth target in Reading as assessed by the iReady diagnostic.</p> <p>Paradise Ridge Elementary (PRS)-</p> | <p>iReady Spring 2022 Reading Diagnostic</p> <p>K-8th Grade and Ridgeview Students</p> <p>According to the 3rd Reading Diagnostic Results (Standard View): 44% of students are on or above grade level. 30% of students are one grade level below or early on grade level. 25% of students are two or more grade levels below</p> <p>According to the Diagnostic Growth Report: 53% of K-9th grade students and Ridgeview students made 100% of the annual typical growth target in Reading as assessed by the iReady diagnostic.</p> <p>Paradise Ridge Elementary (PRS)-</p> | <p>iReady Spring 2023 Reading Diagnostic</p> <p>K-8th Grade</p> <p>According to the 3rd Reading Diagnostic Results (Standard View): 46% of students are on or above grade level. 27% of students are one grade level below or early on grade level. 27% of students are two or more grade levels below</p> <p>According to the Diagnostic Growth Report: 54% of K-8th grade students made 100% of the annual typical growth target in Reading as assessed by the iReady diagnostic.</p> <p>Paradise Ridge Elementary (PRS)- 60% of students met</p> | | <p>iReady Reading Diagnostic K-9th Grade and Ridgeview Students</p> <p>50% of K-9th grade students and Ridgeview students will be on grade level as measured by iReady Diagnostic.</p> <p>60% of K-9th grade students and Ridgeview students will make 100% of the annual typical growth target in Reading as assessed by the iReady diagnostic.</p> <p>Each school will have 60% or more of their students making 100% of the annual typical growth target.</p> <p>NWEA MAP Reading Diagnostic Overall we want to see an increase in High and High Average scores and a</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|---|---|---|----------------|--|
| | 47% of students met 100% of the annual typical growth. Paradise eLearning Academy (PELA) - 41% of students met 100% of the annual typical growth. Cedarwood Elementary (CDW)- 37% of students met 100% of the annual typical growth Pine Ridge (PRS) - 36% of students met 100% of the annual typical growth Paradise Intermediate School (PINT)- 33% of students met 100% of the annual typical growth | 57% of students met 100% of the annual typical growth. Paradise eLearning Academy (PELA) - 65% of students met 100% of the annual typical growth. Cedarwood Elementary (CDW)- 48% of students met 100% of the annual typical growth Pine Ridge (PRS) - 47% of students met 100% of the annual typical growth Paradise Intermediate School (PINT)- 56% of students met 100% of the annual typical growth | 100% of the annual typical growth. Cedarwood Elementary (CDW)- 55% of students met 100% of the annual typical growth Pine Ridge (PRS) - 50% of students met 100% of the annual typical growth Paradise Junior High School (PINT)- 45% of students met 100% of the annual typical growth NWEA MAP Winter 2023 Reading Diagnostic 9th Grade Overall Performance in Reading-102 students | | decrease in Low and Low average. NWEA MAP Reading Diagnostic 10th Grade Overall Performance in Reading 60% of 10th grade students will be in the High or High Average Percentile NWEA MAP Reading Diagnostic 11th Grade Overall Performance in Reading 55% of 11th grade students will be in the High or High Average Percentile |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|---|---|--|----------------|-----------------------------|
| | <p>NWEA MAP Winter 2021 Reading Diagnostic 10th Grade Overall Performance in Reading- 67 students</p> <p>High %ile>80= 13%(9 students) HiAvg %ile 61-80= 28% (19 students) Avg %ile 41-60= 25% (17 students) LoAvg %ile 21-40= 19% (13 students) Lo %ile <21= 13% (9 students)</p> <p>NWEA MAP Winter 2021 Reading Diagnostic- 66 students 11th Grade</p> | <p>Overall Performance in Reading-116 students High %ile>80= 7%(8 students) HiAvg %ile 61-80= 14% (16 students) Avg %ile 41-60= 21% (24 students) LoAvg %ile 21-40= 19% (22 students) Lo %ile <21= 40% (46 students)</p> <p>NWEA MAP Winter 2022 Reading Diagnostic 10th Grade Overall Performance in Reading- 101 students</p> <p>High %ile>80= 16% (16 students) HiAvg %ile 61-80= 15% (15 students) Avg %ile 41-60= 24% (24 students) LoAvg %ile 21-40= 23% (23 students) Lo %ile <21= 23% (23 students)</p> | <p>High %ile>80= 7%(7 students) HiAvg %ile 61-80= 22% (22 students) Avg %ile 41-60= 19% (19 students) LoAvg %ile 21-40= 24% (24 students) Lo %ile <21= 29% (30 students)</p> <p>NWEA MAP Winter 2023 Reading Diagnostic 10th Grade Overall Performance in Reading- 90 students</p> <p>High %ile>80= 7% (6 students) HiAvg %ile 61-80= 16% (14 students) Avg %ile 41-60= 20% (18 students) LoAvg %ile 21-40= 21% (19 students) Lo %ile <21= 37% (33 students)</p> <p>NWEA MAP Winter 2023 Reading</p> | | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|--|---|---|----------------|-----------------------------|
| | Overall Performance in Reading High %ile>80= 24%(16 students) HiAvg %ile 61-80= 29% (19 students) Avg %ile 41-60= 24% (16 students) LoAvg %ile 21-40= 21% (14 students) Lo %ile <21= 2% (1 student) | NWEA MAP Winter 2022 Reading Diagnostic- 46 students 11th Grade Overall Performance in Reading High %ile>80= 4%(2 students) HiAvg %ile 61-80= 15% (7 students) Avg %ile 41-60= 28% (13 students) LoAvg %ile 21-40= 20% (9 students) Lo %ile <21=33% (15 student) NWEA MAP Winter 2022 Reading Diagnostic- 42 students 12th Grade Overall Performance in Reading High %ile>80= 10%(4 students) HiAvg %ile 61-80= 21% (9 students) Avg %ile 41-60= 33% (14 students) | Diagnostic- 83 students 11th Grade Overall Performance in Reading High %ile>80= 10% (8 students) HiAvg %ile 61-80= 29% (24 students) Avg %ile 41-60= 20% (17 students) LoAvg %ile 21-40= 22% (18 students) Lo %ile <21=19% (16 student) NWEA MAP Winter 2023 Reading Diagnostic- 50 students 12th Grade Overall Performance in Reading High %ile>80= 4%(2 students) HiAvg %ile 61-80= 18% (9 students) Avg %ile 41-60= 20% (10 students) LoAvg %ile 21-40= 32% (16 students) Lo %ile <21=26% (13 students) | | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|----------------|---|
| | | LoAvg %ile 21-40= 14% (6 students) Lo %ile <21=21% (9 students) | | | |
| Priority 4: Pupil Achievement/ Local Math Academic Assessment/ iReady Diagnostic (K-8th) and NWEA MAP Math (9th-11th) | <p>iReady Spring 2021 Math Diagnostic K-9th Grade and Ridgeview Students</p> <p>According to the 3rd Math Diagnostic Results: 40% of students are on or above grade level. 36% of students are one grade level below or early on grade level. 25% of students are two or more grade levels below</p> <p>According to the Diagnostic Growth Report: 36% of K-9th grade students and Ridgeview students</p> | <p>iReady Spring 2022 Math Diagnostic K-9th Grade and Ridgeview Students</p> <p>According to the 3rd Math Diagnostic Results: 37%of students are on or above grade level. 42% of students are one grade level below or early on grade level. 24% of students are two or more grade levels below</p> <p>According to the Diagnostic Growth Report: 47% of K-9th grade students and Ridgeview students made 100% of the</p> | <p>iReady Spring 2023 Reading Diagnostic</p> <p>According to the 3rd Math Diagnostic Results: 40%of students are on or above grade level. 37% of students are one grade level below or early on grade level. 23% of students are two or more grade levels below</p> <p>According to the Diagnostic Growth Report: 50% of K-9th grade students made 100% of the annual typical growth target in Math</p> | | <p>iReady Math Diagnostic K-8th Grade and Ridgeview Students</p> <p>50% of K-9th grade students and Ridgeview students will be on grade level as measured by the Math iReady Diagnostic.</p> <p>60% of K-9th grade students and Ridgeview students will make 100% of the annual typical growth target in Math as assessed by the iReady diagnostic.</p> <p>Each school will have 50% or more of their</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|---|--|--|----------------|---|
| | <p>made 100% of the annual typical growth target in Math as assessed by the iReady diagnostic.</p> <p>Paradise Ridge Elementary (PRS)- 46% of students met 100% of the annual typical growth.</p> <p>Cedarwood Elementary (CDW)- 36% of students met 100% of the annual typical growth.</p> <p>Paradise Junior High- 30% of students met 100% of the annual typical growth.</p> <p>Pine Ridge School (PRS) - 26% of students met 100% of the annual typical growth.</p> <p>Paradise eLearning Academy (PELA) - 19% of students met 100% of the annual typical growth.</p> | <p>annual typical growth target in Math as assessed by the iReady diagnostic.</p> <p>Paradise Ridge Elementary (PRS)- 49% of students met 100% of the annual typical growth.</p> <p>Cedarwood Elementary (CDW)- 44% of students met 100% of the annual typical growth.</p> <p>Paradise Junior High School - 64% of students met 100% of the annual typical growth.</p> <p>Pine Ridge School (PRS) - 36% of students met 100% of the annual typical growth.</p> <p>Paradise eLearning Academy (PELA) - 37% of students met 100% of the annual typical growth.</p> | <p>as assessed by the iReady diagnostic.</p> <p>Paradise Ridge Elementary (PRS)- 57% of students met 100% of the annual typical growth.</p> <p>Cedarwood Elementary (CDW)- 43% of students met 100% of the annual typical growth.</p> <p>Paradise Junior High School -46% of students met 100% of the annual typical growth.</p> <p>Pine Ridge School (PRS) - 50% of students met 100% of the annual typical growth.</p> | | <p>students making 100% of the annual typical growth target.</p> <p>NWEA MAP Math Diagnostic 9th Grade- Overall Performance in Math 50% of 9th grade students will be in the High or High Average Percentile.</p> <p>NWEA MAP Math Diagnostic 10th Grade- Overall Performance in Math 50% of 10th grade students will be in the High or High Average Percentile</p> <p>NWEA MAP Math Diagnostic 11th Grade Overall Performance in Math 74% of 11th grade students will be in the High or High Average Percentile.</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|---|--|---|----------------|-----------------------------|
| | Ridgeview (RDV)- Not enough data | Ridgeview (RDV)- Not enough data | NWEA MAP Winter 2023 Math Diagnostic- 49 students | | |
| | NWEA MAP Winter 2021 Math Diagnostic 9th Grade- Overall Performance in Math High %ile>80= 8%(3 students) HiAvg %ile 61-80= 25% (10 students) Avg %ile 41-60= 20% (8 students) LoAvg %ile 21-40= 35% (14 students) Lo %ile <21= 13% (5 students) | NWEA MAP Winter 2022 Math Diagnostic- 81 students 9th Grade- Overall Performance in Math High %ile>80= 17%(14 students) HiAvg %ile 61-80= 26% (21 students) Avg %ile 41-60= 14% (11 students) LoAvg %ile 21-40= 21% (17 students) Lo %ile <21= 22% (18 students) | 9th Grade- Overall Performance in Math High %ile>80= 12%(6 students) HiAvg %ile 61-80= 12% (6 students) Avg %ile 41-60= 22% (11 students) LoAvg %ile 21-40= 24% (12 students) Lo %ile <21= 29% (14 students) | | |
| | NWEA MAP Winter 2021 Math Diagnostic 10th Grade- Overall Performance in Math High %ile>80= 13% (6 students) HiAvg %ile 61-80= 20% (9 students) Avg %ile 41-60= 18% (8 students) LoAvg %ile 21-40= 33% (15 students) Lo %ile <21= 16% (7 students) | NWEA MAP Winter 2022 Math Diagnostic- 82 students 10th Grade- Overall Performance in Math High %ile>80= 26% (21 students) HiAvg %ile 61-80= 23% (19 students) Avg %ile 41-60= 24% (20 students) LoAvg %ile 21-40= 18% (15 students) Lo %ile <21= 9% (7 students) | NWEA MAP Winter 2023 Math Diagnostic- 57 students 10th Grade- Overall Performance in Math High %ile>80= 19% (11 students) HiAvg %ile 61-80= 25% (14 students) Avg %ile 41-60= 16% (9 students) LoAvg %ile 21-40= 19% (11 students) Lo %ile <21= 21% (12 students) | | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|--|---|---|----------------|-----------------------------|
| | <p>NWEA MAP Winter 2021 Math Diagnostic 11th Grade Overall Performance in Math High %ile>80= 47% (20 students) HiAvg %ile 61-80= 12% (5 students) Avg %ile 41-60= 16% (7 students) LoAvg %ile 21-40= 14% (6 students) Lo %ile <21= 12% (5 students)</p> | <p>NWEA MAP Winter 2022 Math Diagnostic - 38 students 11th Grade Overall Performance in Math High %ile>80= 29% (11 students) HiAvg %ile 61-80= 24% (9 students) Avg %ile 41-60= 18% (7 students) LoAvg %ile 21-40= 13% (5 students) Lo %ile <21= 16% (6 students)</p> <p>NWEA MAP Winter 2022 Math Diagnostic - 4 students 12th Grade Overall Performance in Math High %ile>80= 25% (1 students) HiAvg %ile 61-80= 0% (0 students) Avg %ile 41-60= 50% (2 students) LoAvg %ile 21-40= 0% (0 students) Lo %ile <21= 25% (1 students)</p> | <p>NWEA MAP Winter 2023 Math Diagnostic - 17 students 11th Grade Overall Performance in Math High %ile>80= 29% (5 students) HiAvg %ile 61-80= 12% (2 students) Avg %ile 41-60= 35% (6 students) LoAvg %ile 21-40= 12% (2students) Lo %ile <21= 12% (2 students)</p> <p>NWEA MAP Winter 2022 Math Diagnostic - 17 students 12th Grade Overall Performance in Math High %ile>80= 29% (5 students) HiAvg %ile 61-80= 12% (2 students) Avg %ile 41-60=35% (6 students) LoAvg %ile 21-40= 12% (2 students) Lo %ile <21= 12% (2 students)</p> | | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|--|----------------|--|
| Priority 4: % of English Learners who progress in English proficiency | <p>2018 CA Dashboard English Learner Progress</p> <p>Level 4- 43.4% Well Developed Level 3- 32.1% Moderately Developed Level 2- 15.1% Somewhat Developed Level 1- 9.4% Beginning Stage</p> | <p>2020-2021 Summative ELPAC Test Results (19 students enrolled)</p> <p>Level 4- 29.41% Well Developed Level 3- 41.18% Moderately Developed Level 2- 17.65% Somewhat Developed Level 1- 11.76% Minimally Developed</p> | <p>2021-2022 Summative ELPAC Test Results (19 students enrolled)</p> <p>Level 4- 22.22% Well Developed Level 3- 27.78% Moderately Developed Level 2- 44.44% Somewhat Developed Level 1- 5.56% Minimally Developed</p> | | <p>CA Dashboard English Learner Progress</p> <p>Increase the students scoring in Well Developed and decrease the students scoring in Beginning Stage and Somewhat Developed.</p> <p>Increase the percentage of ELs scoring in Well Developed from 43.4% to 60%</p> |

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

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|--|----------------------------------|----------------|----------------|--|
| | <p>Students with Disabilities are 3.3% prepared, as measured by the College and Career Indicator (CCI) on Data Quest.</p> <p>Students with Disabilities are 3.3% approaching prepared, as measured by the College and Career Indicator (CCI) on Data Quest.</p> <p>Students with Disabilities are 93.3% not prepared, as measured by the College and Career Indicator (CCI) on Data Quest.</p> <p>Hispanic students are 11.1% prepared, as measured by the</p> | College/Career Indicator (CCI)." | | | measured by the CCI on Data Quest. CA School Dashboard-Yellow) |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|---|---|----------------|--|
| | <p>College and Career Indicator (CCI) on Data Quest.</p> <p>Hispanic students are 25.9% approaching prepared, as measured by the College and Career Indicator (CCI) on Data Quest.</p> <p>Hispanic students are 63.0% not prepared, as measured by the College and Career Indicator (CCI) on Data Quest.</p> | | | | |
| <p>Priority 4: Pupil Achievement/ % of pupils that pass AP exams with a score of 3 or higher</p> | <p>During the 2019-2020 school year, 56 PUSD students took at least one AP exam. Out of the 56 students who tested, a total of 99 AP exams were taken. Out of the 99 exams, the average scores were 3.0. 65% of exams scored 3 or higher.</p> <p>73% of students who took an AP exam,</p> | <p>During the 2020-2021 year, 41 students took at least one AP exam. Out of the 41 students who tested, a total of 99 exams were taken. Out of the 99 exams, the average score was 2.5.</p> <p>49% of the exams were scores of 3 or higher. N/A</p> | <p>During the 2021-2022 year, 32 students took at least one AP exam. Out of the 32 students who tested, a total of 83 exams were taken. Out of the 83 exams, the average score was 2.56</p> <p>49% of the exams were scores of 3 or higher.</p> | | <p>PUSD would like to see an increase in students taking the AP exams.</p> <p>PUSD would like 85% of students who take an AP exam to pass with a score of 3 or higher.</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|---|--|----------------|--|
| | passed with a score of 3 or higher. | | | | |
| Priority 4: Pupil Achievement/ % of pupils that have successfully completed A-G requirements (CALPADS 1.22) | In the 2019- 2020 school year, 37 students out of 124 met the a-g UC/CSU requirements. 29.8% of the seniors completed A-G requirements. | In the 2020-2021 school year, 27 students out of 137 students met the a-g UC/CSU requirements. 19.7% of the seniors completed A-G-requirements. | In the 2021-2022 school year, 22 students out of 141 students met the a-g UC/CSU requirements. (PELA and PHS) 15.6% of the seniors completed A-G-requirements. | | PUSD will see an increase in students graduating with A-G requirements. 45% of graduating seniors will graduate with A-G-requirements |
| Priority 4: Pupil Achievement/ % of pupils that have successfully completed CTE courses from approved pathways | In the 2019-2020 school year, out of all 9th-12th graders (600 students), 63 students completed CTE courses (51 concentrators & 12 completers). 10.5% of all high school seniors completed CTE courses from approved pathways | In the 2020-2021 school year, out of all 9th-12th graders (at PHS and PELA 551 students), 108 students completed CTE courses (96 concentrators & 12 completers). 19.6% of all high school students completed CTE courses from approved pathways. | In the 2021-2022 school year, out of all 9th-12th graders (at PHS and PELA 556 students), 69 students completed CTE courses (64 concentrators & 5 completers). 12.4% of all high school students completed CTE courses from approved pathways | | PUSD will see an increase in students completing CTE courses from approved pathways. 30% of high school seniors will complete CTE courses from approved pathways. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|--|---|----------------|---|
| Priority 4: Pupil Achievement/ % of pupils that have successfully completed A-G requirements AND that have successfully completed CTE courses from approved pathways | In the 2019-2020 school year, 37 students met the A-G UC/CSU requirements. 5 of those students also successfully complete CTE courses. 4% of students successfully completed A-G requirements AND have successfully completed CTE courses from approved pathways | In the 2020-2021 school year, 27 students out of 137 students met the a-g UC/CSU requirements. 2 of those students also successfully completed at least one CTE Pathway. | In the 2021-2022 school year, 22 students out of 141 students met the a-g UC/CSU requirements. 0 of those students also successfully completed at least one CTE Pathway. | | PUSD will see an increase in students completing A-G requirements and CTE courses. 25% of students will complete A-G requirements and CTE courses |
| Priority 5: Pupil Engagement/ High School Graduation Rates (CA Dashboard and CALPDAS 1.23) | 2019-2020 School Year Students graduating with their cohort district-wide was 84.4% measured by Data Quest, CA Department of Education. Paradise High School- 96.52% Paradise eLearning- 80% Ridgeview Continuation High School- 63.93% | 2020-2021 School Year Students graduating with their cohort district-wide was 91.1% measured by Data Quest, CA Department of Education. Paradise High School- 95.5% Paradise eLearning- 93.2%% Ridgeview Continuation High School- 75.0% | 2021-2022 School Year Students graduating with their cohort district-wide was 92.6% measured by Data Quest, CA Department of Education. Paradise High School- 94.2% Paradise eLearning- 88.9% Ridgeview Continuation High School- 92.6% | | All Students graduating with their cohort district-wide will be 91%. (CA School Dashboard Green) Paradise eLearning will increase the graduation rate to 91%. (CA School Dashboard Green) Ridgeview Continuation High School will increase the graduation rate to |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|--|--|----------------|---|
| | <p>District-wide 86.1% of socioeconomically disadvantaged students graduated with their cohort.</p> <p>District-wide 71.0% of students with disabilities graduated with their cohort.</p> | <p>District-wide 91.3% of socioeconomically disadvantaged students graduated with their cohort. (CA Dashboard)</p> <p>District-wide 71.9% of students with disabilities graduate with their cohort. (CA Dashboard)</p> | <p>District-wide 93% of socioeconomically disadvantaged students graduated with their cohort. (CA Dashboard)</p> <p>District-wide 77.3% of students with disabilities graduate with their cohort. (CA Dashboard)</p> | | <p>80%. (CA School Dashboard Green)</p> <p>Students with disabilities will increase the graduation rate to 81%. (CA School Dashboard Green)</p> |
| <p>Priority 7: Course Access/ Local Metric: A Broad Course of Study/ AP Class enrollment for low income</p> | <p>2019-2020 There were 65 total students enrolled in an AP class in 2019-2020. 31 % of them were Total Free and Reduced students. 20 students 17% of them were Total Free. 11 students</p> | <p>2020-2021 There were 60 total students enrolled in an AP class in 2020-2021. 10% of them were Total Free and Reduced students. (6 students) 30% of them were Total Free (18 students)</p> | <p>2021-2022 There were 81 total students enrolled in an AP class in 2021-2021. 24.69% of them were Total Free and Reduced students. (20 students) 18.51% of them were Total Free (15 students)</p> | | <p>Increase the amount of Total Free and Reduced students enrolled in AP classes.</p> <p>Total Free and Reduced students will increase to 45%. Total Free will increase to 32%.</p> |
| <p>Priority 7: Course Access/ Local Metric: A Broad Course of Study/ Enrollment in a CTE Class</p> | <p>63 students were enrolled in a CTE Pathway class in 2019-2020. 10.5% of students were enrolled in a CTE course last year.</p> | <p>108 students were enrolled in a CTE Pathway class in 2020-2021 25% of students were enrolled in a CTE course last year.</p> | <p>Due to the new CALPADS reporting, CDE is only giving data on completers and not concentrators.</p> | | <p>Increase the enrollment in CTE classes. 25% of students will enroll in a CTE class.</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|---|---|----------------|---|
| | <p>3 Students with Disabilities were enrolled</p> <p>31 students were economically disadvantaged</p> <p>0 English Learners were enrolled</p> | <p>14 students with disabilities were enrolled- 13%</p> <p>61 students were economically disadvantaged- 56%</p> <p>1 English Learner was enrolled</p> | <p>39 students were enrolled in a CTE course in 2021-2022 7.01% of students were enrolled in a CTE course last year.</p> <p>Info below is only for the 5 completers:</p> <p>5 students with a disabilities were enrolled 12.8 %</p> <p>1 students were economically disadvantaged- 2.5%</p> <p>0 English Learners were enrolled</p> | | <p>PUSD would like to see an increase in students with disabilities, economically disadvantaged, English learners`</p> |
| <p>Priority 8: Other Pupil Outcomes: 6th grade and 8th-grade iReady/Local Assessment</p> | <p>44% of 6th Grade Students are Entering Middle School early, mid or above grade level in Reading according to Spring 2021 Diagnostic Growth Report.</p> <p>29% of 6th Grade Students Entering</p> | <p>30% of 6th Grade Students are Entering Middle School early, mid or above grade level in Reading according to Spring 2022 Diagnostic Growth Report.</p> <p>24% of 6th Grade Students Entering</p> | <p>42% of 6th Grade Students are Entering Middle School early, mid or above grade level in Reading according to Spring 2022 Diagnostic Growth Report.</p> <p>28% of 6th Grade Students Entering</p> | | <p>PUSD would like 6th graders entering 7th grade to be at least 50% on grade level in Reading and Math as measured by iReady.</p> <p>PUSD would like 8th graders entering 9th grade to be at least 50% on grade level in</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|--|---|----------------|---|
| | <p>Middle School early, mid or above grade level in Math according to Spring 2021 Diagnostic Growth Report.</p> <p>17% of 8th Grade Students Entering High School early, mid or above grade level in Reading according to Spring 2021 Diagnostic Growth Report.</p> <p>11% of 8th Grade Students Entering High School early, mid or above grade level in Math according to Spring 2021 Diagnostic Growth Report.</p> | <p>Middle School early, mid or above grade level in Math according to Spring 2022 Diagnostic Growth Report.</p> <p>50% of 8th Grade Students Entering High School early, mid or above grade level in Reading according to Spring 2022 Diagnostic Growth Report.</p> <p>16% of 8th Grade Students Entering High School early, mid or above grade level in Math according to Spring 2022 Diagnostic Growth Report.</p> | <p>Middle School early, mid or above grade level in Math according to Spring 2022 Diagnostic Growth Report.</p> | | <p>Reading and Math as measured by iReady.</p> |
| <p>Priority 8: Other Pupil Outcomes/iReady Math and Reading Diagnostic Growth Results for ELs and Foster Youth</p> | <p>Spring 2021 iReady Reading and Math Diagnostic English Learners District-Wide (18 Total)</p> <p>Reading Growth- The median percent</p> | <p>Spring 2022 iReady Reading and Math Diagnostic English Learners District-Wide (11 Total)</p> <p>Reading Growth- The median percent</p> | <p>Spring 2023 iReady Reading and Math Diagnostic English Learners District-Wide (13 Total)</p> <p>Reading Growth- The median percent</p> | | <p>PUSD would like to see an increase in ELs and Foster Youth meeting their Annual Typical Growth in Reading and Math. PUSD would like to see an increase in ELs and Foster Youth</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|---|--|---|----------------|--|
| | <p>progress towards Typical Growth for ELs is 137%. Seven students met 100% of their progress towards Typical Growth.</p> <p>Reading Overall Placement- 33% on or above grade level, 17% one grade level below or early on grade level, 28% two or more grade level below, 22% not completed.</p> <p>Math Growth- The median percent progress towards Typical Growth for ELs is 88%. Six students met 100% of their progress towards Typical Growth.</p> <p>Math Overall Placement- 28% on or above grade level, 28% one grade level below or early on grade level, 22% two or more grade level below, 22% not completed.</p> | <p>progress towards Typical Growth for ELs is 89%. Five students met 100% of their progress towards Typical Growth.</p> <p>Reading Overall Placement- 27% on or above grade level, 20% one grade level below or early on grade level, 33% two or more grade level below, 20% not completed.</p> <p>Math Growth- The median percent progress towards Typical Growth for ELs is 123%. Seven students met 100% of their progress towards Typical Growth.</p> <p>Math Overall Placement- 20% on or above grade level, 40% one grade level below or early on grade level, 20% two or more grade level below, 20% not completed.</p> | <p>progress towards Typical Growth for ELs is 148%. Ten students met 100% of their progress towards Typical Growth.</p> <p>Reading Overall Placement-33% on or above grade level, 40% one grade level below or early on grade level, 13% two or more grade level below</p> <p>Math Growth- The median percent progress towards Typical Growth for ELs is 91%. Seven students met 100% of their progress towards Typical Growth.</p> <p>Math Overall Placement- 27% on or above grade level, 27% one grade level below or early on grade level, 20% two or more grade level below.</p> | | <p>on grade level as measured by iReady.</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|---|--|---|----------------|-----------------------------|
| | <p data-bbox="388 370 707 548">Spring 2021 iReady Reading and Math Diagnostic Foster Youth District-Wide (10 total)</p> <p data-bbox="388 591 707 915">Reading Growth- The median percent progress towards Typical Growth for Foster Youth is 110%. Five students met 100% of their progress towards Typical Growth.</p> <p data-bbox="388 958 707 1282">Reading Overall Placement- 40% on or above grade level, 20% one grade level below or early on grade level, 20% two or more grade level below, 20% not completed.</p> <p data-bbox="388 1325 707 1497">Math Growth- The median percent progress towards Typical Growth for Foster Youth is 87%.</p> | <p data-bbox="724 298 1043 438">There are a total of 3 Foster Youth in PUSD, due to this, we are not listing scores.</p> | <p data-bbox="1058 224 1377 363">There are a total of 8 Foster Youth in PUSD, due to this, we are not listing scores.</p> | | |

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

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|----------------|--------------|
| 1.1 | Increasing student services by decreasing class average | Reduce class average to allow for more individualized teacher-student instructional time, support social and emotional learning, mitigate learning loss and close the ELA/literacy and the math achievement gap between EL students, Foster Youth, Homeless students, and the general population. TK-3rd grade classes may average from 18-20 students, in 4th-6th grade classes may average from 20-24 students, and in 7th-12th grade, math and English may range from 20-25 students. | \$1,185,000.00 | Yes |
| 1.2 | Full Day Transitional Kindergarten and Kindergarten | Provide full-day transitional kindergarten and kindergarten programs to increase student learning and achievement. PUSD has 3 TK teachers (one at each elementary school) and 4 total K teachers in the district. | \$490,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|--------------|--------------|
| 1.3 | Intervention and Support Classes at Paradise High School | Increase intervention and support classes at Paradise High School to support learning loss in math and ELA and increase the graduation rate. PHS has built-in more intervention and support classes at PHS to support unduplicated students' academic success. Targeted interventions focused on unduplicated students will help close the achievement gap. Assessments and grades will monitor this action. This pays for 4 teachers for 6 periods serving 124 students. | \$85,000.00 | Yes |
| 1.4 | Tier II and Tier III HS Transitional Programs | Supporting high school students with Tier II and Tier III interventions for their academic success and overall well-being. We will have a lead teacher and other staff target interventions to help students overcome challenges. Decisions will be data-driven, there will be a collaborative team approach, family involvement and progress monitoring will take place. | \$175,000.00 | Yes |
| 1.5 | Comprehensive Support and Improvement (CSI) | All PUSD schools eligible for Comprehensive Support and Improvement (CSI) will receive extra funding to improve areas where each school was identified for CSI. All eligible CSI schools will detail the CSI expenditures related to LCAP goals in the school site SPSA. A CSI coordinator will continue to monitor data, plans, budgets, and evidence-based interventions to improve in all CSI areas. | \$660,362.00 | No |
| 1.6 | Creating and supporting CTE and Pathway Supports and Services. | Strengthen and support Career Technical Education and Pathway supports and services for students in grades 7-12 to ensure that PUSD students graduate with the skills required for globally competitive college and career readiness. We will be concentrating on expanding our construction class program to ensure students have the skills necessary to be part of the rebuilding of their town. In addition, staff will focus on College and Career Readiness Anchor Standards and College and Career Readiness. | \$300,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|--------------|--------------|
| | | https://www.cde.ca.gov/be/st/ss/elaanchorstandards.asp https://www.cde.ca.gov/ta/ac/cm/documents/collegecareerready18.pdf | | |
| 1.7 | Provide funding for school sites to support STEAM (Science, Technology, Engineering, Arts, and Math) in classrooms, schools or STEAM labs. (No longer funded through LCFF Funds.) | (No Longer Implemented) Increase student accessibility, equity and engagement by funding STEAM ((Science, Technology, Engineering, Arts, and Math) in schools. Each site will use funds to continue to build their STEAM labs. (No longer funded through LCFF Funds.) | \$0.00 | |
| 1.8 | Visual and Performing Arts (VAPA) (No longer funded through LCFF Funds.) | Strengthen VAPA services and supports in all grades to improve student success, achievement and engagement. This will support band at 6th through 12th grade and also offer VAPA supplies district wide. (No longer funded through LCFF Funds.) | \$0.00 | |
| 1.9 | ELD and Testing Support for EL students | This will help support the costs for one teacher on special assignment acting as a lead teacher who will focus on testing and supporting EL students by assessing them and connecting with teachers who have EL students. We will also use this money to offer training for ELD. | \$35,000.00 | No Yes |
| 1.10 | Ridgeview Continuation High School (RDV) Extended Day and Lead Teacher | Provide an extended day instructional schedule at Ridgeview Continuation High School. Provide a lead teacher at RDV to help support and coach all staff, build capacity for PBIS, and support and work with students. | \$225,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|-------------|--------------|
| 1.11 | MTSS for Math and ELA Supports and Interventions (No longer funded through LCFF Funds) | Using a Multi-Tiered System of Supports MTSS, PUSD will identify students early in the school year and provide support with targeted math and ELA interventions. (No longer funded through LCFF Funds) | \$0.00 | |
| 1.13 | Intervention and Support Classes at Paradise Junior High | Two periods of Math support and two periods of ELA support for 7th and 8th grade students at Paradise Junior High School. | \$90,000.00 | No |
| 1.14 | Expanded Learning Opportunities | PUSD will offer an extended school year for an additional two weeks. These classes will be taught by certificated teachers and will focus on reading and math. In addition, PUSD will offer credit recovery for our 9th-12th grade students who have failed classes and need to make up credits. Lastly, PUSD will offer after-school tutoring and enrichment programs throughout the year. | \$57,564.00 | No |

Goal Analysis [2022-23]

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

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

PUSD successfully implemented the actions outlined in Goal #1, achieving positive outcomes across various areas. Notably, significant progress was made in reducing class averages from TK-12th grade, implementing CSI plans, and offering ELA and math interventions for middle school students. A particular highlight was the support provided to our English Learners. A dedicated lead teacher led the assessment process, thoroughly reviewed the results with students and staff, and extended support services to families.

Furthermore, PUSD effectively maintained and secured funding for its CTE pathways, including Agricultural Mechanics, Woodworking, Engineering Design, and Product Innovation and Design. However, amidst our successes, we encountered a few challenges. We faced limitations in providing academic interventions at the high school level. Additionally, the process of hiring aide support for schools presented its own set of difficulties.

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

PUSD experienced increased LCFF funding over the past year due to increased unduplicated students. This allowed us to enhance support for services aimed at foster youth, English learners, and students from low-income backgrounds. Thanks to the collaborative efforts of our educational partners, who advocated for smaller class sizes, we could allocate more resources towards reducing class sizes for TK/K-3 students. In addition, we successfully increased funding for our high school's Career Technical Education (CTE) program, reinforcing our commitment to preparing students for college and career pathways.

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

We have implemented a series of actions that are closely linked to one another. These include reducing class sizes TK-12, offering full-day TK and K classes, incorporating aid support at elementary schools, implementing CSI plans, and introducing intervention classes at PJHS and PHS.

Promising results have been observed regarding math scores based on the 2021-2022 CAASPP data. District-wide, PUSD experienced an increase from 20.52% to 23.3% in math proficiency, meeting or exceeding the math standards. Moreover, during the 2022-2023 school year, iReady math scores for TK-8 students demonstrated improvement, with the percentage of students performing at or above grade level rising from 37% to 40% compared to the previous year. Additionally, our NWEA MAP results indicated enhanced math proficiency among 11th and 12th-grade students.

In the domain of reading, our 2022-2023 iReady scores revealed progress. K-8 students increased from 44% to 46% in reading placement on or above grade level. Notably, our MAP NWEA results displayed improved reading scores for 9th-grade and 11th-grade students compared to the previous year.

A success story involves Ridgeview Continuation High School, where providing a lead teacher to support and coach staff, build capacity for PBIS, and work directly with students has yielded improved outcomes. The graduation rate at Ridgeview rose significantly from 75% in 2021-2022 to 92% in the 2022-2023 school year.

Allocating funding for a teacher on special assignment dedicated to testing and supporting EL students has also had a positive impact. According to iReady data, there was a notable increase in EL students progressing toward Typical Growth, rising from 89% in 2021-2022 to 148% in 2022-2023. Additionally, reading placement for EL students improved, with 33% achieving on or above grade level in 2022-2023 compared to 27% in the previous year. Furthermore, math proficiency among EL students saw an increase, with 27% performing at grade level in math, up from 20% in the previous year, as reported by iReady.

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

PUSD's goals remained unchanged, along with the metrics and expected outcomes. However, with the influx of increased funding and new resources, we made modifications to the actions under Goal #1.

Thanks to additional VAPA funding from the state, we could allocate LCFF funds towards providing Tier II and Tier III academic and behavioral support to our high school students in need.

Furthermore, we made adjustments to two other actions. Recognizing that schools were utilizing alternative funding sources for their STEAM programs, we decided to reallocate LCFF funds to sustain support for TK/K-3 students by reducing class averages.

PUSD also encountered challenges in hiring aides to assist with student academics and learning. Consequently, we redirected LCFF funding to enhance financial resources for the high school and promote smaller class averages. It is worth mentioning that our educational partners have emphasized the importance of these areas for improvement.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

PUSD wants students to attend school, learn, and feel socially and emotionally supported. To accomplish this, PUSD schools must have a welcoming and accepting learning environment. A positive and supportive learning environment will encourage students to come to school and be engaged in their learning. PUSD students have endured a lot over these last few years, and classrooms need to focus on understanding emotions and concentrate on getting students to perform at grade level and beyond.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|--|----------------|---|
| Priority 1: Basic/ School Facilities in "Good Repair" | 100% of schools district-wide were ranked in good condition, as measured by the spring 2021 F.I.T. reports. | 100% of schools district-wide were ranked in good condition, as measured by the spring 2021 F.I.T. reports. | Four of our schools district-wide were ranked in good condition, as measured by the Winter 2023 F.I.T. reports. Two of our schools district-wide were ranked in Exemplary condition, as measured by the Winter 2023 F.I.T. reports. | | 100% of all schools district wide will be ranked in "Good Condition" as measured by the F.I.T. reports. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|---|---|----------------|--|
| Priority 1: Basic/Instructional Materials/Local Indicator/Student Access to Technology Devices | PUSD will have Chromebooks in their classrooms for all students. | PUSD has Chromebooks in all their classrooms for all students. | PUSD has Chromebooks in all their classrooms for all students. | | 100% of all students will have a Chromebook to use in the classroom. |
| Priority 5: Pupil/Engagement/Chronic Absenteeism/Local Indicator/CALPADS Report | <p>PUSD 2019-2020/Total Chronically Absent/CALPADS Report 14.2</p> <p>Paradise eLearning Academy- 56 students are Chronically Absent (Dataquest H)</p> <p>Paradise Ridge Elementary-37 students are Chronically Absent (Dataquest H)</p> <p>Cedarwood Elementary School- 101 students are Chronically Absent (Dataquest H)</p> <p>Pine Ridge School- 45 students are Chronically Absent (Dataquest H)</p> | <p>PUSD 2020-2021/Totally Chronically Absent/CALPADS Report 14.2</p> <p>Paradise eLearning Academy- 235 students are Chronically Absent (Dataquest H)</p> <p>Paradise Ridge Elementary- 55 students are Chronically Absent (Dataquest H)</p> <p>Cedarwood Elementary School-82 students are Chronically Absent (Dataquest H)</p> <p>Pine Ridge School- 95 students are Chronically Absent (Dataquest H)</p> | <p>PUSD 2021-2022/Totally Chronically Absent/CALPADS Report 14.2</p> <p>Paradise eLearning Academy- 119 students are Chronically Absent (Dataquest H)</p> <p>Paradise Ridge Elementary- 128 students are Chronically Absent (Dataquest H)</p> <p>Cedarwood Elementary School- 110 students are Chronically Absent (Dataquest H)</p> <p>Pine Ridge School- 125 students are Chronically Absent (Dataquest H)</p> | | Overall decrease in students who are chronically absent. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|---|--|----------------|---|
| | <p>Paradise Senior High- 83 students are Chronically Absent (Dataquest H)</p> <p>Paradise Intermediate School- 52 students are Chronically Absent (Dataquest H)</p> <p>Ridgeview Continuation High School- 96 students are Chronically Absent (Dataquest H)</p> | <p>Paradise Senior High- 148 students are Chronically Absent (Dataquest H)</p> <p>Paradise Junior High School- 69 students are Chronically Absent (Dataquest H)</p> <p>Ridgeview Continuation High School- 79 students are Chronically Absent (Dataquest H)</p> | <p>Paradise Senior High- 194 students are Chronically Absent (Dataquest H)</p> <p>Paradise Junior High School- 59 students are Chronically Absent (Dataquest H)</p> <p>Ridgeview Continuation High School- 82 students are Chronically Absent (Dataquest H)</p> | | |
| Priority 5: Pupil/ Engagement/Chronic Absenteeism/California School Dashboard | <p>PUSD 2018-2019 (Year of the Camp Fire)</p> <p>Chronic Absenteeism- All Students 32.5% Chronically Absent (Increase of 13.7%) (Red)</p> <p>American Indian- 49.1%</p> <p>Students with Disabilities- 41.1%</p> <p>ELs- 21.2%</p> <p>Foster Youth- 50%</p> <p>Hispanic- 31.2%</p> <p>Socioeconomically disadvantaged- 34.2%</p> <p>Two or More Races- 28.7%</p> | <p>(This data is not available from the CA Dashboard for the 2020-2021 school year.</p> | <p>PUSD 2021-2022 Chronic Absenteeism- All Students 44.6%</p> <p>American Indian- 75%</p> <p>Students with Disabilities- 49.7%</p> <p>ELs- 41.2%</p> <p>Foster Youth- 55%</p> <p>Hispanic- 45.5%</p> <p>Socioeconomically disadvantaged- 47.9%</p> <p>Two or More Races- 39.4%</p> <p>White- 43.9%</p> | | <p>PUSD will decrease Chronically Absent students to 10% or less to get a rating of Yellow or better on the California School Dashboard</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|--|--|----------------|---|
| | White- 32.6% | | | | |
| Priority 5: Pupil Engagement/Attendance Rate/Local Indicator/CALPADS report | <p>PUSD 2019-2020/CalPads Report 14.1</p> <p>Average for Students Absent <5% = 45%</p> <p>Average for Students Absent >=5% and <10% = 23%</p> <p>Average for Students Absent >=10% and 20% = 14%</p> <p>Average for Students Absent >=20% = 18%</p> | <p>PUSD 2020-2021/CalPads Report 14.1</p> <p>Average for Students Absent <5% = 39.72%</p> <p>Average for Students Absent >=5% and <10% = 20.63%</p> <p>Average for Students Absent >=10% and 20% = 17.66%</p> <p>Average for Students Absent >=20% = 21.99%</p> | <p>PUSD 2021-2022/CalPads Report 14.1</p> <p>Average for Students Absent <5% = 24.39%</p> <p>Average for Students Absent >=5% and <10% = 29.24%</p> <p>Average for Students Absent >=10% and 20% = 28.68%</p> <p>Average for Students Absent >=20% = 17.69%</p> | | Overall there will be a decrease in students absent more than 10% of the school year. PUSD would like to see less than 12% of the student population absent more than 10% of the school year. |
| Priority 5: Middle School Drop Out Rate/Local Indicator/CALPADS Report | There were no middle school drop outs for the 2019-2020 school year as measured by CALPADS. | During the 2020-2021 school year, there was one junior high drop out. | During the 2021-2022 school year, there was one junior high drop out based on the SARB decision for the student being truant and never showed to school. | | PUSD would like the middle school drop out rate to be 0%. |
| Priority 5: High School Drop Out Rate/Local Indicator/CALPADS Report | During the 2019-2020 school year, 27 (12.8%) students dropped out. Paradise eLearning Academy- 7 students (20%) | During the 2020-2021 school year, 16 students dropped out. 1.12 Dropout CalPads Paradise eLearning Academy- 3 students | During the 2021-2022 school year, 9 students dropped out. 1.12 Dropout CalPads Paradise eLearning Academy- 2 students | | PUSD will decrease the high school dropout rate. PUSD would like the dropout rate to be less than 5%. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|--|--|----------------|---|
| | Paradise High School- 2 students (1.74%) Ridgeview Continuation High School- 18 students (29.5) (According to CalPads 15.1) | Paradise High School- 2 students Ridgeview Continuation High School- 11 students | Paradise High School- 4 students Ridgeview Continuation High School- 3 students | | |
| Priority 6: School Climate/ Suspension Rate | In 2019-2020, the suspension rate for all students was 9.1% according to Data Quest. CDW- .3% PELA- 5.1% PINT- 18.1% PRES- 3.1% PHS- 10.8% PRS- 8% RDV- 17.7% | In 2020-2021, the suspension rate for all students was 1.7% according to Data Quest. CDW- 1.5% PELA- 0% PINT- 4% PRES- 0% PHS- 2.3% PRS- 2.5% RDV- 0% | In 2021-2022, the suspension rate for all students was 9.1% according to Data Quest. CDW- 7% PELA- 0% PJH- 9.6% PRES- 3.1% PHS- 11.8% PRS- 11.6% RDV- 21.7% | | PUSD will decrease the suspension rate. PUSD would like the suspension rate to be less than 5%. |
| Priority 6: School Climate/ Expulsion Rate | In 2019-2020, the expulsion rate for all students was .26% according to Data Quest. There was a total of 5 expulsions. | In 2020-2021, the expulsion rate for all students was 0% according to Data Quest. There were 0 expulsions during the 2020-2021 school year. | In 2021-2022, the expulsion rate for all students was 0% according to Data Quest. There were 0 expulsions during the 2021-2022 school year. | | PUSD will decrease all expulsions. PUSD would like the expulsion rate to be less than .26%. |
| Priority 6: School Climate/Other Local | According to the 2020-2021 PUSD LCAP Survey for | According to the 2021-2022 PUSD LCAP Survey for | PUSD used the Healthy Kids Survey | | Over 85% of the students will state they agree or strongly |

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

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

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|--|--|--|----------------|-----------------------------|
| | <p>Grade 12- 80% RDV- 79%</p> <p>3. Students were asked how strongly they agree or disagree with the following statements... I feel close to people at this school... I am happy to be at this school... I feel like I am part of this school... The teachers at this school treat students fairly... I feel safe in my school. The averages below reflect students reporting “Agree” or “Strongly Agree” to the above statements: Grade 7- 65% Grade 8- 50% Grade 9- 51% Grade 10- 56% Grade 11- 62% Grade 12- 67% RDV- 76%</p> <p>4. Students were asked if during the last 12 months they felt so sad or hopeless</p> | <p>Grade 12- 72% RDV- 69%</p> <p>3. Students were asked how strongly they agree or disagree with the following statements... I feel close to people at this school... I am happy to be at this school... I feel like I am part of this school... The teachers at this school treat students fairly... I feel safe in my school. The averages below reflect students reporting “Agree” or “Strongly Agree” to the above statements: Grade 7- 55% Grade 8- 52% Grade 9- 35% Grade 10- 44% Grade 11- 51% Grade 12- 47% RDV- 63%</p> <p>4. Students were asked if during the last 12 months they felt so sad or hopeless</p> | <p>Grade 11- 62% Grade 12- 73% RDV- 72%</p> <p>3. Students were asked how strongly they agree or disagree with the following statements... I feel close to people at this school... I am happy to be at this school... I feel like I am part of this school... The teachers at this school treat students fairly... I feel safe in my school. The averages below reflect students reporting “Agree” or “Strongly Agree” to the above statements: Grade 6- 64% Grade 7- 47% Grade 8- 40 % Grade 9- 34 % Grade 10- 28 % Grade 11- 44% Grade 12- 55% RDV- 62%</p> <p>4. Students were asked if during the last 12 months they felt so</p> | | |

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

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|--------------|--------------|
| 2.1 | Attendance Services to support student absenteeism and chronically absent students. | Provide attendance services, including SARB services to support students who are chronically absent. A teacher on special assignment acting as a lead teacher will track data, support sites and families with students who are chronically absent. | \$100,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|--------------|--------------|
| 2.2 | Transportation K-12 | Transportation is vital for all students in PUSD, particularly foster youth and those from low-income backgrounds. It ensures equitable access to education, enhances safety, and promotes regular attendance. | \$450,000.00 | Yes |
| 2.3 | Information Technology Services District Wide | Provide Information Technology Services to ensure district wide technology and communication services are adequate and appropriate. PUSD will focus on making sure target students have access to technology at each school site. | \$180,000.00 | Yes |
| 2.4 | District Wide School Supervision | Implement a School Security Program and safety devices to ensure safe school sites. We will be concentrating on our new school configurations, providing fencing around all schools, and purchasing additional devices. In addition, we continue to staff Campus Supervisors for the junior and senior high, and Yard Supervisors for TK-6. | \$275,000.00 | Yes |
| 2.5 | PUSD Athletics Program for 6th through 12th Grade | To help support positive adult relationships and strong school ties to the 65% of students involved in athletics, we will offer athletics to 6th through 12th grade. Providing athletic programs for students in grades 6-12 will improve student engagement, achievement, and overall success. We will provide assistant athletic coaches, uniforms, supplies, transportation, and entrance fees for games/tournaments, etc. | \$275,000.00 | Yes |
| 2.6 | Kindergarten Aides | Each Kindergarten classroom will have aide support to focus on students well being and school readiness. Kindergarten aides will support early literacy and numeracy. | \$85,000.00 | Yes |
| 2.7 | Workability- Support Special Education Students 9-12 | PUSD is collaborating with BCOE and SELPA to bring WorkAbility to 9th through 12th graders. WorkAbility will be a model transition program for 9th-12th grade students with disabilities. | \$770,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|--------------|--------------|
| 2.8 | Supporting Special Education Students TK-6th Grade | Each elementary school site will provide support for their students who require a more intensive service model. Both push-in and pull-out services will be implemented with an increase in instructional aide time. This model will allow for students to remain on their home campuses without contributing to further displacement and provides year-to-year continuity with their case manager. | \$220,000.00 | No |
| 2.9 | Instructional Curriculum Materials | Ensuring equitable access to high-quality curriculum that is aligned with CA educational standards. Providing Tier I, Tier II and Tier III resources for SEL and all academic areas. | \$100,000.00 | Yes |
| 2.11 | Title I Program | Provide Administrative Services to oversee Title 1 Program. | \$19,000.00 | No |

Goal Analysis [2022-23]

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

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

PUSD successfully implemented Goal #2 and achieved numerous accomplishments in the process. One success was the impactful role played by our lead teacher in supporting students with attendance issues. Her proactive approach included initiating contact with families at the beginning of the school year to provide immediate support. She maintained ongoing communication with families, identifying barriers and working collaboratively to improve the students' situations.

Additionally, PUSD secured increased LCFF funding, allowing us to introduce a highly effective action under Goal #2: Transportation. This initiative responded to the rise in bus ridership following the campfire incident and our heightened efforts to address chronic absenteeism. By prioritizing transportation, we aim to maximize daily attendance and punctuality among our students.

PUSD provided district-wide information technology support, ensuring seamless access to online curriculum, interventions, and assessments for all students. Despite the constant influx of new devices and ongoing construction, our tech support team swiftly develops and maintains the technology, eliminating any hindrances to students' learning experiences.

Another area where PUSD witnessed success was in supporting athletics, fostering engagement at both the high school and middle school levels. During our educational feedback meetings, students expressed that participating in sports and being part of a team motivated them to attend school. Furthermore, data revealed that PUSD athletes improved their overall grade point averages each year, indicating the positive impact of athletic involvement on academic performance.

Nevertheless, we encountered a challenge in supporting the high school's implementation of the Get Focused, Stay Focused program. Due to some unforeseen issues at the high school, the program faced difficulties getting off the ground. However, we acknowledge this setback and have committed to providing additional support to students in the upcoming year.

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

There were variations between the Budgeted Expenditures and Estimated Actual Expenditures in relation to Goal #2. The primary factor contributing to this difference was the escalating costs associated with salary and employee benefits, particularly within the Special Education department. As a result, there was an increase in expenditure for the action items related to Special Education.

Additionally, the district incurred higher expenses for school security, which can be attributed to salary increases among security personnel. This investment was made to ensure the safety and well-being of students and staff across the district.

The availability of increased LCFF funding presented an opportunity for PUSD to introduce a new action item: Transportation. This addition became necessary due to a growing number of students relying on transportation services, particularly in the aftermath of the Camp Fire incident. As a result, a higher percentage of students now depend on buses for their daily commute, necessitating dedicated resources to support this transportation infrastructure.

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

Chronic absenteeism remains a significant focus for PUSD, and the addition of a teacher leader dedicated to prevention and outreach has proven highly effective in supporting students who struggle with school attendance. Progress was observed in addressing this issue at Paradise eLearning and Paradise Junior High School during the 2021-2022 school year compared to the previous year. Notably, there was a decrease in chronic absenteeism, with fewer students missing 20% or more of the school year (21.99% in 2020-2021 to 17.69% in 2021-2022). Additionally, the percentage of students with less than 5% absenteeism also decreased from 39.72% to 24.39%.

In terms of actions, student athletics, security measures, and special education programs were grouped together. These actions contributed to an overall decrease in the dropout rate from the 2020-2021 to the 2021-2022 school year. Specifically at Ridgeview High School, there were 16 students who dropped out in 2020-2021, which reduced to 9 students in 2021-2022. Notably, there were no expulsions during the latter year.

Moreover, the Healthy Kids Survey highlighted positive sentiments among students in 7th, 9th, 12th and at Ridgeview High School regarding support from staff and a sense of belonging within the school community. Additionally, the survey indicated a decrease in reports of feeling sad or hopeless in the last 12 months across all grade levels except 11th grade.

Overall, these outcomes demonstrate PUSD's concerted efforts in addressing chronic absenteeism, promoting student well-being, and fostering a supportive school environment.

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

PUSD maintained the same expected outcomes and metrics for Goal #2, as well as the goal itself. However, we made revisions to some of the action items associated with this goal. In accordance with the LCAP, we leveraged the increased LCFF funds to introduce actions that support unduplicated students.

Firstly, we reallocated funding to prioritize long-term efforts to enhance early literacy and numeracy in Kindergarten classrooms. Recognizing the critical importance of a strong foundation in these areas, we ensured that resources were directed toward providing comprehensive support for our young learners.

Additionally, we allocated LCFF funds towards addressing Chronic Absenteeism. By aligning the financial resources with this pressing issue, we can implement targeted strategies and interventions to effectively reduce absenteeism rates among our students.

Lastly, we recognized the significance of well-equipped learning environments that foster equity, diversity, and rigor. To this end, we added an action item to the list, focusing on securing curriculum materials for all students. This proactive measure guarantees that all students have access to state-adopted common core curriculum materials, as well as robust Tier II and Tier III programs, ensuring their diverse needs are met comprehensively.

By making these adjustments, PUSD reaffirms its commitment to delivering high-quality education and addressing the unique needs of each student while striving for equitable outcomes.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

PUSD realizes the importance of educational partners' feedback as they rebuild multiple school campuses and strive to support all students academically, socially, and emotionally. Educational partners have valuable perspectives and insights that help create strong schools and identify goals and actions for the district. Educational partners' feedback is vital to PUSD as they rebuild and implement school improvement measures to make each school the best it can be.

Measuring and Reporting Results

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

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|--|--|----------------|---|
| | | | <p>6.02% Credentialed Teachers Assigned Out-of-Field</p> <p>8.33% Unknown</p> <p>Total Teaching Positions- 122.8 teachers</p> | | |
| Priority 1: Basic/ Standards-Aligned Instructional Materials | PUSD classrooms have sufficient instructional materials, as verified by the Williams Report. | PUSD classrooms have sufficient instructional materials. | PUSD classrooms have sufficient instructional materials, as verified by the Williams Report. | | 100% of PUSD classrooms will have sufficient instructional materials, as verified by the Williams Report. |
| Priority 2: Implementation of CCSS for all students/Staff Training and Professional Development Survey | <p>Top Areas of Interest for Staff Training</p> <ol style="list-style-type: none"> 1. 39% - Writing Instruction 2. 35%- Restorative Justice 3. 33%- Trauma-Informed Practices 4. 32%- Project-Based Learning 5. 29%- Reading Instruction 6. 26%- Math Instruction | <p>Top Areas of Interest for Staff Training</p> <ol style="list-style-type: none"> 1. 30.8%- Trauma-Informed Practices 2. 30.8%- MTSS (Multi-Tiered Systems of Support) 3. 28.2%- UDL (Universal Design for Learning) 4. 23.1%- Writing Instruction 5. 20.5% NGSS (Next Generation Science Standards) | <p>Top Areas of Interest for Staff Training (2023-2024)</p> <ol style="list-style-type: none"> 1. 20%- RULER 2. 20% Adopted Curriculum 3. 20%- Trauma-Informed Practices 4. 15%- MTSS 5. 10%- PLC Training with Michelle Cleveland 6. 10% - Wonders and Study Sync 7. 10%- Wonders Writing Training | | Continue gathering areas of interest from staff for training. Next year, we will survey staff on the proficiency of each staff training area. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|---|--|----------------|--|
| | <p>7. 22%- UDL (Universal Design for Learning)</p> <p>8. 22%- RTI (Response to Intervention)</p> <p>9. 20%- Mindfulness</p> <p>10. 20%- MTSS (Multi-Tiered System of Support)</p> <p>Top training and professional development opportunities in the last two years that staff found to be the most effective.</p> <p>1. Capturing Kids Hearts</p> <p>2. Trauma-Informed Practices</p> <p>3. Restorative Justice</p> <p>4. Lots of different distance-learning trainings to help teach online</p> | <p>6. 20.5%- Reading Instruction</p> <p>7. 20.5%- Restorative Justice</p> <p>8. 20.5%- RULER</p> <p>9. 17.9%- RTI</p> <p>10. 17.9%-Developing Common Assessments</p> <p>Top training and professional development opportunities in the last two years that staff found to be the most effective.</p> <p>1. 32.4%- Trauma-Informed Practices</p> <p>2. 21.6%- Writing Instruction</p> <p>3. 18.9% iReady Reading Instruction and/or Intervention</p> <p>4. 18.9% iReady Math Instruction and/or Intervention</p> | <p>8. 10%- iReady Reading Instruction</p> <p>Top training and professional development opportunities in the last two years that staff found to be the most effective.</p> <p>1. 34.8%- Trauma-Informed Practices</p> <p>2. 26.1%- UDL</p> <p>3. 26.1%- TAC- COM Training</p> <p>4. 13%- MTSS</p> | | |
| Priority 2: Implementation of CCSS for all students/Spring 2021 | Employee 2020-2021 LCAP Survey Results (77 responses) | Employee 2021-2022 LCAP Survey Results (44 responses) | Employee 2022-2023 LCAP Survey Results (25 responses) | | PUSD will see an increase in employees stating they strongly agree or agree that the district and site |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|----------------------|--|---|---|----------------|--|
| Employee LCAP Survey | <p>86% of the employees who responded stated they strongly agree or agree that the district and site leadership support instructional strategies, curriculum implementation, and ongoing professional development opportunities.</p> <p>7% of the employees who responded chose "I don't know" when asked if the district and site leadership support instructional strategies, curriculum implementation, and ongoing professional development opportunities.</p> <p>7% of the employees who responded strongly disagreed or disagreed when asked if the district and site leadership support instructional strategies, curriculum implementation, and ongoing professional</p> | <p>81% of the employees who responded stated they strongly agree or agree that the district and site leadership support instructional strategies, curriculum implementation, and ongoing professional development opportunities.</p> <p>5% of the employees who responded chose "I don't know" when asked if the district and site leadership support instructional strategies, curriculum implementation, and ongoing professional development opportunities.</p> <p>14% of the employees who responded strongly disagreed or disagreed when asked if the district and site leadership support instructional strategies, curriculum implementation, and ongoing professional</p> | <p>64% of the employees who responded stated they strongly agree or agree that the district and site leadership support instructional strategies, curriculum implementation, and ongoing professional development opportunities.</p> <p>20% of the employees who responded chose "I don't have enough information" when asked if the district and site leadership support instructional strategies, curriculum implementation, and ongoing professional development opportunities.</p> <p>14% of the employees who responded strongly disagreed or disagreed when asked if the district and site leadership support instructional strategies, curriculum implementation, and ongoing professional</p> | | <p>leadership support instructional strategies, curriculum implementation, and ongoing professional development opportunities.</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|---|--|----------------|--|
| | development opportunities. | development opportunities. | development opportunities. | | |
| Parent 3: Parental Involvement/ Parent Participation/Local Measure Back to School Night and Open House | Due to Covid-19, in-person Back to School Night and Open House was difficult to implement in-person. | All schools were able to have a Back-To-School Night this year. | All schools were able to have a Back-To-School Night this year. | | PUSD will have each school providing a Back to School Night and Open House to all families each year. Stakeholder attendance will be tracked at each site by each teacher. |
| Priority 3: Parent Involvement/ Parent Participation/ Aeries Parent Portal Accounts | For the 2020-2021 school year, 73.8% of parents had a parent portal account. Paradise High - 97.12% Paradise Junior High - 92.36% Ridgeview High - 95.45% Paradise Ridge Elementary - 35.06% Pine Ridge - 89.78% Cedarwood Elementary - 22.73% Paradise eLearning Academy - 84.43% | For the 2021-2022 school year, 84.8% of parents had a parent portal account. Paradise High - 99.51% Paradise Junior High - 100% Ridgeview High - 100% Paradise Ridge Elementary - 42.65% Pine Ridge - 93.10% Cedarwood Elementary - 65.91% Paradise eLearning Academy - 92.31% | For the 2022-2023 school year, 84.8% of parents had a parent portal account. Paradise High - 94.68% Paradise Junior High - 98.19% Ridgeview High - 93.75% Paradise Ridge Elementary - 47.3% Pine Ridge - 92.82% Cedarwood Elementary - 71.25% Paradise eLearning Academy - 92.62% | | PUSD would like to see 85% or more of parents with a parent portal account. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|---|---|----------------|---|
| Priority 3: Parent Involvement/Parent Input in Decision Making/Superintendent LCAP Advisories | <p>PUSD holds monthly meetings for Superintendent Parent & Employee LCAP Advisory and Superintendent Employee LCAP Advisory.</p> <p>PUSD holds Superintendent Student LCAP Advisory three times a year.</p> | PUSD has been able to continue Parent and Employee LCAP Advisory Meetings. PUSD has also scheduled meetings to meet with students from all schools in the district. | PUSD has been able to continue Parent and Employee LCAP Advisory Meetings. PUSD has also scheduled meetings to meet with students from all schools in the district. | | <p>PUSD will hold monthly meetings for Superintendent Parent & Employee LCAP Advisory and Superintendent Employee LCAP Advisory.</p> <p>PUSD will hold Superintendent Student LCAP Advisory three times a year.</p> |
| Priority 3: Parent Involvement/Local Indicator/Parent Input in Decision Making/Two Parent Decision-Making Meetings a Month | PUSD maintained their average of two parent decision-making meetings a month (SSC and Parent Club) as measured by school site agendas through ZOOM. | PUSD maintained their average of two parent decision-making meetings a month (SSC and Parent Club) as measured by school site agendas. | PUSD maintained their average of two parent decision-making meetings a month (SSC and Parent Club) as measured by school site agendas. | | PUSD will maintain their average of two parent decision-making meetings a month (SSC and Parent Club) as measured by school site agendas. |
| Priority 3: Parent Involvement/Local Indicator/Parent and Student Completion of the LCAP Survey | Student Completion of 2020-2021 LCAP survey 17% of 4th-12th grade students completed the LCAP Survey (203 students) | Student Completion of 2021-2022 LCAP survey 28 % of 4th-12th grade students completed the LCAP Survey (292 students) | Due to the Healthy Kids Survey and other school site surveys, we didn't disseminate the LCAP survey to students. | | PUSD will see an increase in Parent and Student completion of the LCAP survey as measured by annual parent/guardian survey results. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|--|---|--|----------------|-----------------------------|
| | 48% Paradise Junior and Senior High 21.4% Ridgeview Continuation High School 19.4% Paradise Ridge Elementary School 7.3% Paradise eLearning 2.4% Cedarwood Elementary School 1.5% Pine Ridge School Parent Completion of 2020-2021 LCAP survey (80 total surveys completed) 50% of parents state their child is from Paradise Junior and Senior High 35% of parents state their child is from Paradise Ridge Elementary 10% of parents state their child is from Pine Ridge School 7.5% of parents state their child is from Cedarwood | 31.7% Paradise Junior High School Paradise High School 9.4% Ridgeview Continuation High School 28.2% Paradise Ridge Elementary School 0% Paradise eLearning 5.6% Cedarwood Elementary School 11.5% Pine Ridge School Parent Completion of 2021-2022 LCAP survey (99 total surveys completed) 7.1% of parents state their child is from Paradise Junior High School 32.3% of parents state their child is from Paradise High School 43.4% of parents state their child is from Paradise Ridge Elementary | Parent Completion of 2022-2023 LCAP survey (73 total surveys completed) 11% of parents state their child is from Paradise Junior High School 27.4% of parents state their child is from Paradise High School 43.8% of parents state their child is from Paradise Ridge Elementary 13.7% of parents state their child is from Pine Ridge School | | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|--|---|----------------|--|
| | 5% of parents state their child is from Paradise eLearning 2.5% of parents state their child is from Ridgeview Continuation High School | 6.1% of parents state their child is from Pine Ridge School 11.1% of parents state their child is from Cedarwood 3% of parents state their child is from Paradise eLearning 2% of parents state their child is from Ridgeview Continuation High School | 8.2% of parents state their child is from Cedarwood 0% of parents state their child is from Paradise eLearning 1.4% of parents state their child is from Ridgeview Continuation High School | | |
| Priority 3: Parent Involvement/Parent Input in Decision Making/Parent LCAP Survey Results | Parent 2020-2021 LCAP Survey Results (80 responses) 77% of the parents who responded stated they strongly agree or agree their child's school actively seeks their input into decisions related to their child's education 5% of the parents who responded chose "I don't know" when asked if their child's school actively seeks their input into | Parent 2021-2022 LCAP Survey Results (99 responses) 78% of the parents who responded stated they strongly agree or agree their child's school actively seeks their input into decisions related to their child's education 5% of the parents who responded chose "I don't know" when asked if their child's school actively seeks their input into | Parent 2021-2022 LCAP Survey Results (73 responses) 72% of the parents who responded stated they strongly agree or agree their child's school actively seeks their input into decisions related to their child's education .01% of the parents who responded chose "I don't have enough information" when asked if their child's school actively seeks their input into | | PUSD would like to see an increase in parents responding that they Strongly Agree or Agree that their child's school actively seeks their input into decisions related to their child's education. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|---|---|---|----------------|-----------------------------|
| | <p>decisions related to their child’s education</p> <p>18% of the parents who responded chose strongly disagree or disagree when asked if their child’s school actively seeks their input into decisions related to their child’s education</p> | <p>decisions related to their child’s education</p> <p>17% of the parents who responded chose strongly disagree or disagree when asked if their child’s school actively seeks their input into decisions related to their child’s education</p> | <p>decisions related to their child’s education</p> <p>26% of the parents who responded chose strongly disagree or disagree when asked if their child’s school actively seeks their input into decisions related to their child’s education</p> | | |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|--------------|--------------|
| 3.1 | Training for Staff for District Initiatives | Training and professional development opportunities for RULER, PLC, Positive Attendance Strategies, Rural School Awareness Strategies, and EL training on the most effective ways to support and monitor English Learners. | \$170,000.00 | No |
| 3.2 | District Wide Special Education Meeting and Student Assessment | PUSD holds district-wide Special Education meetings with all Special Education staff, including Speech Therapists, the district nurse, and all psychologists. The monthly meeting brings in local specialists to share knowledge and offers training for specific areas. In addition, PUSD implements a New Student Risk Assessment that helps all stakeholders give their input. This form helps the new case manager narrow down the concerns at the first meeting, helps inform who should be at the first IEP meeting, and helps identify how to support the student in the interim. | \$0.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|-------------|--------------|
| 3.3 | District Wide Communication Plan | Continue supporting a communication plan centered around recovery and rebuilding our schools. Videos will be created to share all the important work that takes place at PUSD and also help with recruitment. | \$30,000.00 | No |
| 3.4 | Beginning Teacher Support (No longer funded through LCFF Funds. | New teacher support for CA induction program for two years to help support new teachers. (No longer funded through LCFF Funds. | \$0.00 | |
| 3.5 | Tier II Training for Administrators | Provide Tier II supports for new administrators. This is offered to principals who are in a current administration position and they need to complete Tier II of their credential. | \$8,000.00 | No |

Goal Analysis [2022-23]

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

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

PUSD successfully implemented Goal #3, leading to increased educational partner involvement in our schools. Several achievements contributed to this success, starting with the continuous provision of professional development opportunities for our staff throughout the year. From K-12, the focus was on RULER training, fostering Professional Learning Community (PLC) teams, and enhancing trauma-informed practices. Staff participation showed improvement compared to the previous year, which can be attributed to the pandemic situation stabilizing and allowing for more embedded training during the workday. Additionally, we created numerous videos that supported the process of rebuilding our schools while highlighting key areas within PUSD.

Although not necessarily a challenge, there was one action item that did not take place as planned: Tier II training for our administration. This was because, during the school year, there was no administrator in need of this particular support. However, it is important to acknowledge that other actions were successfully implemented, contributing to the overall progress made under Goal #3.

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

Discrepancies emerged between the Budgeted Expenditures and the Estimated Actual Expenditures. While we allocated \$170,000 for training expenses throughout the school year, only approximately \$95,000 was utilized to support staff attendance in training programs. On the other hand, there was an observed increase in expenditure for community outreach videos. This rise can be attributed to the production of a greater number of videos, as well as their utilization in supporting Social and Emotional Learning initiatives.

As previously mentioned, no administrators required Tier II training during this school year. Consequently, we did not allocate any funds toward this particular action item.

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

Staff members at PUSD benefited from a diverse range of training opportunities provided throughout the year. Collaborations with organizations such as the Butte County Office of Education, Creative Leadership Solutions, Inflexion, and Core Curriculum trainings, enabled our staff to enhance their professional skills and expertise. Notably, Tier II and Tier III trainings focusing on behavior and academics were instrumental in equipping our educators with effective strategies to support student success.

Furthermore, Special Education meetings played a vital role in ensuring that all Student Services staff were aligned and well-informed to effectively support students with special needs. These meetings facilitated a cohesive approach, fostering a supportive environment for our Special Education students.

PUSD's outreach videos, designed to support various aspects of learning, attendance, Social and Emotional Learning (SEL), and provide overall updates on PUSD, received positive feedback. These videos were recognized as valuable resources that made a meaningful impact within the school community, enhancing engagement and communication.

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

PUSD has maintained Goal #3, including its metrics and desired outcomes, without any modifications. However, there has been a change in one action item under this goal. In response to increased funding for supporting new teachers and expanded learning initiatives, we have decided to reallocate the previously designated LCFF funding for the new teachers' Induction Program. Instead, these funds will now be directed towards improving transportation services for the upcoming 2023-2024 school year. This reallocation reflects our commitment to effectively utilize available resources and address the evolving needs of our students and staff. Our aim is to enhance transportation accessibility, ensuring that students can rely on a dependable and efficient system to facilitate their regular attendance at school.

Additionally, we have recognized the need for staff to receive more training in English Language Development (ELD) support for English Learner (EL) students. To address this, we will be collaborating with an EL specialist from the county to explore training opportunities for our teachers. This initiative underscores our dedication to providing high-quality education that meets the diverse needs of our EL students.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

| | |
|---|--|
| Projected LCFF Supplemental and/or Concentration Grants | Projected Additional LCFF Concentration Grant (15 percent) |
| 3,957,384 | \$385,979 |

Required Percentage to Increase or Improve Services for the LCAP Year

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|-----------------------------|-------------------------|---|
| 24.59% | 0.00% | \$0.00 | 24.59% |

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Upon examination of student achievement data, insightful input from educational partners, and an analysis of the proposed actions outlined in this Local Control and Accountability Plan (LCAP) throughout the District to support the requirements of unduplicated students, it has become evident that the actions primarily concentrate on three overarching domains, which are listed below: Increased Math and ELA Achievement Levels, Social-Emotional Learning & Well-Being, and Measures to Bolster School Climate and Improve Attendance.

Increased Academics

Based on data from the CA Dashboard for the 2021-2022 school year, it is evident that homeless students, students with disabilities, and students with two or more races achieved lower scores on the ELA Academic Performance Indicator when compared to the overall student population. Similarly, homeless students, students with disabilities, students with two or more races, and Hispanic students achieved lower scores on the Mathematics Academic Performance Indicator, while the overall student population scored at a low level.

During the 2021-2022 school year, PUSD had a high percentage of low-income students, reaching 64%. A study published in July 2019 in the International Journal of Environmental Research and Public Health highlighted the increased risk of health and developmental issues

faced by children in rural communities compared to their urban counterparts. Factors such as poverty, limited parental education, and restricted access to healthcare services contribute to these challenges. PUSD students have faced significant trauma and loss due to the devastating Camp Fire on November 8, 2018, as well as the ongoing Covid-19 pandemic.

Moreover, PUSD has recognized the importance of supporting students with Adverse Childhood Experiences (ACEs) since Butte County, where the district is located, had a high prevalence of residents (76.5% in 2010) experiencing one or more ACEs, surpassing other counties in California. ACEs encompass a range of potentially traumatic events during childhood, including violence, abuse, neglect, and unstable family environments. These experiences are associated with chronic health issues, mental illness, substance abuse, and adverse impacts on education and future opportunities. However, it is crucial to note that ACEs can be prevented.

Research conducted by doctors David Murphey and Kristin Moore in 2014 found that children with an ACE score of 3 or higher exhibited various challenges. For instance, 48% reported low engagement in school, 44% struggled to maintain calmness and control in the classroom, 49% faced difficulties completing tasks, and 23% were diagnosed with learning disabilities. Furthermore, children with Adverse Childhood Experiences may struggle to develop secure relationships with their teachers. The traditional disciplinary approach in schools often isolates struggling students rather than providing support and attention, exacerbating their difficulties.

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

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

To better support our unduplicated students, a key focus is to decrease class averages for grades K-12, thereby providing them with increased teacher-student instructional time. This targeted action aims to narrow the achievement gap in ELA/literacy and math specifically for English learners, foster youth, and low-income students. By implementing smaller class averages and reinforcing student services, we have seen a growth in reading and math scores.

The reduced class sizes profoundly impact establishing strong connections with students who have faced trauma and loss. Continuation of this action is guided by valuable input from educational partners, ensuring that their perspectives and needs remain central to the decision-making process.

Goal 1, Action 2: Full-Day Transitional Kindergarten and Kindergarten

Unduplicated students will benefit from implementing full-day transitional kindergarten and kindergarten programs, aligning with best practices and evidence-based research. These programs have proven to enhance student learning and achievement, offering a solid foundation for academic success. We will continue this action based on valuable input from educational partners and the research supporting full-day programs for transitional kindergarten and kindergarten students. In addition, in the last three years, iReady's typical growth and stretch growth improved each year in Reading and in Math for Kindergarten. According to iReady Kindergarten scores, in 2021-2022, typical growth in math was 91% and this year it is 110%. In 2021-2022, typical growth in reading was 97% and this year it is 99%. We had more growth this year than last year in reading and math.

Goal 1, Action 3: Intervention and Support Classes at Paradise High School

To enhance college and career readiness among EL students, foster youth, and low-income students, PUSD has implemented additional intervention and support classes at PHS, specifically focusing on meeting unduplicated students' academic needs. These targeted ELA and Math interventions are designed to effectively address and close the achievement gap. The progress of this action will be closely monitored through NWEA MAP and grades, ensuring that the desired outcomes are achieved.

Goal 1, Action 4: Tier II and Tier III High School Transitional Programs

In order to provide comprehensive support for the academic success of unduplicated high school students, we are implementing Tier II and Tier III wrap-around interventions. These targeted interventions will be led by a dedicated team of educators and staff members, working together to help students overcome challenges and thrive. Family involvement will be a key component, recognizing the crucial role of parents and guardians in supporting student progress and fostering a positive learning environment. By supporting students with Tier II and Tier III academic and social-emotional support, we expect to see an increase in attendance, an increase in grades and fewer referrals and suspensions overall.

Our decision-making process will be data-driven, ensuring that interventions are based on a thorough analysis of student performance with NWEA MAP.

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

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

Income and Homeless students. We expect the number of students completing CTE pathways to increase, but with a greater percentage of them being our unduplicated students.

Goal 1, Action 9: Support for EL Students- Teacher on Special Assignment

PUSD is committed to providing ongoing support for English Learner (EL) students, TK- through 12th grade. The lead teacher has many responsibilities to carry out for our EL students. The lead teacher will do all the testing for EL students, work closely with other teachers to support ELD and foster open communication with families. In addition, the lead teacher on special assignment actively engages in brainstorming sessions to explore innovative ways to incorporate English Language Development (ELD) support for EL students. Through these collaborative efforts, they aim to identify effective instructional methods and techniques that enhance language acquisition and facilitate the integration of ELD instruction into the broader curriculum. We will monitor the results by looking at iReady Reading and Math growth reports for EL students.

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

To support student success at Ridgeview Continuation High School, we will continue to provide an extended day program and assign a lead teacher. This initiative aims to offer targeted students intensive interventions and resources, benefiting unduplicated students academically. The lead teacher will focus on assisting unduplicated students and tracking their progress, monitored through iReady Reading and Math diagnostic scores. We have used this strategy in our prior LCAP and have seen an increase in the graduation rate from 75% in 2021-2022 to 92% in 2022-2023.

Social-Emotional Learning & Well-Being

PUSD's analysis of pre-fire chronic absenteeism data on the 2018 California School Dashboard reveals that students with disabilities and homeless students are classified in the red category, while foster youth and socioeconomically disadvantaged students fall into the orange category. It is crucial to improve both groups' performance on the dashboard.

Research further supports the notion that chronic absenteeism poses a significant risk for English Learners, foster youth, and low-income students. According to an EdSource article from December 2019, foster youth students have the highest number of missed school days among all student groups in California. Additionally, a report from the Economic Policy Institute in September 2018, based on data from the National Assessment of Educational Progress (NAEP) in 2015, reveals that students diagnosed with a disability, those eligible for free lunch, Hispanic English language learners, and Native American students were most prone to absenteeism.

Considering PUSD's data analysis and educational research, it has been determined that implementing the actions outlined in Goal 2 will effectively allocate funds and help achieve the district's objectives for unduplicated students.

Goal 2, Action 1: Attendance Services to support student absenteeism and chronically absent students

According to the 2022 CA State Dashboard, all students reported a Chronic Absenteeism rate is 44.6%. In order to address this issue, we will enhance our attendance services by providing additional support, including Student Attendance Review Board (SARB) services. To facilitate this, we will assign a dedicated teacher to serve as the lead contact. This staff member will be responsible for tracking and sharing data and providing support to schools and families with chronically absent students. We will monitor the results of this strategy by utilizing Chronic Absenteeism data and leadership team feedback. By taking the above action, we expect to see an increase in students attending school and a decrease in our Chronic Absenteeism rate.

Goal 2, Action 2- Transportation K-12

Since our low-income and foster youth often do not have reliable transportation to school, we will provide more transportation opportunities. We expect to see their attendance rates increase and their chronic absenteeism rates decrease as it is monitored by monthly attendance reports and the CA Dashboard, Chronic Absenteeism Indicator. Transportation support through LCFF funding is crucial for students in PUSD, including foster youth and those from low-income backgrounds. It ensures equal access to education, enhances safety, and promotes regular attendance, creating a more inclusive learning environment.

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

Based on educational partner feedback, it is crucial to prioritize information technology (IT) in 21st-century learning. Equipping students with up-to-date technology and skills is essential for their success. Providing IT support services ensures that staff and students have the necessary resources for effective learning. This is especially important for English Learners, foster youth, and low income. Due to many chronically absent students, technology is an effective tool to help close the achievement gap. Making sure all students have access will ensure strong assessments and intervention opportunities. Monitoring this action through surveys and feedback helps to gauge its impact on staff, students, and parents. By focusing on up-to-date technology, we expect to see an increase in attendance and also student assessment scores.

Goal 2, Action 4: District-Wide School Supervision

LCFF funding enables the implementation of a School Security/Supervision Program, ensuring safe school sites through various measures. This includes configuring new school layouts, installing fencing around all schools, and acquiring additional safety devices. The funding also supports the staffing of Campus Supervisors for junior and senior high and Yard Supervisors for TK-6 to maintain a secure environment. This will be monitored through discipline referrals. We expect to see our referrals decrease by at least 5% this coming year.

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

This action is continued based on educational partner feedback, attendance, and grades. All students should have the ability to participate in extracurricular activities. We will provide the resources necessary to ensure all unduplicated students have the resources to be involved in athletics. Grade and behavior checks have proven that students interested in athletics have great attendance, behavior, and academic success. Therefore, PUSD will provide athletic teams and services to unduplicated students and help address the needs of student engagement, attendance, discipline, and achievement. This action will be monitored by educational partner feedback, attendance data, and grades.

Goal 2, Action 6: Kindergarten Aides

Using LCFF funding to support aides in Kindergarten classrooms is crucial for several reasons. Aides provide personalized assistance, fostering academic success and inclusive environments. They help manage the classroom effectively, promoting a productive learning environment. Due to Butte County having high ACES scores, we know students have trouble focusing. Having more adults in the classroom supports more one on one or small group learning time, which better supports our unduplicated students. We expect our iReady scores to increase in reading and math, especially for our unduplicated student groups.

Goal 2, Action 9: Instructional Curriculum Materials

LCFF funding for instructional curriculum materials is essential for providing students, especially unduplicated students, with the resources they need to excel academically. Unduplicated students often face additional challenges in their education. By allocating LCFF funds towards instructional materials, schools can ensure that these students can access up-to-date, high-quality resources tailored to their unique needs. These materials can support differentiated instruction, address learning gaps, and promote engagement and critical thinking. This will be monitored by the Williams Act and iReady diagnostics. We expect our iReady, NWEA MAP, and STAR assessments to increase for our unduplicated students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Using the calculation tool provided by the state, Paradise Unified School District has calculated that it will receive \$3,957,384 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage in the increase or improve services has been calculated at 24.59%. Our district has demonstrated that it has met the 24.59% proportionality percentage by planning to expend all the supplemental and concentration funds on actions and services that are principally directed towards the unduplicated student population, as summarized in the prompt above.

One action is only for EL students:

Goal 1, Action 9: Support for EL Students- Teacher on Special Assignment

PUSD is committed to providing ongoing support for English Learner (EL) students, TK- through 12th grade. The lead teacher has many responsibilities to carry out for our EL students. The lead teacher will do all the testing for EL students, work closely with other teachers to support ELD and foster open communication with families. In addition, the lead teacher on special assignment actively engages in brainstorming sessions to explore innovative ways to incorporate English Language Development (ELD) support for EL students. Through these collaborative efforts, they aim to identify effective instructional methods and techniques that enhance language acquisition and facilitate the integration of ELD instruction into the broader curriculum. We will monitor the results by looking at iReady Reading and Math growth reports for EL students.

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

In PUSD, 0 schools has an Unduplicated Pupil Percentage (UPP) below 55% and 7 schools have an Unduplicated Pupil Percentage (UPP) above 55%. The additional concentration grant add-on funding will be used to provide additional staffing support to high-needs schools (those with Unduplicated Pupil Percentages above 55%). This will primarily provide additional certificated staffing for smaller class sizes and increased support for target students at our alternative high school.

PUSD's additional staffing is included in Goal 1, Action 1: Increasing Student Services by Decreasing Class Averages. To better support our unduplicated students, a key focus is to decrease class averages for grades K-12, thereby providing them with increased teacher-student instructional time. This targeted action aims to narrow the achievement gap in ELA/literacy and math specifically for English learners, foster youth, and low-income students. By implementing smaller class averages and reinforcing student services, we have seen a growth in reading and math scores.

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|--|---|
| Staff-to-student ratio of classified staff providing direct services to students | n/a | 1:19 |
| Staff-to-student ratio of certificated staff providing direct services to students | n/a | 1:15 |

2023-24 Total Expenditures Table

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|----------------|-------------------|-------------|---------------|----------------|-----------------|---------------------|
| Totals | \$3,965,000.00 | \$1,077,564.00 | | \$942,362.00 | \$5,984,926.00 | \$5,029,064.00 | \$955,862.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|--|--|----------------|-------------------|-------------|---------------|----------------|
| 1 | 1.1 | Increasing student services by decreasing class average | English Learners Foster Youth Low Income | \$1,185,000.00 | | | | \$1,185,000.00 |
| 1 | 1.2 | Full Day Transitional Kindergarten and Kindergarten | English Learners Foster Youth Low Income | \$490,000.00 | | | | \$490,000.00 |
| 1 | 1.3 | Intervention and Support Classes at Paradise High School | English Learners Foster Youth Low Income | \$85,000.00 | | | | \$85,000.00 |
| 1 | 1.4 | Tier II and Tier III HS Transitional Programs | English Learners Foster Youth Low Income | \$175,000.00 | | | | \$175,000.00 |
| 1 | 1.5 | Comprehensive Support and Improvement (CSI) | All | | | | \$660,362.00 | \$660,362.00 |
| 1 | 1.6 | Creating and supporting CTE and Pathway Supports and Services. | English Learners Foster Youth Low Income | \$300,000.00 | | | | \$300,000.00 |
| 1 | 1.7 | Provide funding for school sites to support STEAM (Science, Technology, Engineering, Arts, and Math) in classrooms, schools or STEAM labs. (No | | \$0.00 | | | | \$0.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|--|--|--------------|-------------------|-------------|---------------|--------------|
| | | longer funded through LCFF Funds.) | | | | | | |
| 1 | 1.8 | Visual and Performing Arts (VAPA) (No longer funded through LCFF Funds.) | | \$0.00 | | | | \$0.00 |
| 1 | 1.9 | ELD and Testing Support for EL students | English Learners | \$35,000.00 | | | | \$35,000.00 |
| 1 | 1.10 | Ridgeview Continuation High School (RDV) Extended Day and Lead Teacher | English Learners Foster Youth Low Income | \$225,000.00 | | | | \$225,000.00 |
| 1 | 1.11 | MTSS for Math and ELA Supports and Interventions (No longer funded through LCFF Funds) | | \$0.00 | | | | \$0.00 |
| 1 | 1.13 | Intervention and Support Classes at Paradise Junior High | All | | | | \$90,000.00 | \$90,000.00 |
| 1 | 1.14 | Expanded Learning Opportunities | All | | \$57,564.00 | | | \$57,564.00 |
| 2 | 2.1 | Attendance Services to support student absenteeism and chronically absent students. | English Learners Foster Youth Low Income | \$100,000.00 | | | | \$100,000.00 |
| 2 | 2.2 | Transportation K-12 | English Learners Foster Youth Low Income | \$450,000.00 | | | | \$450,000.00 |
| 2 | 2.3 | Information Technology Services District Wide | English Learners Foster Youth Low Income | \$180,000.00 | | | | \$180,000.00 |
| 2 | 2.4 | District Wide School Supervision | English Learners Foster Youth Low Income | \$275,000.00 | | | | \$275,000.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|---|--|--------------|-------------------|-------------|---------------|--------------|
| 2 | 2.5 | PUSD Athletics Program for 6th through 12th Grade | English Learners Foster Youth Low Income | \$275,000.00 | | | | \$275,000.00 |
| 2 | 2.6 | Kindergarten Aides | English Learners Foster Youth Low Income | \$85,000.00 | | | | \$85,000.00 |
| 2 | 2.7 | Workability- Support Special Education Students 9-12 | Students with Disabilities | | \$770,000.00 | | | \$770,000.00 |
| 2 | 2.8 | Supporting Special Education Students TK-6th Grade | Students with Disabilities | | \$220,000.00 | | | \$220,000.00 |
| 2 | 2.9 | Instructional Curriculum Materials | English Learners Foster Youth Low Income | \$100,000.00 | | | | \$100,000.00 |
| 2 | 2.11 | Title I Program | All | | | | \$19,000.00 | \$19,000.00 |
| 3 | 3.1 | Training for Staff for District Initiatives | All | \$5,000.00 | | | \$165,000.00 | \$170,000.00 |
| 3 | 3.2 | District Wide Special Education Meeting and Student Assessment | All | | \$0.00 | | | \$0.00 |
| 3 | 3.3 | District Wide Communication Plan | All | | \$30,000.00 | | | \$30,000.00 |
| 3 | 3.4 | Beginning Teacher Support (No longer funded through LCFF Funds. | | \$0.00 | | | | \$0.00 |
| 3 | 3.5 | Tier II Training for Administrators | All | | | | \$8,000.00 | \$8,000.00 |

2023-24 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| \$16,092,485 | 3,957,384 | 24.59% | 0.00% | 24.59% | \$3,960,000.00 | 0.00% | 24.61 % | Total: | \$3,960,000.00 |
| | | | | | | | | LEA-wide Total: | \$1,225,000.00 |
| | | | | | | | | Limited Total: | \$0.00 |
| | | | | | | | | Schoolwide Total: | \$2,735,000.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|---|---|------------|--|--|--|---|
| 1 | 1.1 | Increasing student services by decreasing class average | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Paradise Ridge Elementary School, Pine Ridge School, Cedarwood Elementary School, Paradise Intermediate School, Paradise High School and Ridgeview Continuation High School TK-3 | \$1,185,000.00 | |
| 1 | 1.2 | Full Day Transitional Kindergarten and Kindergarten | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Paradise Ridge Elementary School, Pine Ridge School, | \$490,000.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|---|---|------------|--|---|--|---|
| | | | | | | Cedarwood Elementary School TK and K | | |
| 1 | 1.3 | Intervention and Support Classes at Paradise High School | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Paradise High School 9-12 | \$85,000.00 | |
| 1 | 1.4 | Tier II and Tier III HS Transitional Programs | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools Specific Schools: Paradise High School 9th-12th | \$175,000.00 | |
| 1 | 1.6 | Creating and supporting CTE and Pathway Supports and Services. | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Paradise Junior High School, Paradise High School, and Ridgeview Continuation High School 7-12 | \$300,000.00 | |
| 1 | 1.8 | Visual and Performing Arts (VAPA) (No longer funded through LCFF Funds.) | | | | Specific Schools: | \$0.00 | |
| 1 | 1.9 | ELD and Testing Support for EL students | Yes | LEA-wide | English Learners | All Schools | \$35,000.00 | |
| 1 | 1.10 | Ridgeview Continuation High School (RDV) Extended Day and Lead Teacher | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Ridgeview Continuation High School 10-12 | \$225,000.00 | |
| 2 | 2.1 | Attendance Services to support student absenteeism and chronically absent students. | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$100,000.00 | |
| 2 | 2.2 | Transportation K-12 | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$450,000.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|---|---|------------|--|---|--|---|
| 2 | 2.3 | Information Technology Services District Wide | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools TK-12 | \$180,000.00 | |
| 2 | 2.4 | District Wide School Supervision | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$275,000.00 | |
| 2 | 2.5 | PUSD Athletics Program for 6th through 12th Grade | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Paradise Junior High School, Paradise High School 6-12 | \$275,000.00 | |
| 2 | 2.6 | Kindergarten Aides | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools Specific Schools: Cedarwood, Pine Ridge and Paradise Ridge K only | \$85,000.00 | |
| 2 | 2.9 | Instructional Curriculum Materials | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$100,000.00 | |

2022-23 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---------------|--|--|
| Totals | \$5,854,858.00 | \$6,221,438.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|--|--|--|---|
| 1 | 1.1 | Increasing student services by decreasing class average | Yes | \$750,000.00 | \$1,105,000 |
| 1 | 1.2 | Full Day Transitional Kindergarten and Kindergarten | Yes | \$480,000.00 | \$490,000 |
| 1 | 1.3 | Intervention and Support Classes at Paradise High School | Yes | \$85,000.00 | \$85,000 |
| 1 | 1.4 | Provide a five hour classified staff member to each PUSD school to support student academics and social emotional learning. | Yes | \$95,000.00 | \$100,000 |
| 1 | 1.5 | Comprehensive Support and Improvement (CSI) | No | \$1,000,000.00 | \$1,000,000 |
| 1 | 1.6 | Creating and supporting CTE and Pathway Supports and Services. | Yes | \$250,000.00 | \$360,000 |
| 1 | 1.7 | Provide funding for school sites to support STEAM (Science, Technology, Engineering, Arts, and Math) in classrooms, schools or STEAM labs. | Yes | \$25,000.00 | \$25,000 |
| 1 | 1.8 | Visual and Performing Arts (VAPA) | Yes | \$130,000.00 | \$130,000 |
| 1 | 1.9 | ELD Support for EL students | No | \$34,000.00 | \$34,000.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|---|--|--|---|
| | | | | | |
| 1 | 1.10 | Ridgeview Continuation High School (RDV) Extended Day and Lead Teacher | Yes | \$250,000.00 | \$250,000 |
| 1 | 1.11 | MTSS for Math and ELA Supports and Interventions | No | \$246,000.00 | \$147,619 |
| 1 | 1.13 | Intervention and Support Classes at Paradise Junior High | No | \$40,000.00 | \$90,000 |
| 1 | 1.14 | Expanded Learning Opportunities | No | \$390,000.00 | 282,576 |
| 2 | 2.1 | Attendance Services to support student absenteeism and chronically absent students. | No | \$28,000.00 | \$28,000.00 |
| 2 | 2.2 | Transportation K-12 | No Yes | \$350,000 | \$350,000 |
| 2 | 2.3 | Information Technology Services District Wide | Yes | \$150,000.00 | \$160,000 |
| 2 | 2.4 | District Wide Campus Supervisors | Yes | \$100,000.00 | \$150,000 |
| 2 | 2.5 | PUSD Athletics Program for 6th through 12th Grade | Yes | \$250,000.00 | \$250,000 |
| 2 | 2.6 | Academic Targeted Support | No | \$10,000.00 | 0 |
| 2 | 2.7 | Workability- Support Special Education Students 9-12 | No | \$740,905.00 | \$773,706 |
| 2 | 2.8 | Supporting Special Education Students TK-6th Grade | No | \$200,653.00 | \$227,490 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|--|--|--|---|
| | | | | | |
| 2 | 2.11 | Title I Program | No | \$17,300.00 | \$19,871 |
| 2 | 2.12 | | | | |
| 3 | 3.1 | Training for Staff for District Initiatives | No | \$170,000.00 | 95,000 |
| 3 | 3.2 | District Wide Special Education Meeting and Student Assessment | No | \$0.00 | 0 |
| 3 | 3.3 | District Wide Communication Plan | No | \$30,000.00 | \$43,176 |
| 3 | 3.4 | Beginning Teacher Support and Assessment Program- BTSA | Yes | \$25,000.00 | \$25,000.00 |
| 3 | 3.5 | Tier II Training for Administrators | No | \$8,000.00 | 0 |

2022-23 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|--|---|---|--|--|--|--|
| \$3,469,414 | \$2,940,000.00 | \$3,480,000.00 | (\$540,000.00) | 0.00% | 0.00% | 0.00% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|--|---|--|---|---|---|
| 1 | 1.1 | Increasing student services by decreasing class average | Yes | \$750,000.00 | \$1,105,000 | | |
| 1 | 1.2 | Full Day Transitional Kindergarten and Kindergarten | Yes | \$480,000.00 | \$490,000 | | |
| 1 | 1.3 | Intervention and Support Classes at Paradise High School | Yes | \$85,000.00 | \$85,000.00 | | |
| 1 | 1.4 | Provide a five hour classified staff member to each PUSD school to support student academics and social emotional learning. | Yes | \$95,000.00 | \$100,000 | | |
| 1 | 1.6 | Creating and supporting CTE and Pathway Supports and Services. | Yes | \$250,000.00 | \$360,000 | | |
| 1 | 1.7 | Provide funding for school sites to support STEAM (Science, Technology, Engineering, Arts, and Math) in classrooms, schools or STEAM labs. | Yes | \$25,000.00 | \$25,000 | | |
| 1 | 1.8 | Visual and Performing Arts (VAPA) | Yes | \$130,000.00 | \$130,000.00 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|--|---|--|---|---|---|
| 1 | 1.10 | Ridgeview Continuation High School (RDV) Extended Day and Lead Teacher | Yes | \$250,000.00 | \$250,000.00 | | |
| 2 | 2.2 | Transportation K-12 | Yes | \$350,000 | \$350,000 | | |
| 2 | 2.3 | Information Technology Services District Wide | Yes | \$150,000.00 | \$160,000.00 | | |
| 2 | 2.4 | District Wide Campus Supervisors | Yes | \$100,000.00 | \$150,000.00 | | |
| 2 | 2.5 | PUSD Athletics Program for 6th through 12th Grade | Yes | \$250,000.00 | \$250,000.00 | | |
| 3 | 3.4 | Beginning Teacher Support and Assessment Program-BTSA | Yes | \$25,000.00 | \$25,000.00 | | |

2022-23 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|---|--|---|--|--|---|
| \$15,566,283 | \$3,469,414 | 0 | 22.29% | \$3,480,000.00 | 0.00% | 22.36% | \$0.00 | 0.00% |

Instructions

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[Engaging Educational Partners](#)

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC Section 52064[e][1]*). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

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

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023–24) |
|---|---|---|---|---|--|
| Enter information in this box when completing the LCAP for 2021–22 . | Enter information in this box when completing the LCAP for 2021–22 . | Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then. | Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then. | Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then. | Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric. |

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

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

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

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

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

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

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

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

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

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

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

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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