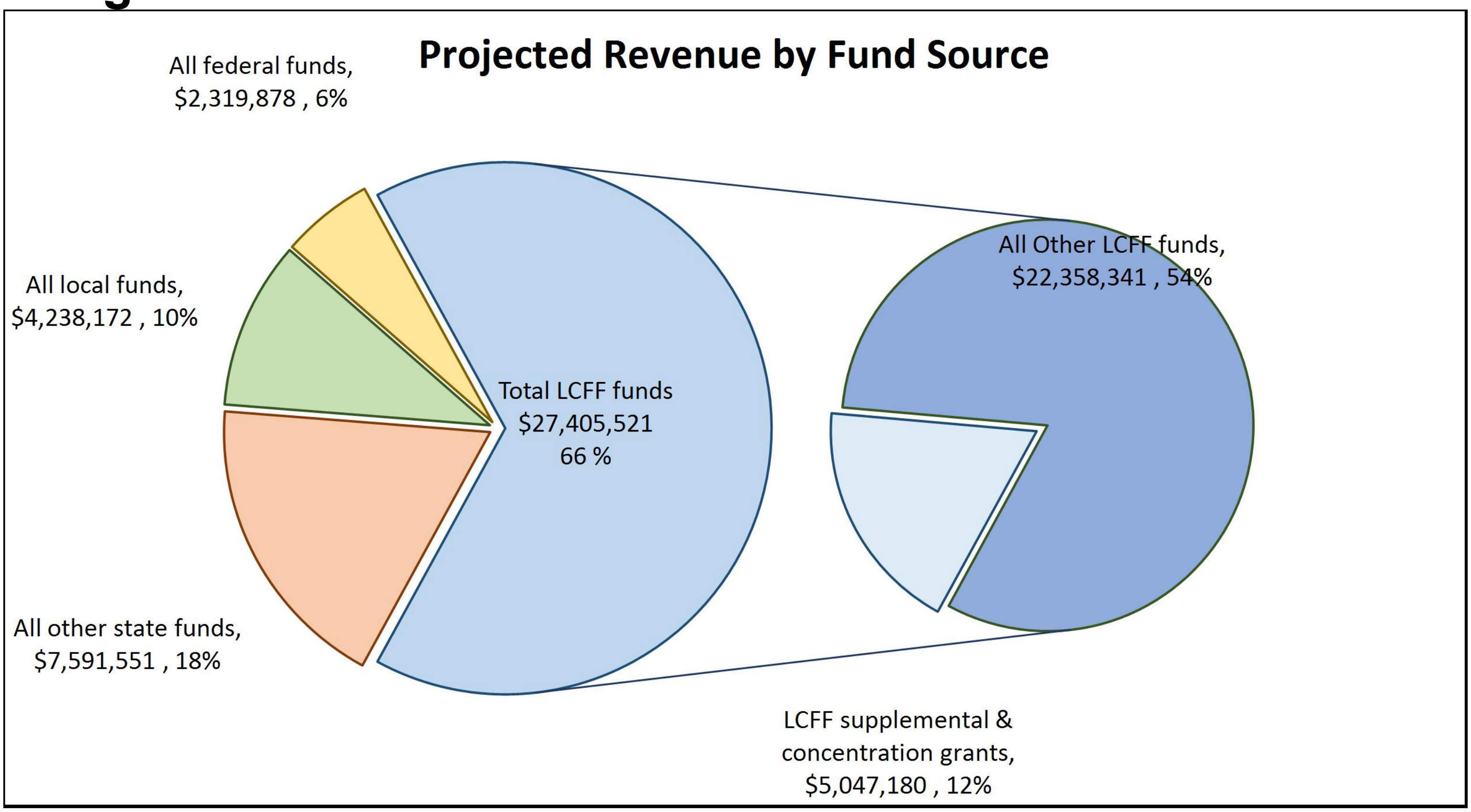
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Paradise Unified School District
CDS Code: 04615310000000
School Year: 2026-27
LEA contact information:
Betsy Amis
Superintendent
bamis@pusdk12.org
(530) 872-6400

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

Budget Overview for the 2026-27 School Year



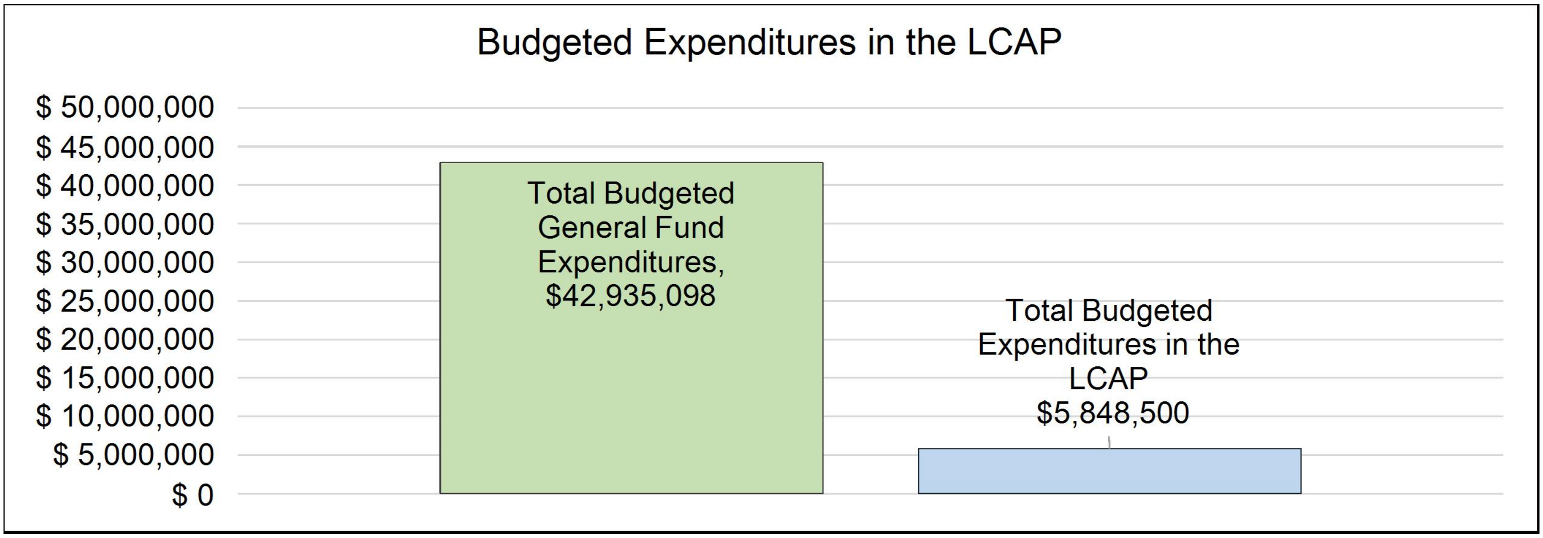
This chart shows the total general purpose revenue Paradise Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Paradise Unified School District is $41,555,122, of which $27,405,521 is Local Control Funding Formula (LCFF), $7,591,551 is other state funds, $4,238,172 is local funds, and $2,319,878 is federal funds. Of the $27,405,521 in LCFF Funds,

$5,047,180 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

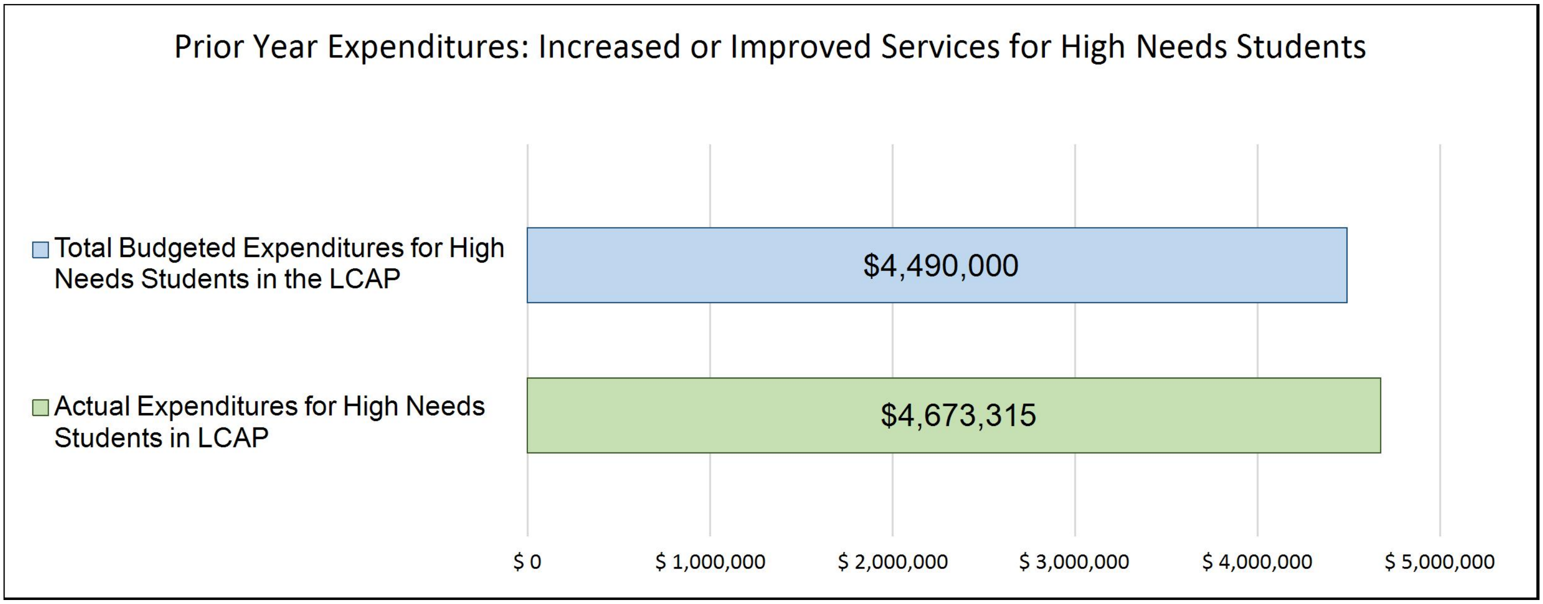
The text description of the above chart is as follows: Paradise Unified School District plans to spend $42,935,098 for the 2026-27 school year. Of that amount, $5,848,500 is tied to actions/services in the LCAP and $37,086,598 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Paradise Unified School District is projecting it will receive $5,047,180 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 $5,050,000 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2025-26



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 2025-26, Paradise Unified School District's LCAP budgeted $4,490,000 for planned actions to increase or improve services for high needs students. Paradise Unified School District actually spent $4,673,315 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

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

Plan Summary

General Information

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

Paradise Unified School District (PUSD) is located in Butte County, California, and serves the communities of Paradise, Magalia, Stirling City, and surrounding rural areas. Spanning over 70 square miles, the district covers a geographically widespread area. Prior to the Camp Fire in 2018, PUSD had approximately 3,500 students enrolled. Following a decline in student enrollment due to residential displacement, recent years have seen a steady 5% annual increase, bringing the current student population to approximately 1,828 students. To accommodate this growth and address capacity limits at Paradise Ridge Elementary, Paradise Elementary School will open for the 2026–2027 school year.

The district currently operates three elementary schools, one middle school, one comprehensive high school, one continuation high school, and one online learning academy. Recent enrollment shifts indicate growth across nearly all grade spans. The TK-6 combined enrollment at the three elementary schools increased to 1,011 students, up from 948 students the previous year. Paradise Junior High School serves 222 students, up from 193 the prior year. The combined enrollment at Paradise High School and Ridgeview Continuation High School increased to 559 students, up from 498 students last year. Conversely, the Paradise Online Learning Academy (PELA) experienced a decline, with 36 students enrolled, down from 48 the previous year. To support this student population, the district adjusted its workforce relative to the 2024–2025 baseline, adding 6 certificated staff members (up from 137) and 42 classified staff members (up from 154).

To address the long-term impacts of the Camp Fire and the disruptions caused by the COVID-19 pandemic, PUSD is implementing three districtwide initiatives focused on systemic growth. First, the district aims to modify instruction and learning through collaboration in Professional Learning Communities (PLCs). Second, schools are managing student attendance by utilizing individualized, tiered site attendance plans. Finally, the district is working on its overall school climate and social-emotional learning (SEL) through the implementation of RULER practices.

Recent data indicate progress across various academic, engagement, and climate metrics. Districtwide, English Language Arts (ELA) proficiency reached 33.90%, which is above the baseline, while Math proficiency reached 29.56%, marking a 6.47% increase from the baseline. Student subgroups also showed changes in performance, with Students with Disabilities (SWD) reducing their distance from the ELA standard by 17 points. Additionally, Socioeconomically Disadvantaged (SED) students at Cedarwood Elementary and Paradise Junior High moved out of the lowest ("Red") performance tier. Student engagement metrics showed adjustments, with chronic absenteeism rates decreasing by 24.7 points for Homeless students and 25.1 points for Foster Youth. Furthermore, the school climate metrics changed at Ridgeview High, where suspension rates decreased from 18.1% to 7.4%, and ninth-grade student connectedness increased by 15% during a period of expanded athletics and RULER practices.

Alongside these developments, PUSD is monitoring several persistent achievement gaps and fiscal factors impacting operations. The number of eligible Special Education (SpEd) students grew by 28%, increasing from 417 to 535 students. This increase has led to higher operational costs within the Special Education budget, presenting ongoing fiscal management requirements for the district. Compounding this pressure, classroom progress toward English language proficiency for English Learners changed to 58.3% from a 66.7% baseline, prompting a shift toward specialized EL teacher training. Operational indicators also changed as the percentage of fully credentialed, properly assigned teachers declined to 74%, an area the district is addressing through new recruitment supports. Regarding student engagement, a variance in graduation outcomes has emerged: while Paradise High achieved a 95.6% graduation rate, PELA's rate dropped to 78.3%, prompting the implementation of intensive credit monitoring and tracking. Within the school climate, the district is focusing on new behavioral interventions to address an increase in suspension rates at Paradise High to 13%, which moved certain student subgroups into the "Red" suspension tier.

Concurrently, specific campuses within PUSD qualify for California’s Equity Multiplier funding by meeting the state-defined criteria: a prior-year non-stability rate greater than 25% and a socioeconomically disadvantaged student population greater than 70%. Ridgeview High School, Paradise e-Learning, and Paradise Junior High School are the district's three designated Equity Multiplier sites. Moving forward, PUSD’s continuous improvement efforts are supported through collaborative partnerships with the Butte County Office of Education (BCOE), the Special Education Local Plan Area (SELPA), and Creative Leadership Solutions. These partners provide professional development and instructional coaching required to address the identified performance gaps.

Reflections: Annual Performance

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

During the 2025–26 school year, PUSD continued implementing planned actions under Goal 1 with a sustained focus on improving instruction, learning, and engagement through structured Professional Learning Communities (PLCs) and targeted structural enhancements. Key strategies remained in place, including reduced class sizes across elementary and secondary levels, full-day transitional kindergarten and kindergarten options at all elementary school sites, and structured, embedded PLC collaboration blocks where teaching staff targeted essential academic standards. Secondary academic counseling and site-based intensive math and reading intervention blocks using specialized instructional aides remained fully operational. Notably, 1:1 Chromebook device infrastructure was successfully maintained district-wide and expanded to secure dedicated 1-to-1 computer learning models across all secondary grade cohorts, strengthening digital instruction parity.

Implementation successes compared directly to the baseline include a district-wide increase in ELA CAASPP proficiency from 32.29% to 33.90%, paired with an overall student average improvement of 13.1 points closer to the California School Dashboard standard. Subgroup performance highlighted marked improvements: students with disabilities moved 17 points closer to the standard, and socioeconomically disadvantaged students at Cedarwood Elementary and Paradise Junior High moved out of the Red tier into Yellow. Math CAASPP proficiency surged from 23.09% to 29.56%, closing the overall distance-from-standard gap by 19.1 points and elevating homeless student performance out of the Red tier by 34.4 points. High school preparation metrics also reached significant peaks: senior A-G college eligibility rose from 7.2% to 15.3%, high school CTE pathway completion grew to 11.15%, total high school student enrollment or completion in a CTE class rose sharply from 7.16% to 33.59%, and the Advanced Placement (AP) exam pass rate spiked from 39% to 64% with an average score jump from 2.0 to 3.0.

However, critical implementation challenges emerged during this period. District-wide graduation rates dropped slightly below the baseline, from 90.1% to 89.5%, largely due to an 18-point decline at Paradise eLearning. English Learner (EL) progress metrics experienced downward trends, with the proportion of students achieving Level 4 on the ELPAC dropping from 22.22% to 15.63%, and overall progress toward English language proficiency on the Dashboard dropping from 66.7% to 58.3%. Additionally, teacher credential configurations shifted negatively away from the baseline, with properly assigned, fully credentialed staff counts decreasing by 10 percentage points and ineffective teaching assignments rising to 12.6%. Furthermore, despite broader district-wide improvements for high-needs subgroups, serious localized inequities persist. At Paradise Ridge Elementary, students with disabilities (SWD) remain critically stuck in the Red tier; while they showed slight longitudinal progress from a baseline of 108.1 points below standard, they still sit at a severe 95.2 points below standard. The longitudinal data emphasize an immediate need to correct secondary graduation paths, address systemic teacher credentialing challenges, build out specialized EL supports to reverse progress declines, and deploy targeted academic interventions at Paradise Ridge Elementary to aggressively close the achievement gap for students with disabilities.

Student Attendance & Engagement (Goal 2)
During the 2025–26 school year, PUSD fully implemented Goal 2 to improve attendance using multi-tiered, site-specific plans. The district maintained a Teacher on Special Assignment (TOSA) for attendance tracking and SARB support, expanded K–12 transportation, and used ParentSquare's translation features to communicate with families. The primary shift in actual implementation was adapting to a major demographic change, as the district's eligible Special Education (SpEd) student population grew by 28%—jumping from 417 to 535 students. This influx required school sites to heavily integrate attendance outreach into the IEP process and coordinate a higher volume of specialized services.

Individualized site efforts led to significant improvements in attendance within our alternative programs. Most notably, the Paradise eLearning Academy (PELA) saw average daily attendance jump from 82.4% to 89.69% (+7.29%). Positive upward trends were also achieved at Pine Ridge School, which increased to 91.23%, and Paradise Junior High, which rose to 91.11%. The district also saw strong family engagement within special education. Despite a massive spike of 118 newly eligible SpEd students, the district successfully maintained a 93% parent participation rate in IEP meetings, serving 495 families, up from 386 the previous year. Additionally, overall communication metrics improved. PUSD expanded its total contactable family base to 2,240, reduced non-contactable students to 31, and cut missing contact profiles to 56.

The primary challenge encountered was a downward trend in annual LCAP survey data regarding parent perceptions. Trust that schools "actively seek input" dropped 9% (to 68%), while satisfaction with engagement in advisory groups fell 11% (to 79%), and input on policies declined 10% (to 77%). Managing a rapidly growing high-needs student population likely strained traditional parent outreach channels. Furthermore, average attendance slightly slipped at traditional school sites, with Cedarwood Elementary dropping to 91.71% and Paradise High School to 91.96%. Finally, state dashboard tracking reveals that critical student groups continue to face severe attendance barriers, placing them in the Red tier for chronic absenteeism across multiple campuses. System-wide, the specific PUSD student groups registering in the Red include Two or More Races, Socioeconomically Disadvantaged (SED) students, Students with Disabilities (SWD), and White students. A site-level breakdown of the Dashboard highlights these localized challenges: at Pine Ridge School, both SWD and White student groups are in the Red; at Paradise Ridge Elementary, the crisis spans three distinct groups, with Two or More Races, SED, and SWD all falling into the Red tier; and at Paradise Junior High, both SWD and SED student groups remain in the Red.

School Climate & Discipline (Goal 3)
In 2025–26, Paradise Unified School District implemented Goal 3 with an expanded focus on integrating the RULER framework and trauma-informed practices to cultivate emotionally safe, inclusive school environments. The district operationalized this goal through four primary actions: campus supervision staffing (Action 3.1), a comprehensive athletics program for grades 6–12 (Action 3.2), tier-specific alternative discipline strategies aligned with AB 1729 (Action 3.3), and targeted wellness and safety supports for secondary students (Action 3.4).

Implementation successes during Year 2 included a total district-wide reduction in high school dropouts (falling from 11 to 5 students) and zero middle school dropouts at Paradise Junior High. Furthermore, 100% of facilities maintained a "good" condition ranking, and targeted discipline efforts led to significant improvements in suspension rates at key secondary sites. Most notably, Ridgeview Continuation High School plummeted by 10.7% (from 18.1% to 7.4%), marking the largest improvement in the district. Positive downward trends were also achieved at Paradise Junior High, which dropped by -3.6% (from 17.4% down to 13.8%), Cedarwood Elementary, which decreased by -2.7% (from 5.7% down to 3.0%), and Paradise Ridge Elementary, which fell by -0.7% (from 6.3% down to 5.6%). Additionally, student connectedness showed healthy progress in the middle grades, highlighted by a 15% positive surge among 9th graders on the Healthy Kids Survey, while Paradise eLearning successfully maintained a perfect 0.0% suspension rate across both years.

Despite these successes, some clear challenges emerged. Even though the district's overall suspension rate dropped slightly by -0.4% to an average of 8.6%, seven student subgroups landed in the Red tier on the California Dashboard compared to just two the year before. This expansion includes the Students with Disabilities (SWD), White, American Indian, English Learners, Homeless, Two or More Races, and Socioeconomically Disadvantaged (SED) student groups, with SWD and White groups specifically sitting in the Red tier district-wide. Regionally, minor performance setbacks occurred at Paradise Ridge School, which increased by +0.1% (from 7.9% up to 8.0%), leaving its SWD and White student groups in the Red. Meanwhile, Paradise High School experienced the district's largest regression, with its suspension rate climbing by 4.1% (from 8.9% to 13.0%), leaving its Hispanic, Two or More Races, SED, SWD, and White student groups all in the Red. Site-level data also revealed that Paradise Junior High holds Hispanic and SWD groups in the Red, while Paradise Ridge Elementary leaves its SWD student group in the Red. At the same time, safety and climate satisfaction scores declined; positive parent survey responses dropped to 86%, and the number of staff members who felt their school was safe and supportive fell sharply from 90% to

71%. This data shows that while basic campus safety structures are working, the district still needs stronger behavioral and emotional supports to improve the school climate for everyone.

Alternative Ed & Equity Multiplier Initiatives (Goals 4 & 5)
To address localized academic and engagement gaps, specific PUSD campuses qualify for California’s Equity Multiplier funding by meeting state thresholds of a prior-year non-stability rate greater than 25% and a socioeconomically disadvantaged student population greater than 70%. Under these criteria, Ridgeview Continuation High School (RDV), Paradise eLearning Academy (PELA), and Paradise Junior High School are designated as the district's three Equity Multiplier sites.

In 2025–26, PUSD continued implementing Goal 4, using Equity Multiplier funds to improve college and career readiness at Ridgeview Continuation High School (RDV) and Paradise eLearning Academy (PELA). All planned actions were executed, including maintaining PELA's part-time administrator to monitor attendance and counseling (Action 4.1), deploying the Edmentum online curriculum package (Action 4.2), utilizing Creative Leadership Solutions for instructional coaching at RDV (Action 4.3), providing RDV's extended-day program (Action 4.4), and funding a full-time RDV academic counselor and advisor to support postsecondary planning (Action 4.5). Overall implementation yielded several notable engagement and academic successes during Year 2. Both schools successfully reduced their average days absent to 25.6 days each, while PELA's chronic absenteeism dropped further to 23.5% alongside a reduction of 2 dropout students. On the academic front, RDV’s graduation rate improved, rising to 86.5%. Furthermore, the Edmentum online curriculum proved highly successful and worked well at PELA, increasing student preparedness on the College and Career Indicator (CCI) by 9.1% and enabling one senior to successfully fulfill the UC/CSU A–G requirements.

Despite these positive strides, distinct implementation challenges persisted at both sites. PELA's overall graduation rate declined significantly, from 81.8% to 78.3%, largely due to an 18-point drop. Additionally, the online Edmentum curriculum did not work well at RDV, as the school struggled to implement online CTE options and had to pivot to in-person instruction for the 25-26 school year. As a result of these curriculum friction points, no students across either campus completed both a full CTE pathway and their A–G course requirements. Finally, student preparation at RDV stayed flat at 0% prepared, illustrating a continuous challenge in moving heavily impacted student groups, specifically Socioeconomically Disadvantaged and White students, out of the lowest performance tier on the California Dashboard.

Due to Paradise Junior High School (PJHS) being designated as a new Equity Multiplier site, a new Goal 5 has been established for the 2026-2027 school year based on current performance tracking. Site-level data indicate a critical need to reduce classroom disruptions and reduce the time students spend out of class, thereby improving the overall school climate. Additionally, there is a clear mandate to increase ELA proficiency for all students and identified subgroups. This proposal outlines a targeted investment of Equity Multiplier funds to address critical "School Climate" and "Student Engagement" indicators at Paradise Junior High. By adding 10 instructional sections to reduce class sizes and enhance access to specialized electives, the school aims to directly lower Chronic Absenteeism and the frequency of Classroom Disruptions. To address these needs, Equity Multiplier funds will be used to reduce class sizes in Social Science, Science, and English, thereby improving the student-to-teacher ratio. By prioritizing ELA support and fostering a more stable school climate through smaller instructional settings, the school utilizes the "Stability Rate" trigger—the exact metric that qualified PJHS for these funds—as the foundation to improve student attendance, engagement, and learning stability during the 2026-2027 school year.

The following Actions are required to be kept in the LCAP for the duration of the 3-year plan. The following indicators were RED on the 2023 Dashboard.

LEA-wide Lowest Performance
Hispanic, 2 or More races, Suspension, Actions 3.1,3.4
Homeless, Hispanic, Chronic Absenteeism, Actions 2.1, 2.2, 2.3
Students with Disabilities, College/Career, Actions 1.3,1.4,1.5,1.6,1.8,1.10,4.2
Students with Disabilities, English Language Arts, Actions1.1,1.3,1.5,1.11
Homeless, Mathematics, Actions1.1,1.5,1.11

Schoolwide lowest Performance
Cedarwood Elementary
Hispanic, Suspension, Action 3.1
SED, Hispanic, Chronic Absenteeism, Action 2.1
Socio-economic Disadvantaged, English Language Arts, Goal 1.1,1.2,1.11

Paradise Ridge Elementary
SED, SWD, White, Suspension, Actions 1.3,3.1
Students with Disabilities, Chronic Absenteeism, Actions 1.3,2.1

Pine Ridge
Hispanic, Chronic Absenteeism, Actions 2.1,2.2,2.3

Paradise Jr. High
SED, White, Suspension, Action 3.1
Students with Disabilities, Chronic Absenteeism, Actions 1.3,2.2,2.3
Socio-economic Disadvantaged, English Language Arts, Action 1.7
SED, White, Mathematics, Actions 1.1,1.7
Two or More Races, Suspension, Action 3.1
White, English Language Arts, Actions 1.1,1.10
White, Mathematics, Actions 1.1,1.10

The district conducted a comprehensive needs assessment, utilizing the 2025 California Dashboard data for English Language Arts (ELA), Mathematics, Suspension Rate, and Chronic Absenteeism, as well as educational partner input and local assessments, to identify critical areas of need. This thorough analysis informed the strategic actions funded, in whole or in part, by the Learning Recovery Emergency Block Grant (LREBG). These actions align with the requirements of EC Section 32526(c)(2) and are designed to support the academic and socioemotional well-being of all students, with a particular focus on those who face the greatest challenges. The actions funded are below:

Goal 1 Action 1.11

Wholly or partially funded by LREBG funds in the amount of $25,000, this action aims to continue the partnership with the Creative Leadership Solution Consultant to support 7–12 teachers and administrators. The focus is on strengthening instruction and accelerating learning recovery in ELA and Math through coaching on essential standards, curriculum, and PLC practices.
This addresses the comprehensive needs assessment by providing targeted professional learning to address secondary academic gaps. This reflects a strategic shift from the previous TK–6 model to a dedicated 7–12 framework to resolve learning loss and performance deficits in secondary ELA and Math.
This action directly aligns with LREBG’s allowable use of EC Section 32526(c)(2)(B) by providing evidence-based learning supports, instructional coaching, and staff development focused on accelerating student academic achievement.
This evidence-based action is evidenced by the following study, Hattie, J. (2009). "Visible Learning." This research proves that professional development focused on essential learning standards and collaborative PLC practices significantly improves instructional quality and accelerates student learning recovery.

Goal 3 Action 3.4
Partially funded by LREBG funds totaling $70,000, this action aims to support a Student Resource Officer (SRO) at secondary schools to address chronic absenteeism, suspensions, and social-emotional challenges. The SRO fosters a safe environment through mentoring, relationship-building, restorative practices, and proactive interventions to form a coordinated response to student needs.
This addresses the comprehensive needs assessment by providing behavioral support, referral guidance, and connections to community agencies. The assessment and partner input showed secondary students face trauma, mental health needs, and family instability that cause disengagement and low performance in ELA and Math.
This action directly aligns with LREBG’s allowable use of EC Section 32526(c)(2)(F) by integrating mental health services, trauma-informed care, and social-emotional supports that target the priority areas identified in the district’s LREBG needs assessment (EC 32526(d)).
This evidence-based action is evidenced by the following study, Theriot, M. T. (2016). "The Impact of School Resource Officer Interaction on Students' Feelings of Safety and Behavioral Outcomes." This study shows that using SROs for mentoring and restorative practices rather than strictly disciplinary roles reduces truancy and improves behavior for at-risk youth.

Reflections: Technical Assistance

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

Paradise Unified School District participated in Differentiated Assistance during the 2025–26 school year due to the performance of Students with Disabilities and White students on the California School Dashboard indicators for Chronic Absenteeism and Suspension Rate. As part of this process, district staff met with the Butte County Office of Education (BCOE) on March 6, 2026, and May 8, 2026, and engaged in ongoing monthly data review sessions using attendance and suspension reports developed by BCOE.

Through analysis of Dashboard and local data, the district identified attendance and school engagement as areas requiring focused attention. The monthly data reviews helped the district examine trends for Students with Disabilities and White students, identify barriers contributing to chronic absenteeism and suspensions, and evaluate the effectiveness of current interventions. As a result, the district developed a dedicated LCAP goal focused on improving chronic absenteeism and strengthening student engagement.

The district continues to collaborate with BCOE to monitor progress through regular reviews of attendance and suspension data, professional learning opportunities, and ongoing technical assistance. This partnership supports continuous improvement by helping district and site leaders use data to adjust strategies and services based on student needs.

In addition, Paradise Unified collaborated with the Butte-Glenn SELPA through the Compliance and Improvement Monitoring (CIM) process to address a problem of practice related to student achievement and college and career readiness. Through this work, the district identified and implemented two high-leverage strategies designed to increase access to college and career readiness opportunities for students, including Students with Disabilities. Progress is monitored through implementation benchmarks, student outcome data, and ongoing collaboration with SELPA and county office partners to ensure strategies are effectively addressing identified needs.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Superintendent Employee LCAP Committee- CSEA and TAP (Our local bargaining units of PUSD)	Our Employee LCAP Committee met in February 2026 and April 2026 to gather feedback on our LCAP. Audience: Certificated Staff, Classified Staff, District Office Staff, Director of Technology, Superintendent, Assistant Superintendent Topics discussed: Enrollment, PUSD Mission, Vision and Expected Behaviors, The PUSD Four LCAP Goals, Equity Multiplier Schools, CAASSP Data Slides, CA Community Schools Grant, Learning Recovery Emergency Block Grant, District-Wide SRO, Current Events, PUSD Construction Projects, Attendance Success, Staff Development Day, All Action Items for the LCAP Goals, LCAP Budget.
Superintendent Parent/Community LCAP Agenda	Our Parent/Community LCAP Committee met on February 25 and April 29 to gather feedback on our LCAP. Audience: Parents, Students, Principals of all schools, Directors in PUSD, Assistant Superintendent, Superintendent Topics discussed: Enrollment, PUSD Mission, Vision and Expected Behaviors, The PUSD Four LCAP Goals, Equity Multiplier Schools, CAASSP Data Slides, ESY-Extended School Year, CA Community Schools Grant, Learning Recovery Emergency Block Grant, District-Wide SRO, Current Events, PUSD Construction Projects, Attendance Success, Development Day, All Action Items for the LCAP Goals, LCAP Budget

Educational Partner(s)	Process for Engagement
District Wide Administration and Director Leadership Team Meetings	This team meets one time a month throughout the year. Audience: Principals, Directors, and Superintendent Topics Discussed: CA Dashboard, ATSI, CSI, Equity Multiplier, LCAP Goals, LCAP and Other Budgets, Learning Recovery Emergency Block Grant, District-Wide Goals, SPSAs, Student Groups in Red on Dashboard-Goals, Metrics and Actions for Student Groups in Red, Enrollment, Construction
PUSD Parents- LCAP Parent and Community Schools Survey Spring 2026	Our LCAP survey was disseminated to PUSD families and community members. The LCAP Survey also included questions to survey barriers for our families based on our Community Schools Grant, Year 2 of implementation. We gathered information on LCAP goals, focus areas for improvement, and asked open-ended questions to gather ideas and feedback to support families and students' educational success. We also surveyed and looked at data from schools receiving Equity Multiplier, RDV, PELA, and PJHS.
PUSD Staff and Families at Equity Multiplier Schools	Surveyed staff and parents from Ridgeview Continuation High School (RDV), Paradise eLearning (PELA), and Paradise Junior High School Audience: Staff and Families at Equity Multiplier Schools Topics: Areas of Improvement, Ideas and Supports for PELA and RDV, Barriers and Needs for Students and Families
PUSD Staff- LCAP Employee and Community Schools Survey	Our LCAP survey was disseminated to all PUSD staff members. We gathered information on LCAP goals, focus areas for improvement, and asked open-ended questions to gather ideas and feedback
Special Education Local Plan Area (SELPA) Consultation	Consultation with Aaron Benton, the SELPA Director of Butte County, in 2026 Audience: Superintendent Topics Discussed: Information regarding incorporating compliance monitoring activities within the LCAP for PUSD.
Compliance and Improvement Monitoring (CIM) Team	Our CIM team met during the 2024-2025 school year to clarify and edit the CIM plan. Audience: Director of Student Services, Admin. Assistant to Student Services, and Special Education Teachers

Educational Partner(s)	Process for Engagement
	Topics Discussed: Concerns that many Students with Disabilities are not held to high academic standards in the general education classroom, root causes, survey data, implementation concerns and best ways to improve the CIM plan

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

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

Equity Multiplier Schools (Paradise Junior High, Ridgeview Continuation, & PELA)
Integrated Student Supports & Counseling Access
Initial 2025 planning prioritized a shared full-time academic counselor between Ridgeview and Paradise eLearning Academy (PELA) to manage credit recovery, graduation tracking, and mental health resources. The 2026 baseline statistics validate the critical need to expand this focused Equity Multiplier support down to the junior high level. Integrated Student Support (ISS) ranked lowest overall across all secondary and alternative campuses, with 33% favorability at PJHS, 29% at PHS, and 27% at Ridgeview. Specifically at PJHS, only 35% of junior high students feel the school explicitly helps them manage their emotions, and only 32% feel supported when struggling with core coursework. Adding the junior high to the Equity Multiplier tier underscores a systemic push to implement early-intervention student safety nets before credit recovery becomes necessary in high school.

Connecting High-Needs Families to Critical Resources
During the 2025 cycle, high-needs families expressed urgent demands for immediate community infrastructure, particularly in food equity, expanded meal programs, and local point-of-access services. The 2026 data update shows that despite the critical nature of these services, connecting eligible families to resource networks remains a steep operational challenge. District baseline data show that the Family Resource Center scored the lowest in the Family & Community Engagement rubric across the district, registering just 31% favorability at Ridgeview and 22% at PHS. This is largely an awareness gap: 44% of PUSD staff admitted they do not know how to submit a referral to the Resource Center, and 60% rated their overall knowledge of its operations at 3 or below. Labeling PJHS as an Equity Multiplier hub provides a centralized pipeline to bridge this internal communication breakdown for middle-grade families.

Hands-On CTE Pathways & Skill Building
To shift away from purely digital instruction, 2025 plans launched an effort to establish a physical, hands-on CTE medical pathway course at Ridgeview to anchor alternative-education engagement. Expanding this focus area to the junior high addresses a severe early-exposure gap identified in 2026. While Expanded Learning Time (ELT) is a significant current asset for PJHS—with 56% of junior high students reporting

high interest in after-school programs like the Boys & Girls Club—true career-readiness infrastructure drops significantly. At Ridgeview, only 38% of students feel the school helps them explore future career fields, and only 35% feel coached on tangible professional skills. Integrating PJHS into the Equity Multiplier tracking ensures that tactile, real-world skill building and career exploration are introduced sequentially well before students reach the alternative high school tier.

Instructional Support Partnerships (Creative Leadership Solutions)
In 2025, targeted Equity Multiplier campuses used focused coaching from Creative Leadership Solutions to enhance teaching methodologies, boost site instructional effectiveness, and address learning loss. The 2026 data update highlights that the inclusion of the junior high into this structural umbrella is crucial for site culture, as the baseline student survey sample size at Ridgeview yielded an overall favorability rating of just 31% across all measured dimensions. Aligning PJHS under an identical instructional framework ensures academic and behavioral continuity across the key developmental bridge from 7th grade through graduation.

PUSD Parents & Families (District-Wide)
Academic Counseling & Course Selection (Action 1.4)
Parents emphasized the critical value of academic counseling during 2025 feedback sessions to ensure students are supported when choosing appropriate classes and CTE pathways. Secondary college and career exploration emerged as a relative strength in the 2026 data, scoring 50% favorable at Paradise High School (PHS) and 38% favorable at Ridgeview. However, the broader Parent/Guardian survey revealed a strong continued demand for these services, with 59% of families ranking "Resume Building, Career Education & Vocational Skills" and 49% ranking "Student Counseling" as high-priority services they want available on the Ridge.

Expanded Afterschool Transportation (Action 2.1)
Parents requested more transportation options during the 2025 LCAP feedback to take students home after participating in after-school programs. The 2026 survey confirmed an exact split in community need, showing that 50% of parents stated they would actively use free after-school transportation, while 50% would not. Additionally, logistical barriers were strongly tied to location: 51.6% of parents reported they are very unlikely to attend weekday events if held in Magalia, compared to only 22.1% when held in Paradise.

Streamlining Communication Systems (Goal 2)
Parents suggested using fewer communication systems in 2025 to prevent district information from arriving via too many fragmented channels. The 2026 data update reveals general family communication remains highly rated, with 78% of parents agreeing that their school provides sufficient resources to support learning at home. However, an 11-point gap exists between general communication and deeper engagement, as only 67% feel their school actively seeks their input into educational decisions.

PUSD Staff (District-Wide)
Consistent SEL Program Implementation & Training (Action 3.3)
Staff requested more consistent Social-Emotional Learning (SEL) implementation and corresponding professional development during the 2025 feedback cycle. The 2026 baseline data strongly validate this staff request. When asked to isolate the single most critical area to improve for student success, nearly half of all staff members (43.5%) selected SEL as their top priority. This aligns tightly with parents, 68.8% of whom selected SEL as a critical support for long-term student success.

Student Behavior & Tiered Supports (Action 3.3)
Staff shared explicit concerns in 2025 regarding student behavior and the need for stronger Tier 1–3 behavioral interventions. While 70% of staff in 2026 feel that their school climate fosters a feeling of safety and security, student data reveals that foundational Tier 1 attendance check-ins are missing the mark. The lowest-scoring items in the entire secondary dataset were attendance check-ins, with only 23% of PHS students and 24% of Ridgeview students reporting that their school checks in on them when they miss class.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 4: Pupil Achievement- Percentage of Paradise Unified School District students meeting or exceeding ELA	CAASPP Scores for 2022-2023 All Students (707 tested) 32.29% of students district-wide met or	CAASPP Scores for 2023-2024 All Students (733 tested) 29.65% of students district-	CAASPP Scores for 2024-2025 All Students (773 tested) 33.90% of students district-	CAASPP Scores All Students 50% of students district-wide met or exceeded the standard for ELA	District-wide Met/Exceeded: +1.61% All Students (Distance from

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	standards on the CAASPP.	exceeded the standard for ELA as measured by the spring 2023 CAASPP results. All students are 48.2 points below the standard measured by SBAC ELA results on the California School Dashboard. All students are an Orange on the Dashboard. Students with Disabilities are 118.6 points below standard. This student group is in the Red on the Dashboard. At Cedarwood Elementary, Socioeconomically Disadvantaged Students are in the Red. They are 71 points below standard. At Paradise Junior High,	wide met or exceeded the standard for ELA as measured by the spring 2024 CAASPP results. All students are 52.4 points below the standard measured by SBAC ELA results on the California School Dashboard. All students are an Orange on the Dashboard. Students with Disabilities are 108 points below standard. This student group is in the Orange on the Dashboard. At Cedarwood Elementary, Socioeconomically Disadvantaged Students are in the Red. They are 73.1 points below standard.	wide met or exceeded the standard for ELA as measured by the spring 2024 CAASPP results. All students are 35.1 points below the standard measured by SBAC ELA results on the California School Dashboard. All students are a Yellow on the Dashboard. Students with Disabilities are 101.6 points below standard. This student group is in the Orange on the Dashboard. At Cedarwood Elementary, Socioeconomically Disadvantaged Students are in the Yellow. They are 66.3 points below standard.	as measured by the CAASPP All students are 5 points below the standard measured by SBAC ELA results on the California School Dashboard. All students are a yellow or green on the Dashboard. Students with Disabilities are 59 points below standard. This student group is in the Red on the Dashboard. At Cedarwood Elementary, Socioeconomically Disadvantaged Students are in the Red. They are 35 points below standard. At Paradise Junior High, Socioeconomically	Standard): +13.1 points closer to standard Students with Disabilities (Distance from Standard): +17.0 points closer to standard Cedarwood Elementary — SED Students: +4.7 points closer to standard (Moved from Red to Yellow) Paradise Junior High — SED Students: +23.5 points closer to standard (Moved from Red to Yellow) Paradise High School — White Students: +44.3 points closer to standard (Moved from Red to Yellow) All Students +4.25%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged Students are in the Red. They are 75.5 points below standard. At Paradise High School, white student groups are in the Red. They are 61.6 points below standard.	At Paradise Junior High, Socioeconomically Disadvantaged Students are in the Red. They are 73.7 points below standard. At Paradise High School, white student groups are in the Yellow. They are 44.5 points below standard.	At Paradise Junior High, Socioeconomically Disadvantaged Students are in the Yellow. They are 52 points below standard. At Paradise High School, white student groups are in the Yellow. They are 17.3points below standard. At Paradise Ridge Elementary, students with disabilities are in Red. They are 95.2 points below standard.	Disadvantaged Students are in the Red. They are 35 points below standard. At Paradise High School, White students are in the Red. They are 30 points below standard.	At Paradise Ridge Elementary, students with disabilities are in Red. They are 95.2 points below standard.
1.2	Percentage of students at Paradise Unified School District on grade level for Reading in K-2-mClass Dibels, 3-6 IXL and on grade level in NWEA MAP for 7th-12th grade.	NWEA Spring Scores from 2023-2024 in Reading (519Tested) 81% and up- 6% 61%-80%- 17% 41%-60%- 22% 21%-40%- 29% 1%-20%- 26%	NWEA Spring Scores from 2024-2025 in Reading (547Tested) 81% and up- 17% 61%-80%- 20% 41%-60%- 21% 21%-40%- 20% 1%-20%- 22%	mClass Dibels K-2-mClass Dibels (BOY-EOY) Grade K 25% 54% +29.0% Grade 1 32% 62% +30.0% Grade 2 41% 56% +15.0% IXL	7th-12th Grade NWEA Spring Scores 81% and up- 16% 61%-80%- 30% 41%-60%- 30% 21%-40%- 15% 1%-20%- 9%	Percent on and above in Reading with local data K-2-mClass Dibels Grade K 54% +29.0% Grade 1 62% +30.0% Grade 2 56% +15.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				3rd-6th (BOY-EOY) 3rd grade 48% 52% +4% 4th grade 41% 36% -5% * 5th grade 34% 38% +4% 6th grade 31% 33% +2% NWEA Spring Scores from 2025-2026 in Reading (614 Tested) 7th-12th Grade 81% and up- 16% 61%-80%- 21% 41%-60%- 19% 21%-40%- 19% 1%-20%- 25%		IXL 3rd-6th (BOY-EOY) 3rd grade 52% +4% 4th grade 36% -5% 5th grade 38% +4% 6th grade 33% +2% 7th-12th Grade 81st Percentile and up: +10% 61%–80% Percentile: +3% 41%–60% Percentile: -1% 21%–40% Percentile: -9% 1%–20% Percentile: -4%
1.3	Priority 4: Pupil Achievement-Percentage of Paradise Unified School District students meeting or exceeding Math standards on the CAASPP.	Math CAASPP Scores from 2022-2023 All Students (703 tested) 23.09% of students district-wide met or exceeded the standard for Math as measured	Math CAASPP Scores from 2023-2024 All Students (727 tested) 25.58% of students district-wide met or	Math CAASPP Scores from 2024-2025 All Students (743 tested) 29.56% of students district-wide met or	Math CAASPP Scores All Students 50% of students district-wide met or exceeded the standard math test in CAASPP	District-wide Met/Exceeded: +6.47% All Students (Distance from Standard): +19.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		by the spring 2023 CAASPP results. All students are 77.7 points below the standard measured by SBAC Math results on the California School Dashboard. All students are in Yellow on the Dashboard. Homeless students are 147.6 points below standard. This student group is in the Red on the Dashboard. At Paradise Junior High, socioeconomically disadvantaged students and White students are in the Red. They are 123.9 points below standard. At Paradise High School, the White students are in the Red. They are 130.2 points below standard.	exceeded the standard for Math as measured by the spring 2024 CAASPP results. All students are 73.9 points below the standard measured by SBAC Math results on the California School Dashboard. All students are in Yellow on the Dashboard. Homeless students are 158.4 points below standard. This student group is in the Red on the Dashboard. At Paradise Junior High, no students are in the red. socioeconomically disadvantaged students and White students are in the Red. SED- 94.4 points below standard, white- 91.1 points	exceeded the standard for Math as measured by the spring 2025 CAASPP results All students are 58.6 points below the standard as measured by SBAC Math results on the California School Dashboard. All students are in the Yellow category on the Dashboard. Homeless students are 113.2points below standard. This student group is in the Orange on the Dashboard. At Paradise Junior High, no students are in the red. Socioeconomically disadvantaged students and White students are in the Yellow. SED- 104.4 points below standard, white- 49.6	All students are 25 points below standard, as measured by SBAC Math results on the California School Dashboard. All students are in the yellow or the green. Homeless students are 25 points below standard. This student group will be in yellow on the Dashboard. At Paradise Junior High, socioeconomic students and the white student groups are in the Red. They are 25 points below standard. The white student group at Paradise High School is in the Red. They are 25 points below standard.	points closer to standard Homeless Students: +34.4 points closer to standard (Moved from Red to Orange) Paradise Junior High — SED Students: +29.5 points closer to standard Paradise Junior High — White Students: +32.8 points closer to standard Paradise High School — White Students: -2.2 points further below standard At Paradise Ridge Elementary, students with disabilities are in red. SWD are 108.1 points below standard.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			below standard. Yellow At Paradise High School, the White students are in the Red. They are 132.4 points below standard. SED- 148.6 points below Red	points below standard. Yellow At Paradise High School, the White students are in the Yellow. They are 71.1 points below standard. SED- 83.3 points below Red At Paradise Ridge Elementary, students with disabilities are in red. SWD are 108.1 points below standard.		
1.4	Percentage of students at Paradise Unified School District on grade level for Math in iReady for K-6 and on grade level in NWEA MAP for 7th-12th grade.	NWEA Spring Scores from 2023-2024 in Math (534Tested) 81% and up- 12% 61%-80%- 17% 41%-60%- 22% 21%-40%- 24% 1%-20%- 25%	NWEA Spring Scores from 2024-2025 in Math (554 Tested) 81% and up- 17% 61%-80%- 21% 41%-60%- 23% 21%-40%- 19% 1%-20%- 20%	IXL 2025-2026 Math K-6th Grade Pre-K 67% 95% +28% K 87% 92% +5% 1st 76% 74% -2% 2nd 67% 50% -17% 3rd 49% 51% +2% 4th 38% 28% -10%	NWEA Spring Scores 81% and up- 20% 61%-80%- 30% 41%-60%- 30% 21%-40%- 15% 1%-20%- 10%	IXL 2026 Scores and Growth Pre-K 95% +28% K 92% +5% 1st 74% -2% 2nd 50% -17% 3rd 51% +2% 4th 28% -10% 5th 20% -1% 6th 15% +5% NWEA Math Scores 7th-12th

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				5th 21% 20% -1% 6th 10% 15% +5% NWEA Spring Scores from 2025-2026 in Math (606 Tested) 81% and up- 15% 61%-80%- 19% 41%-60%- 21% 21%-40%- 21% 1%-20%- 24%		81st Percentile and up: +3% 61%–80% Percentile: +2% 41%–60% Percentile: -1% 21%–40% Percentile: -3% 1%–20% Percentile: -1%
1.5	Priority 4: Pupil Achievement- Percentage of English learner pupils who progress toward English proficiency as measured by the English Language Proficiency Assessments for California.	2022-2023 Summative ELPAC Test Results (19 students enrolled) Level 4- 22.22% Well Developed Level 3- 66.67% Moderately Developed Level 2- 5.56% Somewhat Developed Level 1- 5.56% Beginning to Develop 2023 Dashboard Data 66.7% making progress towards English language proficiency	2023-2024 Summative ELPAC Test Results (23 students enrolled) Level 4- 17.39% Well Developed Level 3- 39.13% Moderately Developed Level 2- 26.09% Somewhat Developed Level 1- 17.39% Beginning to Develop 2024 Dashboard Data	2024-2025 Summative ELPAC Test Results (32 students enrolled) Level 4–15.63% Well Developed Level 3–40.63% Moderately Developed Level 2–15.63% Somewhat Developed Level 1–28.13% Beginning to Develop 2025 Dashboard Data	Level 4-70% Well Developed Level 3- 30% Moderately Developed Level 2- 0% Somewhat Developed Level 1-0% Beginning to Develop Dashboard Data 80% making progress towards English language proficiency	Level 4 (Well Developed): -6.59% Level 3 (Moderately Developed): -26.04% Level 2 (Somewhat Developed): +10.07% Level 1 (Beginning to Develop): +22.57% 2025 Dashboard Data -8.4% making progress towards English language proficiency

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			64.3% making progress towards English language proficiency	58.3% making progress towards English language proficiency		
1.6	Priority 1: Basic- Percentage of pupils in the school district having sufficient access to the standards-aligned instructional materials.	100% of pupils in PUSD have sufficient access to the standards-aligned instructional materials. PUSD has Chromebooks in all their classrooms for all students.	100% of pupils in PUSD have sufficient access to the standards-aligned instructional materials. PUSD has Chromebooks in all their classrooms for all students. During the 2024-2025 school year PUSD went 1-to-1 7th-12th grade.	100% of pupils in PUSD have sufficient access to the standards-aligned instructional materials. PUSD has Chromebooks in all their classrooms for all students. During the 2025-2026 school year PUSD went 1-to-1 7th-12th grade.	100% of pupils in PUSD have sufficient access to the standards-aligned instructional materials. PUSD has Chromebooks in all their classrooms for all students.	Access remained at 100%. A notable improvement is that PUSD expanded 1-to-1 device access to include grades 7–12 during the 2024–2025 school year, strengthening equity and digital learning opportunities.
1.7	Priority 2: State Standards—The percentage of implementation of state board-adopted academic content and performance standards for all students.	Based on the staff survey results from Spring 2024, the percentages below indicate the staff's responses regarding PUSD's full implementation of each state board-adopted standard for all students, ordered from greatest to least: ELA (English Language Arts) – 61%	Based on the staff survey results from Spring 2025, the percentages below indicate the staff's responses regarding PUSD's full implementation of each state board-adopted standard for all students, ordered from greatest to least:	Based on the staff survey results from Spring 2026, the percentages below indicate the staff's responses regarding PUSD's full implementation of each state board-adopted standard for all students, ordered from greatest to least:	Based on the staff survey results from Spring 2024, the percentages below indicate the staff's responses regarding PUSD's full implementation of each state board-adopted standard for all students. In three years, PUSD should	ELD: +12% NGSS: +18% History/Social Science: +19% CTE: +14% Math: +11% ELA: +6% VAPA: 0% (Maintained) PE: +11%previously high-performing areas.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Math – 59% PE (Physical Education) – 58% VAPA (Visual and Performing Arts) – 43% ELD (English Language Development) – 37% CTE (Career Technical Education) – 30% History/Social Science – 30% NGSS (Next Generation Science Standards) – 24% Health – 23%	PE (Physical Education) – 82% ELA (English Language Arts) – 78% Math – 73% History/Social Science – 46% ELD (English Language Development) – 42% VAPA (Visual and Performing Arts) – 40% NGSS (Next Generation Science Standards) – 34% CTE (Career Technical Education) – 34% Health – 29%	PE (Physical Education) – 69% ELA (English Language Arts) – 67% Math – 70% History/Social Science – 49% ELD (English Language Development) – 49% VAPA (Visual and Performing Arts) – 43% NGSS (Next Generation Science Standards) – 42% CTE (Career Technical Education) – 44% Health – 28%	score 80% or higher in each state board-adopted standard.	
1.8	Priority 2: State Standards- How the programs and services will enable English learners to access the	2023 Dashboard Data 66.7% making progress towards English language proficiency	2024 Dashboard Data 64.3% making progress towards	2025 Dashboard Data 58.3% making progress towards	All staff will attend EL training once a year based on staff sign-in sheets for EL training.	Progress toward English proficiency declined Dashboard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CCSS and the ELD standards to gain academic content knowledge and English language proficiency.		English language proficiency	English language proficiency	Dashboard Data 80% making progress towards English language proficiency	Progress Rate: -8.4%
1.9	Priority 4: Pupil Achievement- PUSD's English learner reclassification rate.	2023-2024 33 English Learners 50 Reclassified Fluent English Proficient Our reclassification rate is 60%	2024-2025 45 English Learners 43 Reclassified Fluent English Proficient Our reclassification rate is 49%	2025-2026 English Learners: 27 English Learners 41 Reclassified Fluent English Proficient Our reclassification rate is 60.3%	Increase of 10% in our reclassification rate.	Reclassification Rate: +0.3%
1.10	Priority 4: Pupil Achievement- Percentage of pupils prepared for college and career according to the College and Career Indicator on the CA Dashboard.	2022-2023 All Students District-wide, 13.8% of all students are prepared, as measured by the College and Career Indicator (CCI) on the CA Dashboard. District-wide, 11.8% of all students are approaching prepared, as measured by the College and Career Indicator (CCI) on the CA Dashboard.	2023-2024 All Students District-wide, 13.4% of all students are prepared, as measured by the College and Career Indicator (CCI) on the CA Dashboard. District-wide, 18.5% of all students are approaching prepared, as measured by the	2024–2025- CA Dashboard District-wide, 20% of all students are prepared, as measured by the College and Career Indicator (CCI) on the CA Dashboard. District-wide, 10% of all students are approaching prepared, as measured by the College and Career Indicator	75% of our student population measuring prepared by the CCI on the CA Dashboard.	All Students Prepared: +6.2% All Students Approaching Prepared: -1.8% All Students Not Prepared: -4.3% (Fewer unprepared students) Students with Disabilities Prepared: +9.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		District-wide, 74.3% of all students are not prepared, as measured by the College and Career Indicator (CCI) on the CA Dashboard. Students with Disabilities are measuring very low on the CA State Dashboard. They are 6.5% prepared. Ridgeview Continuation High School has two student groups that measure very low on the CA State Dashboard. They are Socioeconomically Disadvantaged and White students. According to the College and Career Indicator, both student groups are 0% prepared.	College and Career Indicator (CCI) on the CA Dashboard. District-wide, 68.2% of all students are not prepared, as measured by the College and Career Indicator (CCI) on the CA Dashboard. Students with Disabilities are measuring Red on the CA State Dashboard. They are 2.9% prepared. Ridgeview Continuation High School has two student groups that measure very low on the CA State Dashboard. They are no longer RED on the dashboard. No groups in Red and 3.7 prepared.	(CCI) on the CA Dashboard. District-wide, 70% of all students are not prepared, as measured by the College and Career Indicator (CCI) on the CA Dashboard. Students with Disabilities are measuring Orange on the CA State Dashboard. They are 15.5% prepared. Students that are Homeless are measuring Red on the CA State Dashboard. They are at 8% Ridgeview Continuation High School has does not have any students in red on the Dashboard.		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	Priority 5: Pupil Engagement- PUSD's graduation rate.	2022-2023 School Year Students graduating with their cohort district-wide was 90.1%, as measured by The CA Dashboard. Paradise High School- 94% Paradise eLearning- 96.3% Ridgeview Continuation High School- 84.6%	2023- 2024 School Year Students graduating with their cohort district-wide was 91.8%, as measured by The CA Dashboard. Paradise High School- 96.3% Paradise eLearning- 81.8% Ridgeview Continuation High School- 82.1%	89.5% Grade Rate-District Wide 95.6% Paradise High School 78.3% Paradise eLearning 86.5% Ridgeview Continuation High School	District Wide- 95% and above High schools at 95% graduation rate or higher.	District-Wide: -0.6% Paradise High School: +1.6% Paradise eLearning: -18.0% Ridgeview Continuation High School: +1.9%
1.12	Priority 1: Basic—Teachers in the local educational agency (LEA) are appropriately assigned and fully credentialed in their subject area and for the pupils they teach.	2021-2022 Teacher Assignments 84% - Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) 1.2%- Intern Credential Holders Properly Assigned 1.3% Ineffective 3.9% Incomplete 5% Credentialed Teachers Assigned Out-of-Field .5% Unknown	2022-2023 Teacher Assignments 76.5% - Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) .8%- Intern Credential Holders Properly Assigned 11.1% Ineffective 2.3% Incomplete	2023–2024 Teachers in LEA are appropriately assigned 74.0% clear-cleared credentialed for subject and student placement (properly assigned) 2.3% Intern credential holders 12.6% Ineffective 1.4% Incomplete 4.2% Assigned out of field	Teacher Assignments for PUSD 90% and above fully credentialed for subject and student placement.	Fully Credentialed / Properly Assigned: -10.0% Intern Credential Holders: +1.1% Ineffective Teachers: +11.3% Incomplete Assignments: -2.5% Credentialed Assigned Out-of-Field: -0.8% Unknown: -4.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			7% Credentialed Teachers Assigned Out-of-Field 0% Unknown	0.2% unknown		
1.13	Priority 7: Course Access- A broad course of study: AP Class enrollment for low-income students	2022-2023 There were 94 total students enrolled in an AP class in 2022-023 32.97% of them were Total Free and Reduced students (31 students) 26.59% of them were Total Free (25 students)	2023-2024 There were 58 total students enrolled in an AP class in 2023-2024 39.65% of them were Total Free and Reduced students (23 students) 27.58% of them were Total Free (16 students)	2024-2025 AP Class enrollment for low-income students There were 63 students enrolled in an AP class in 2024-2025 55.55% of them were Total Free and Reduced students (35 students) 49.20% of them were Total Free students (31 students)	Increase in students taking AP classes and an increase of low income students enrolled.	Total AP Student Enrollment: -31 students Free and Reduced-Price Students Proportion: +22.58% Total Free Students Proportion: +22.61%.
1.14	Priority 4: Pupil Achievement- Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University;	In the 2022-2023 school year, 11 out of 152 students met the a-g UC/CSU requirements. (PELA and PHS) 7.2% of the seniors completed A-G-requirements.	In the 2023-2024 school year, 13 out of 125 students met the a-g UC/CSU requirements. (PELA and PHS)	In 2024-2025 school year, 16 out of 104 students (PHS and PELA) met the a-g UC/CSU requirements.	At least 25% of the seniors completing A-G requirements.	Seniors Completing A-G Requirements: +8.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			10.4% of the seniors completed A-G- requirements	15.3% of the seniors completed A-G requirements		
1.15	Priority 4: Pupil Achievement- Percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE-approved career technical education standards and frameworks	In the 2022-2023 school year, out of all 9th-12th graders (at PHS and PELA 544 students) 39 students completed CTE Courses (31 concentrators & 8 completers). 7.16% of all high school students completed CTE courses from approved pathways.	In the 2023-2024 school year, out of all 9th-12th graders (at PHS and PELA 540 students) 61 students completed CTE Courses (52 concentrators & 9 completers). 11.29% of all high school students completed CTE courses from approved pathways.	In the 2024-2025 school year, out of all the 9th-12th graders (at PHS and PELA 502 students) 56 students completed CTE courses (47 concentrators & 9 completers) 11.15% of all high school students completed CTE courses from approved pathways.	At least 25% of high school students completing CTE classes.	High School Students Completing Pathways: +3.99%completers .
1.16	Priority 4: Pupil Achievement- Percentage of pupils who have completed both courses described in Metric 1.14 and Metric 1.15.	In the 2022-2023 school year, 11 out of 152 students (.1%) met the a-g UC/CSU requirements. (PELA and PHS) 1 of those students also successfully completed at least one CTE Pathway.	In the 2023-2024 school year, there were no full-time seniors enrolled at PELA who completed any A-G courses. However, three seniors who were enrolled part-time at PELA did complete A-G coursework, but they were reported	In the 2024-2025 school year, there were no full-time seniors enrolled at PELA who completed any A-G courses. However, two seniors who were enrolled part-time at PELA did complete A-G coursework, but they were reported	An increase in students meeting A-G and a CTE pathway requirements. Hoping 10 or more students will successfully complete these two areas.	No Net Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			under PHS since they were full-time students there.	under PHS since they were full-time students there.		
1.17	Priority 7: Course Access- A broad course of study: Enrollment in a CTE Class for students with disabilities, low-income and English learners	During the 2022-2023 school year: 39 students were enrolled/completed a C CTE pathway in 2022-2023 7.16% of students were enrolled/completed a CTE pathway in 2022-2023 The info below is only for the 8 completers 2 students with disabilities were enrolled 25% 3 students were economically disadvantaged 37.5% 0 English learners	During the 2023–2024 school year: 80 students were enrolled in a Career and Technical Education (CTE) pathway course (introductory, concentrator, or capstone). This represents 13.49% of the total 593 students in grades 9–12. Of those 80 students, 9 completed a full CTE pathway and were reported as CTE completers. This represents 11.25% of all students enrolled in CTE courses. Demographics of the 9 CTE Completers:	During the 2024-2025 school year: 172 students were enrolled in a Career and Technical Education (CTE) pathway course (introductory, concentrator, or capstone). This represents 33.59% of the 512 students in grades 9-12 Of those 172 students, 9 completed a full CTE pathway and were reported as CTE completers. This represents 5.23% of all students enrolled in CTE courses Demographics of the 9 CTE Completers:	Increase the number of completers who are students with disabilities, and/or economically disadvantaged, and/or EL.	Total High School Students Enrolled/Completed: +133 students (+26.43%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			0 had a documented disability. 5 were identified as economically disadvantaged (55.55%). 0 were English Learners.	1 had a documented disability (11.11%) 6 were identified as economically disadvantaged (66.66%) 0 were English Learners		
1.18	Priority 4: Percentage of Pupils who demonstrate college preparedness pursuant to CAASSPP assessment in 11th grade for ELA and Math	11th Grade ELA CAASPP Standard Exceeded- 9.45% Standard Met- 25.2% Standard nearly Met- 23.62% Standard Not Met- 41.73% 11th Grade Math- CAASPP Standard Exceeded- 7.32% Standard Met- 8.94% Standard Nearly Met- 15.45% Standard Met- 68.29%	11th Grade ELA CAASPP 2024 Standard Exceeded- 10.52%% (9.45%) Standard Met- 19.13% (25.2%) Standard nearly Met- 24.86% (23.62%) Standard Not Met- 45.49% (41.73%) 11th Grade Math- CAASPP Standard Exceeded- 7.29% (7.32%) Standard Met- 18.29% (8.94%) Standard Nearly Met- 27.51%(15.45%) Standard Met- 46.91% (68.29%)	11th Grade ELA CAASPP 2025 Standard Exceeded- 15.00% Standard Met- 27.50% Standard nearly Met- 26.67% Standard Not Met- 30.83% MATH Standard Exceeded- 8.20% Standard Met- 13.93% Standard Nearly Met- 21.31% Standard Not Met- 56.56%	Increase Standard Met and Exceeded by 15% (5% each year)	ELA Standard Exceeded: +5.55% ELA Standard Met: +2.3% Math Standard Exceeded: +0.88% Math Standard Met: +4.99%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.19	Priority 4: Pupil Achievement- Percentage of pupils who have passed an advanced placement examination with a score of 3 or higher	During the 2022-2023 year, 46 students took at least one AP exam. Out of the 46 students who tested, 78 exams were taken. Out of the 78 exams, the average score was 2.0 39% of the exams were scores of 3 or higher.	During the 2023-2024 year, 60 students took at least one AP exam. Out of the 60 students who tested, 93 exams were taken. Out of the 93 exams, the average score was 2.3 41% of the exams were scores of 3 or higher.	During the 2024-2025 year, 55 students took at least one AP exam. Out of the 55 students who tested, 108 exams were taken. Out of the 108 exams, the average score was 3.0 64% of the exams were scores of 3 or higher.	50% or more of the exams scoring 3 or higher	Exams Scoring 3 or Higher: +25.0% Average Score: +1.0

Goal Analysis

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

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

During the 2025–26 school year, Paradise Unified School District continued implementing planned actions under Goal 1 with a sustained focus on improving instruction, learning, and engagement through structured Professional Learning Communities (PLCs) and targeted structural enhancements. Key strategies remained in place, including reduced class sizes across elementary and secondary levels, full-day transitional kindergarten and kindergarten options at all elementary school sites, and structured, embedded PLC collaboration blocks where teaching staff targeted essential academic standards. Secondary academic counseling and site-based intensive math and reading intervention blocks using specialized instructional aides remained fully operational. Notably, 1:1 Chromebook device infrastructure was successfully maintained district-wide and expanded to secure dedicated 1-to-1 computer learning models across all secondary grade cohorts, strengthening digital instruction parity.

Implementation successes compared directly to the baseline include a district-wide increase in ELA CAASPP proficiency from 32.29% to 33.90%, paired with an overall student average improvement of 13.1 points closer to the California School Dashboard standard. Subgroup performance highlighted marked improvements: students with disabilities moved 17 points closer to the standard, and socioeconomically disadvantaged students at Cedarwood Elementary and Paradise Junior High moved out of the Red tier into Yellow. Math CAASPP proficiency surged from 23.09% to 29.56%, closing the overall distance-from-standard gap by 19.1 points and elevating homeless student performance out of the Red tier by 34.4 points. High school preparation metrics also reached significant peaks: senior A-G college eligibility rose from 7.2% to 15.3%, high school CTE pathway completion grew to 11.15%, total high school student enrollment or completion in a CTE class rose sharply from 7.16% to 33.59%, and the Advanced Placement (AP) exam pass rate spiked from 39% to 64% with an average score jump from 2.0 to 3.0.

However, critical implementation challenges emerged during this period. District-wide graduation rates dropped slightly below the baseline, from 90.1% to 89.5%, largely due to an 18-point decline at Paradise eLearning. English Learner (EL) progress metrics experienced downward trends, with the proportion of students achieving Level 4 on the ELPAC dropping from 22.22% to 15.63%, and overall progress toward English language proficiency on the Dashboard dropping from 66.7% to 58.3%. Additionally, teacher credential configurations shifted negatively away from the baseline, with properly assigned, fully credentialed staff counts decreasing by 10 percentage points and ineffective teaching assignments rising to 12.6%.

Additionally, a material implementation difference occurred regarding secondary intervention delivery, resulting in the cancellation of a previously planned action. Due to an overall lack of funding, this action will no longer be supported by LCAP fiscal allocations, a constraint that has also required the district's Teacher on Special Assignment (TOSA) to return to the classroom. Structurally, the high school requested a strategic pivot away from utilizing certificated staff to create an entirely new, separate intervention class. Instead, the high school is shifting to a model where instructional aides "push in" directly to existing classes. This adjustment allows the district to maximize reduced fiscal resources while focusing heavily on strengthening and supporting core Tier I instruction within the general education environment.

In alignment with these shifting structural priorities, the district also adjusted its targeted professional development scope, pivoting from a TK–6 support framework to a dedicated 7–12 focus. Specifically, Action 1.11 uses unspent LREBG funds to continue the district’s partnership with the Creative Leadership Solution Consultant to support 7-12 teachers and administrators in strengthening instruction and accelerating learning recovery in ELA and Math. Through professional development and coaching on essential standards, curriculum, and PLC practices, the consultant helps improve instructional quality and address gaps identified in the LREBG needs assessment. This action aligns with EC Section 32526(c)(2)(B) by providing evidence-based learning supports and staff development focused on student achievement.

Furthermore, despite broader district-wide improvements for high-needs subgroups, serious localized inequities persist. At Paradise Ridge Elementary, students with disabilities (SWD) remain critically stuck in the Red tier; while they showed slight longitudinal progress from a baseline of 108.1 points below standard, they still sit at a severe 95.2 points below standard. While systemic gains in high school academic preparedness and math proficiency were exceptionally strong, the longitudinal data emphasize an immediate need to correct secondary graduation paths, address systemic teacher credentialing challenges, build out specialized EL supports to reverse progress declines, and deploy targeted academic interventions at Paradise Ridge Elementary to aggressively close the achievement gap for students with disabilities.

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

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

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

Action 1.1 – Increasing Student Services by Decreasing Class Sizes
Helped improve math and ELA CAASPP scores district-wide and closed historic achievement gaps across multiple school sites.
Data Result: Effective. District-wide ELA proficiency rose from 32.29% to 33.90%. District-wide Math proficiency grew substantially from 23.09% to 29.56%, meaning an additional 6.47% of students met or exceeded standards compared to the baseline.

Action 1.2 – Full-Day Transitional Kindergarten & Kindergarten
Expanded instructional time to secure early literacy and math foundations, successfully reversing prior downward trends in older cohorts.
Data Result: Effective. District-wide ELA proficiency recovered from its Year 1 dip to surpass the baseline, moving from 32.29% up to 33.90%. Overall student distance from standard in ELA closed significantly by 13.1 points (moving from 48.2 to 35.1 points below standard).

Action 1.3 – Compliance & Improvement Monitoring Process (CIM) – PLC time for general & special ed
Supported continuous, data-driven collaboration targeting high-need special education demographics.
Data Result: Partially Effective. System-wide, Students with Disabilities successfully maintained their Orange Dashboard status in ELA, reducing their district distance from standard from 118.6 points below to 101.6 points below (a 17-point improvement from the baseline). However, serious localized inequities persist under this action: at Paradise Ridge Elementary, students with disabilities remain critically stuck in the Red tier, sitting at a severe 95.2 points below standard, despite minor longitudinal progress from their baseline of 108.1 points below.

Action 1.4 – Academic Counselors at the Secondary Level
Aimed at supporting secondary graduation tracking, course access, and A–G college tracking.
Data Result: Partially Effective. While senior A–G college eligibility experienced massive growth (7.2% to 15.3%), district-wide graduation rates fell slightly below the baseline from 90.1% to 89.5%. This decline was entirely driven by a severe drop at Paradise eLearning (from 96.3% to 78.3%), though traditional high school graduation at Paradise High remained strong, growing from 94% to 95.6%.

Action 1.5 – ELA & Math Interventions at Paradise High School
Provided dedicated intervention blocks and tutoring to boost secondary test scores.
Data Result: Effective. White student groups at Paradise High School successfully exited the Red tier and entered the Yellow tier on the California School Dashboard for Math, closing their distance-from-standard gap by an exceptional 59.1 points (moving from 130.2 to 71.1 points below standard). Additionally, White student groups at PHS grew by 44.3 points in ELA (moving from 61.6 to 17.3 points below standard).

Action 1.6 – Information Technology Services District-Wide
Maintained complete equity in digital learning access across all school sites.
Data Result: Effective. Sustained 100% student access to standards-aligned instructional materials while permanently locking in the expansion of the 1:1 Chromebook model for all students in grades 7–12.

Action 1.7 – Paradise Junior High Targeted Supports
Site-level intervention structures focused heavily on lifting high-risk subgroups out of low-performing state performance tiers.

Data Result: Effective. Socioeconomically Disadvantaged (SED) students at Paradise Junior High successfully exited the Red tier in ELA and Math, achieving Yellow Dashboard status. In Math, PJHS completely eliminated all student groups from the Red category, with White students closing their gap by 74.3 points and SED students narrowing theirs by 19.5 points. In ELA, SED students closed their distance to standard by 23.5 points.

Action 1.8 – College and Career Readiness at the Secondary Level
Sustained long-term growth paths for Career Technical Education (CTE) and advanced coursework paths.
Data Result: Effective. High school CTE pathway completion grew from 7.16% at the baseline to 11.15%. Furthermore, overall student preparedness on the California School Dashboard College/Career Indicator (CCI) surged from 13.8% to 20% (+6.2%).

Action 1.9 – TK–6 Curriculum Guides (ELA/Math)
Supplied structural frameworks for elementary instructional alignment and lesson planning.
Data Result: Effective. Supported widespread growth across elementary sites, notably at Cedarwood Elementary, where Socioeconomically Disadvantaged students successfully moved out of the Red tier into the Yellow tier for ELA, closing their standard gap from 71 to 66.3 points below.

Action 1.10 – High School Academic Intervention via Reduced Class Size and TOSA
Targeted localized secondary supports to elevate college preparedness and core academic mastery.
Data Result: Effective. 11th-grade CAASPP performance showed sharp upward growth from the baseline. 11th-graders meeting/exceeding ELA standards rose from 34.65% to 42.5%, while those meeting/exceeding Math standards grew from 16.26% to 22.13%. Furthermore, Advanced Placement (AP) exam pass rates spiked dramatically from 39% to 64%, with average scores rising from 2.0 to 3.0.

Action 1.11 – TK–6 Instructional Support through Creative Leadership Solution Consultant (TK–12 Support)
Maintained professional coaching and standards implementation structures over a multi-year period.
Data Result: Partially Effective. Longitudinal staff survey data revealed mixed results compared to the initial baseline. While long-term implementation rates grew in History/Social Science (+19%), English Language Development (+12%), and Next Generation Science Standards (+18%), implementation levels for core areas fell backwards from their initial high points, with ELA dropping from 61% to 67% (after a peak of 78% in Year 1) and Math shifting from 59% to 70% (after a peak of 73% in Year 1).

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

Based on reflections and student data from the past year, Paradise Unified School District is modifying its plan to protect early literacy gains while addressing newly discovered challenges in high school graduation and teacher staffing.

Strengthening Early Literacy: The district will continue to prioritize early literacy by using a TK–6 reading intervention strategy and screener based on the Science of Reading. While elementary interventions successfully moved low-income students at Cedarwood Elementary out of the lowest performance tier (Red) in ELA, teachers will receive extra coaching to ensure they use engaging, hands-on lessons rather than over-relying on digital programs and worksheets. Teachers are being offered extensive early literacy training during the 2026-2027 school year.

Expanding Support for English Learners (ELs): While the student reclassification rate improved to 60.3%, overall classroom progress toward English language proficiency dropped to 58.3%. To address this decline, the district will expand EL-specific teacher training, review curriculum quality, and use Professional Learning Communities (PLCs) to analyze ELA and language data more effectively.

Fixing Alternative High School Graduation Rates: High school outcomes showed a major split in Year 2. While the graduation rate at Paradise High School rose to 95.6%, the rate at Paradise eLearning dropped sharply to 78.3%. Counselors and high school staff will adjust their actions to provide intensive, targeted graduation tracking and support specifically for online and homeless student populations.

Addressing Teacher Credentialing Deficits: The district's data revealed that the percentage of fully credentialed, properly assigned teachers dropped from 84% to 74%, while ineffective teaching assignments rose to 12.6%. The district is adding recruitment and credential-monitoring supports to make sure that reduced-size classes are taught by fully qualified staff.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Increasing student services by decreasing class average	Based on the needs of our unduplicated students and those in red on the CA Dashboard, PUSD will reduce class sizes to allow for more individualized instruction, support social and emotional learning, mitigate learning loss, and close the ELA/literacy and math achievement gaps for English Learners, Foster Youth, Homeless students, and students with disabilities. TK-3rd grade classes will average 25:1, 4th-6th grade classes will average 32:1 students, and 7th-12th grade math and English classes will average 25:1. This reduction aims to improve academic performance for students with disabilities, homeless students, and socioeconomically disadvantaged students, who are currently in red on the academic performance indicator for ELA and Math.	$1,230,000.00	Yes
1.2	Full Day Transitional Kindergarten and Kindergarten	Based on the needs of our unduplicated students, PUSD will implement full-day transitional kindergarten (TK) and kindergarten (K) programs to enhance student learning and achievement. PUSD employs three TK teachers, one at each elementary school and a total of six K teachers	$975,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		across the district. By extending instructional time for our youngest learners, we aim to establish a strong foundation in literacy and other critical skills, thereby setting students toward long-term academic success. This initiative aligns with our overarching objective to improve student outcomes and address the unique requirements of our diverse student population.		
1.3	Compliance and Improvement Monitoring Process (CIM)	The CIM team's work identified a problem of practice and has identified two high-leverage strategies to improve achievement for Students with Disabilities. 1. Embed PLC time into the regular workday for general education and special education teachers to collaborate and have joint Professional Development and instructional planning to use essential grade-level standards, success criteria, assessment data, student prior knowledge, and IEP goals and benchmarks to make decisions about what is most crucial to emphasize in curriculum and content. 2. Ensure alignment of curriculum to essential standards and content covered in statewide assessments.	$50,000.00	No
1.4	Academic Counselors at the Secondary Level	Based on the needs of our unduplicated students and the student groups identified in red on the California Dashboard, PUSD will provide three academic counselors to support College and Career Readiness at the secondary level. District-wide, students with disabilities are in the red on the dashboard for being underprepared, according to the College and Career Indicator. At Ridgeview Continuation School, socioeconomically disadvantaged students and the white student group are also in the red for College and Career Readiness. These targeted supports aim to address the specific challenges these student groups face and improve their readiness for college and careers.	$330,000.00	Yes
1.5	Math and ELA Interventions at Paradise High School	Based on the needs of our unduplicated students and the student groups identified in red on the California Dashboard, Paradise High School will enhance support for students needing intervention in ELA and Math.	$290,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Paradise High School's white student group is in the red for ELA and Math achievement. To address this, Paradise High School will hire instructional aides to assist in classrooms, provide ELA and Math intervention during the day, and offer tutoring. PHS will offer additional support before and after school to strengthen student intervention efforts. These targeted supports aim to address these student groups' specific challenges and improve their academic achievement.		
1.6	Information Technology Services District Wide	Based on the needs of our unduplicated student groups, it is essential to provide up-to-date technology and the necessary skills for 21st-century learning. This support can also benefit our student groups, which are identified in red on the dashboard for College and Career Readiness. Ensuring all students have access to technology, including one-to-one devices for secondary students, can provide strong assessments and intervention opportunities. This approach supports academic progress and equity, addressing the specific challenges these student groups face.	$340,000.00	Yes
1.7	Paradise Junior High Support (PJHS)	Paradise Junior High School will implement strategic steps to improve academics based on our unduplicated students' needs. The school received a red indicator on the CA Dashboard for ELA and Math during the 2022-2023 school year, with economically disadvantaged students scoring particularly low. To address this, PJHS will introduce intervention courses, curriculum enhancements, and an engagement incentive program to support and motivate students, aiming to close the achievement gap. Additionally, Title I staff will be hired to support ELA and Math interventions during the school day, focusing on flexible grouping and monitoring progress, particularly for students with disabilities and those who are socioeconomically disadvantaged.	$100,000.00	No
1.8	College and Career Readiness at the Secondary Level	Based on the needs of our unduplicated student groups, including students with disabilities who are in the red on the dashboard, access to resources and opportunities is crucial for developing the skills required for college and career readiness. The Paradise Unified School District dashboard shows that while all students are performing low, students with disabilities	$340,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		are performing very low. At Ridgeview Continuation High School, socioeconomically diverse students are performing very low across the board. Increasing Career Technical Education (CTE) and Pathway programs and services for grades 7-12 is essential to addressing these needs. These programs provide targeted support and skill development opportunities that prepare students for post-secondary success, helping them thrive in their future endeavors.		
1.9	Tk-6th Grade Curriculum Guides	For the 2024-2025 school year, TK-6th grade teachers have developed comprehensive Curriculum Guides for both ELA and Math. Each grade level has identified essential standards in these subjects, common assessments from the core curriculum, and resources to support instructional units. These Curriculum Guides will support all TK-6th grade teachers and will be a key component in driving PLC work throughout the year.	$0.00	No
1.10	High School Academic Intervention via Reduced Class Size and TOSA Support	Paradise Unified School District will use LREBG funds to improve academic outcomes at the high school, where students are performing 49.3 points below standard in English Language Arts and 133.2 points below in Math, with White and Socioeconomically Disadvantaged students identified in the Red performance level on the California School Dashboard. To address these needs, the district will fund additional ELA and Math class sections to reduce student-teacher ratios and hire a full-time Teacher on Special Assignment (TOSA) to support teachers, analyze student data, and guide targeted interventions. This action aligns with EC Section 32526(c)(2) by increasing instructional time and providing evidence-based academic supports, and it directly addresses the areas of greatest need identified in the required LREBG needs assessment.	$0.00	No
1.11	7-12 Instructional Support through Creative Leadership Solutions Consultant	Action 1.11 uses unspent LREBG funds to continue the district's partnership with the Creative Leadership Solution Consultant to support 7-12 teachers and administrators in strengthening instruction and accelerating learning recovery in ELA and Math. Through professional	$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
		development and coaching on essential standards, curriculum, and PLC practices, the consultant helps improve instructional quality and address gaps identified in the LREBG needs assessment. This action aligns with EC Section 32526(c)(2)(B) by providing evidence-based learning supports and staff development focused on student achievement.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 3: Parental Involvement and Family Engagement- Efforts PUSD makes to seek parent input in making decisions for the school district and each school site.	2023-2024 Spring Survey (82 Families) Parent and Community LCAP Survey 77% of families that responded stated they Strongly Agree or Agree with this statement: My child's school actively	2024-2025 Spring Survey (128 Families) Parent and Community LCAP Survey 78% of families that responded stated they	2025-2026 Spring Survey (97 Families) Parent and Community LCAP Survey 68% of families that responded stated they	Percentage for each question is 90% or higher.	“Actively seeks input” declined -9% “Engagement in advisory groups” declined -11%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		seeks my input into decisions about my child's education. 90% of families that responded stated they Strongly Agree or Agree with this statement: PUSD supports family members' effective engagement in advisory groups and decision-making. 87% of families that responded stated they Strongly Agree or Agree with this statement: PUSD provides families with opportunities to provide input on policies and programs and implement strategies to reach and seek input from all in the school community.	Strongly Agree or Agree with this statement: My child's school actively seeks my input into decisions about my child's education. 83% of families that responded stated they Strongly Agree or Agree with this statement: PUSD supports family members' effective engagement in advisory groups and decision-making. 76% of families that responded stated they Strongly Agree or Agree with this statement: PUSD provides families with opportunities to provide input on policies and programs and implement strategies to reach and seek input	Strongly Agree or Agree with this statement: My child's school actively seeks my input into decisions about my child's education. 79% of families that responded stated they Strongly Agree or Agree with this statement: PUSD supports family members' effective engagement in advisory groups and decision-making. 77% of families that responded stated they Strongly Agree or Agree with this statement: PUSD provides families with opportunities to provide input on policies and programs and implement strategies to reach and seek input		“Opportunities to provide input” declined -10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			from all in the school community.	from all in the school community.		
2.2	Priority 3: Parental Involvement and Family Engagement—PUSD will promote parental participation in programs for low-income, English-learning, and foster-youth pupils.	Aeries Communication Parent Square- Spring 2024 2,099 Students' Families- 94% contactable 1,971 students- Contactable 42 students- Non-Contactable 86 students- No Contact Information (This number includes incoming for next year) Aeries Communication Parent Square also has a translation function.	Aeries Communication Parent Square- Spring 2025 2,153 Students' Families- 97% contactable 2,084 students- Contactable 27 students- Non-Contactable 42 students- No Contact Information (This number includes incoming for next year) Aeries Communication Parent Square also has a translation function.	Aeries Communication Parent Square- Spring 2026 2,327 Students' Families- 96.3% contactable 2,240 students- Contactable 31 students- Non-Contactable 56 students-No Contact Information (This number includes incoming for next year) Aeries Communication Parent Square also has a translation function.	All families are contactable, 97% or higher for contactable.	Total Families/Students: Increased by 228 (from 2,099 to 2,327). Overall Contactability Rate: Increased by 2.3% (from 94% up to 96.3%). Non-Contactable Students: Decreased by 11 (from 42 down to 31). Missing Contact Info: Decreased by 30 (from 86 down to 56).
2.3	Priority 3: Parental Involvement and Family Engagement- PUSD will promote parental participation in programs for students with disabilities.	SEIS- Special Education Information System Parent Involvement in IEP Process Report May 29, 2024	SEIS- Special Education Information System Parent Involvement in IEP Process Report June 2, 2025	SEIS- Special Education Information System Parent Involvement in IEP Process Report June 4, 2026	Parent involvement at 95% or greater for the IEP process.	Eligible SpEd Students: Increased by 118 (from 417 to 535 students)—a massive 28% growth in the eligible special

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		417 eligible students 386 students had parent involvement in the IEP Process 93% have parental involvement in the IEP Process	461 Eligible SpEd Students 429 Students had parental involvement in the IEP Process 93.1% parental involvement	535 Eligible SpEd Students 495 Students had parental involvement in the IEP Process 93% parental involvement		education population. Active Parent Involvement: Increased by 109 families (from 386 to 495 students). Overall Rate: Replicating a exact 93% involvement rate across both years.
2.4	Priority 5: Pupil Engagement- PUSD school attendance rates.	Aeries Report- 2023-2024 Average Daily Attendance PRES- 93.8% PHS- 92.7% CDW- 92.4% PJHS- 91.1% PRS- 90.4% PELA- 82.4% RDV- 78.5%	Data Quest 23-24 Average Daily Attendance PRES- 93.7% PHS- 91.1% CDW- 91.93% PJHS- 90.5% PRS- 90.2% PELA- 84.5% RDV- 77.3%	Data Quest 24-25 Average Daily Attendance PRES- 93.65% PHS- 91.14 % CDW- 90.93% PJHS- 90.46% PRS- 90.71% PELA- 84.54% RDV-77.83% 25-26 Average Daily Attendance PRES- 93.68% PHS- 91.96% CDW- 91.71% PJHS- 91.11% PRS- 91.23% PELA- 89.69% RDV- 78.45%	Average days absent less than 10 times a year.	PRES (Paradise Ridge Elementary) 2023–24: 93.8% 2025–26: 93.68% Difference: dropped 0.12 PHS (Paradise High) 2023–24: 92.7% 2025–26: 91.96% Difference: dropped 0.74 CDW (Cedarwood Elementary) 2023–24: 92.4% 2025–26: 91.71% Difference: dropped 0.69

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						PJHS (Paradise Junior High) 2023–24: 91.1% 2025–26: 91.11% Difference: increased 0.01 PRS (Pine Ridge) 2023–24: 90.4% 2025–26: 91.23% Difference: increased 0.83 PELA (Paradise eLearning Academy) 2023–24: 82.4% 2025–26: 89.69% Difference: increased 7.29 RDV (Ridgeview High) 2023–24: 78.5% 2025–26: 78.45% Difference: dropped 0.05
2.5	Priority 5: Pupil Engagement- PUSD chronic absenteeism rates.	PUSD 2022-2023 Chronic Absenteeism- All Students 40.6% American Indian- 55%	PUSD 2023-2024 Chronic Absenteeism 26.0% - All Students	PUSD 2024-2025 Chronic Absenteeism 26% - All Students 42% Homeless *	All students, chronically absent, less than 30%. Cedarwood needs to move students out of the red on the Dashboard and	Chronic absenteeism declined from 40.6% to 26.0% district-wide. Using the 2024–25 data provided, the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities (SWD)- 47.7% ELs- 33.3% Foster Youth- 54.5% Hispanic- 45.3% (District-wide in the Red) Socioeconomically Disadvantaged(SED)- 43% Two or More Races- 35.6% White- 39.4% Homeless-66.7% (District-wide in the Red) Cedarwood- Hispanic and SED student groups are in the Red Pine Ridge- The Hispanic student group is in the Red Paradise Ridge Elementary- SWD are in the Red Paradise Junior High- SWD are in the Red	52.4% Homeless 33.3% - Hispanic 31.0% Two or More Races 29.5% Students with Disabilities 23.0% White 29.0% Socioeconomically Disadvantaged Cedarwood- Hispanic and SED Pine Ridge- Hispanic Paradise Ridge Elementary- SWD, New- Two or More Races Paradise Junior High- SWD	29.4% Foster Youth 25.7% - Hispanic * 39.3 Two or More Races 32.9% Students with Disabilities 24.2% White 28.9% Socioeconomically Disadvantaged PUSD Student groups in Red are Two or more races, SED, SWD, White Schools in Red on the Dashboard Pine Ridge- SWD, White Paradise Ridge Elementary-Two or More Races, SED and SWD Paradise Junior High- SWD and SED	move them to orange or yellow for the individualized student groups.	student group breakdown shifts as follows: Homeless 2022–23: 66.7% 2024–25: 42.0% Improvement: Dropped 24.7 points Foster Youth 2022–23: 54.5% 2024–25: 29.4% Improvement: Dropped 25.1 points Hispanic 2022–23: 45.3% 2024–25: 25.7% Improvement: Dropped 19.6 points Students with Disabilities (SWD) 2022–23: 47.7% 2024–25: 32.9% Improvement: Dropped 14.8 points Socioeconomically Disadvantaged (SED)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						2022–23: 43.0% 2024–25: 28.9% Improvement: Dropped 14.1 points White 2022–23: 39.4% 2024–25: 24.2% Improvement: Dropped 15.2 points Two or More Races 2022–23: 35.6% 2024–25: 39.3% Increase: Rose 3.7 points PUSD Student groups in Red are Two or more races, SED, SWD, White Schools in Red on the Dashboard Pine Ridge- SWD, White Paradise Ridge Elementary-Two or More Races, SED and SWD

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Paradise Junior High- SWD and SED

Goal Analysis

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

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

During the 2025–26 school year, PUSD fully implemented Goal 2 to improve attendance using multi-tiered, site-specific plans. The district maintained a Teacher on Special Assignment (TOSA) for attendance tracking and SARB support, expanded K–12 transportation, and used ParentSquare's translation features to communicate with families. The primary shift in actual implementation was adapting to a major demographic change, as the district's eligible Special Education (SpEd) student population grew by 28%—jumping from 417 to 535 students. This influx required school sites to heavily integrate attendance outreach into the IEP process and coordinate a higher volume of specialized services.

Individualized site efforts led to significant improvements in attendance within our alternative programs. Most notably, the Paradise eLearning Academy (PELA) saw average daily attendance jump from 82.4% to 89.69% (+7.29%). Positive upward trends were also achieved at Pine Ridge School, which increased to 91.23%, and Paradise Junior High, which rose to 91.11%. The district also saw strong family engagement within special education. Despite a massive spike of 118 newly eligible SpEd students, the district successfully maintained a 93% parent participation rate in IEP meetings, serving 495 families, up from 386 the previous year. Additionally, overall communication metrics improved. PUSD expanded its total contactable family base to 2,240, reduced non-contactable students to 31, and cut missing contact profiles to 56.

The primary challenge encountered was a downward trend in annual LCAP survey data regarding parent perceptions. Trust that schools "actively seek input" dropped 9% (to 68%), while satisfaction with engagement in advisory groups fell 11% (to 79%), and input on policies declined 10% (to 77%). Managing a rapidly growing high-needs student population likely strained traditional parent outreach channels. Furthermore, average attendance slightly slipped at traditional school sites, with Cedarwood Elementary dropping to 91.71% and Paradise High School to 91.96%.

Finally, state dashboard tracking reveals that critical student groups continue to face severe attendance barriers, placing them in the Red tier for chronic absenteeism across multiple campuses. System-wide, the specific PUSD student groups registering in the Red include Two or More Races, Socioeconomically Disadvantaged (SED) students, Students with Disabilities (SWD), and White students. A site-level breakdown of the Dashboard highlights these localized challenges: at Pine Ridge School, both SWD and White student groups are in the Red; at Paradise Ridge Elementary, the crisis spans Three distinct groups, with Two or More Races, SED, and SWD all falling into the Red tier; and at Paradise Junior High, both SWD and SED student groups remain in the Red.

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

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

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

Action 2.1 – Transportation K–12
Data Result: Effective. Maintaining and expanding district transportation successfully removed geographic barriers.

Action 2.2 – Attendance Services to support student absenteeism and chronically absent students.
Data Result: Partially Effective. The attendance TOSA and multi-tiered site plans drove excellent attendance growth in alternative programs, boosting Paradise eLearning Academy (PELA) to 89.69% (+7.29%), Pine Ridge to 91.23%, and Paradise Junior High to 91.11%. The team also managed a massive 28% increase in special education enrollment while maintaining a strong 93% parent participation rate in IEP meetings. However, the action is designated as partially effective because average attendance slightly slipped at traditional sites like Cedarwood Elementary (91.71%) and Paradise High School (91.96%). Furthermore, state dashboard tracking reveals that critical PUSD student groups—specifically Two or More Races, Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), and White students—continue to face severe attendance barriers. This localized chronic absenteeism crisis left Pine Ridge School (SWD, White), Paradise Ridge Elementary (Two or More Races, SED, SWD), and Paradise Junior High (SWD, SED) stuck in the Red tier.

Action 2.3 – English Learner (EL) Support
Data Result: Partially Effective. The annual LCAP survey data revealed declines in perceptions of parent engagement—including a 9% drop in families feeling that schools "actively seek input". This indicates that more localized, direct outreach is needed to fully overcome language and engagement barriers.

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

In response to implementation data and feedback, Paradise Unified School District will refine and deepen its Goal 2 actions for the 2026–27 school year to address persistent equity gaps, changing student demographics, and declining parent survey metrics. To reverse the 9% to 11% declines in parent engagement perceptions, the district will restructure its outreach loop to Parent Square only. Given the massive 28% increase in the Special Education population, monthly leadership meetings will specifically prioritize Students with Disabilities (SWD) subgroup attendance data, embedding targeted intervention monitoring directly into site-level practices to lift this group out of "Red" status on the California Dashboard. Administratively, the district will explicitly incorporate the newly rebuilt Paradise Elementary School into all multi-tiered individual site attendance planning. These intentional adjustments are designed to counter site-level attendance slippage, maximize specialized resource coordination amid tightening budgets, and ensure that robust, multi-tiered supports are evenly distributed across all four elementary sites.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Transportation K-12	Based on the needs of our unduplicated students, transportation is vital for all students in PUSD, particularly foster youth and those from low-income backgrounds. It ensures equitable access to education, enhances safety, and promotes regular attendance. Additionally, training transportation staff to identify situations of homelessness will help student groups in the red for Chronic Absenteeism, including Homeless and Hispanic students.	$450,000.00	Yes
2.2	Attendance Services to support student absenteeism and chronically absent students.	Based on the needs of our unduplicated students, PUSD will provide attendance services, including SARB support, to help chronically absent students. A teacher on special assignment will act as a lead teacher, tracking attendance data and assisting schools and families with these students. Special attention will be given to student groups marked in red on the CA Dashboard for chronic absenteeism. These groups include homeless and Hispanic students, as well as socioeconomically disadvantaged and Hispanic students at Cedarwood Elementary, Hispanic students at Pine Ridge School, and students with disabilities at Paradise Ridge Elementary and Paradise Junior High.	$130,000.00	Yes
2.3	EL Support	Based on the needs of our unduplicated students, this funding will support a teacher on special assignment who will serve as a lead teacher, focusing on testing and supporting English Learner (EL) students. This teacher will assess EL students and collaborate with their teachers. The funds will also be used to provide English Language Development (ELD) training, enhancing support for EL students in testing and language development.	$30,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 1: Basic- Percentage of school facilities maintained in good or excellent repair.	2023-2024 School Year 100% of schools district-wide were ranked in good condition, as measured by the spring 2024 F.I.T. reports.	2024-2025 School Year 100% of schools district wide were ranked in good condition, as measured by the	2025-2026 School Year 100% of schools district wide were ranked in good condition, as measured by the	Continue receiving 100% of our schools were ranked in good condition.	100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			spring 2025 F.I.T. reports.	spring 2025 F.I.T. reports.		
3.2	Priority 5: Pupil Engagement- PUSD middle school dropout rate.	2022-2023 school year CALPADS 1.8 Dropouts Paradise Junior High had one dropout. .61%	2023-2024 school year CALPADS 1.8 Dropouts Paradise Junior High had one dropout. .57%	2024-2025 school year CALPADS 1.8 Dropouts Paradise Junior High had 0 dropouts	0 drop outs from all schools.	No dropouts in middle school
3.3	Priority 5: Pupil Engagement- PUSD high school dropout rates.	2022-2023 school year CALPADS 1.8 Dropouts Paradise eLearning Academy- 3 students 4.48% Paradise High School- 6 students 1.26% Ridgeview Continuation High School- 2 students 3.51%	2023-2024 school year CALPADS 1.8 Dropouts Paradise eLearning Acadamy- 4 students 8.33% Paradise High School- 1 student .2% Ridgeview Continuation High School- 0 students 0%	2024-2025 school year CALPADS 1.8 Dropouts Paradise eLearning Academy 1 student 1.66% Paradise High School- 2 students 0.45% Ridgeview- 2 students 3.5%	0 drop outs from all schools.	Paradise eLearning Academy: Dropped from 3 students to 1 student (-2 students) Paradise High School: Dropped from 6 students to 2 students (-4 students) Ridgeview Continuation High School: Stayed exactly the same (0 change, 2 students both years) Total District Impact: Reduced from 11 dropouts down to 5 dropouts (-6 total students)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Paradise eLearning Academy: Declined from 4.48% to 1.66% (-2.82%) Paradise High School: Declined from 1.26% to 0.45% (-0.81%) Ridgeview Continuation High School: Declined slightly from 3.51% to 3.5% (-0.01%)
3.4	Priority 6: School Climate- PUSD's pupil suspension rates.	According to the California Dashboard, the 2022-2023 suspension rate for all students in PUSD was 9%. District-wide: Hispanic and Two or More Races student groups were in the Red. CDW- 5.7% PELA- 0% PJH- 17.4% PRES- 6.3%	According to the California Dashboard, the 2023-2024 suspension rate for all students in PUSD was 8.8%. District-wide: Hispanic, Two or More Races, Homeless, SED, White and American Indian student groups were in the Red.	According to the California Dashboard, the 2024-2025 suspension rate for all students in PUSD was 8.6%. CDW- 3% PELA- 0% PJHS- 13.8% PRES- 5.6% PHS- 13% PRS- 8% RDV- 7.4%	Less than 9% district wide. Need CDW, PRES, PJHS and PHS move students out of Red on the CA Dashboard to orange or yellow.	District-Wide Metrics The overall suspension rate decreased slightly by -0.4%, dropping from 9.0% down to 8.6%. However, district-wide Red groups expanded from 2 groups (Hispanic, Two or More Races) to 7 groups (SWD, White, American Indian,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		PHS- 8.9% PRS- 7.9% RDV- 18.1% CDW- Hispanic student group in Red PRES- SED, SWD, and the White student groups are in Red PJHS- SED and the White student groups are in Red PHS- Two or more races of student groups are in Red	CDW- 4.3% PELA- 1% PJH- 15.5% PRES- 7.8% PHS- 8.1% PRS- 7.8% RDV- 17.1% CDW (2023)Hispanic student group in Red. (2024) No students groups in Red. PRES- (2023) SWD, and the White student groups are in Red. (2024) Two or More Races, Socioeconomically Disadvantaged, SWD, and the White student groups are in Red. PJHS- (2023) SED and the White student groups are in Red. (2024) SED and the White student groups are in Red.	District-wide: SWD and White, are in Red. The following schools have student groups in red. Paradise Ridge Elementary- SWD Pine Ridge School- SWD, White Paradise Junior High School- Hispanic and SWD Paradise High School-Hispanic, Two or More Races, SED, SWD, White		English Learners, Homeless, Two or More Races, and SED), with the SWD and White student groups specifically sitting in the Red tier district-wide. School Site Rate Changes & Localized Red Groups Ridgeview (RDV) decreased by -10.7%, moving from 18.1% down to 7.4%, which marked the district's largest improvement. Paradise Junior High (PJHS) decreased by -3.6% from 17.4% down to 13.8%, with its Hispanic and SWD student groups landing in the Red. Cedarwood (CDW) decreased by -

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			PHS- (2023) Two or more races of student groups are in Red. (2024) Two or more races and SED student groups are in Red. PRS- (2024) SED student group is in Red. RDV- (2024)SED and White Student groups are in Red.			2.7%, dropping from 5.7% down to 3.0%. Paradise Ridge Elementary (PRES) decreased by -0.7% from 6.3% down to 5.6%, leaving its SWD student group in the Red. Paradise Ridge School (PRS) increased slightly by +0.1% from 7.9% up to 8.0%, with its SWD and White student groups in the Red. Paradise High School (PHS) experienced the largest regression with an increase of +4.1%, jumping from 8.9% up to 13.0%, which left its Hispanic, Two or More Races, SED, SWD, and White student groups all in the Red.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Finally, Paradise eLearning (PELA) showed 0.0% change, successfully maintaining a perfect 0.0% suspension rate across both years.
3.5	Priority 6: School Climate- PUSD's pupil expulsion rates.	According to Data Quest, the expulsion rate for all students from 2022 to 2023 was 0%. There were 0 expulsions during the 2022-2023 school year.	According to Data Quest, the expulsion rate for all students from 2023 to 2024 was .1%. There was 1 expulsion during the 2023-2024 school year.	According to Data Quest, the expulsion rate for all students from 2024 to 2025 was 0.0%. There was 0 expulsion during the 2023-2024 school year.	Continue low expulsion rate.	Same- 0 expulsions
3.6	Priority 6: School Climate—Local measures, LCAP Survey for Parents on safety and school connectedness.	Spring 2024- LCAP Parent Survey 96% of parents responded Strongly Agreeing or Agreeing: Your child's school creates a welcoming environment for all families in the community.	Spring 2025 LCAP Parent Survey 91% of families that responded stated they Strongly Agree or Agree with this statement: Your child's school creates a welcoming environment for families in the community.	Spring 2025 LCAP Parent Survey 86% of families that responded stated they Strongly Agree or Agree with this statement: Your child's school creates a welcoming environment for families in the community.	Maintain or increase from 96%	-10%
3.7	Priority 6: School Climate- Local	Spring 2024- LCAP Staff Survey	Spring 2025- LCAP Staff Survey	Spring 2026- LCAP Staff Survey	Increase to 90% or more	-12%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	measures, LCAP Survey for Staff on safety and school connectedness.	83% of staff that responded to the survey responded that they either Strongly Agree or Agree with this statement: My school climate fosters a feeling of safety, security, and support.	90% of staff that responded to the survey responded that they either Strongly Agree or Agree with this statement: My school climate fosters a feeling of safety, security, and support.	71% of staff that responded to the survey responded that they either Strongly Agree or Agree with this statement: My school climate fosters a feeling of safety, security, and support.		
3.8	Priority 6: School Climate- Local measures Healthy Kids Survey on safety and school connectedness.	Spring 2024 Healthy Kids Survey School Connectedness Average reporting "Agree" or "Strongly Agree" with the following questions. Do you feel close to people at school? Are you happy to be at this school? Do you feel like you are part of this school? Do teachers treat students fairly at school? Do you feel safe at school? Grade 5- 62% Grade 6- 63% Grade 7- 55%	Spring 2025 Healthy Kids Survey School Connectedness Average reporting "Agree" or "Strongly Agree" with the following questions. Do you feel close to people at school? Are you happy to be at this school? Do you feel like you are part of this school? Do teachers treat students fairly at school?	Spring 2026 Healthy Kids Survey School Connectedness Average reporting "Agree" or "Strongly Agree" with the following questions. Do you feel close to people at school? Are you happy to be at this school? Do you feel like you are part of this school? Do teachers treat students fairly at school?	Increase all scores to over 75%	Grade 7 -8% Grade 8 +3% Grade 9 +15% Grade 10 -1% Grade 11 +1% Grade 12 -3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 8- 43% Grade 9- 37% Grade 10- 44% Grade 11- 41% Grade 12- 47% RDV-45%	Do you feel safe at school? Grade 7- 44% Grade 8- 42% Grade 9- 36% Grade 10- 38% Grade 11- 39% Grade 12- 44%	Do you feel safe at school? Grade 7- 47% Grade 8- 46% Grade 9- 52% Grade 10- 43% Grade 11- 42% Grade 12- 44%		

Goal Analysis

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

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

In 2025–26, Paradise Unified School District implemented Goal 3 with an expanded focus on integrating the RULER framework and trauma-informed practices to cultivate emotionally safe, inclusive school environments. The district operationalized this goal through four primary actions: campus supervision staffing (Action 3.1), a comprehensive athletics program for grades 6–12 (Action 3.2), tier-specific alternative discipline strategies aligned with AB 1729 (Action 3.3), and targeted wellness and safety supports for secondary students (Action 3.4).

Implementation successes during Year 2 included a total district-wide reduction in high school dropouts (falling from 11 to 5 students) and zero middle school dropouts at Paradise Junior High. Furthermore, 100% of facilities maintained a "good" condition ranking, and targeted discipline efforts led to significant improvements in suspension rates at key secondary sites. Most notably, Ridgeview Continuation High School plummeted by 10.7% (from 18.1% to 7.4%), marking the largest improvement in the district. Positive downward trends were also achieved at Paradise Junior High, which dropped by -3.6% (from 17.4% down to 13.8%), Cedarwood Elementary, which decreased by -2.7% (from 5.7% down to 3.0%), and Paradise Ridge Elementary, which fell by -0.7% (from 6.3% down to 5.6%). Additionally, student connectedness showed healthy progress in the middle grades, highlighted by a 15% positive surge among 9th graders on the Healthy Kids Survey, while Paradise eLearning successfully maintained a perfect 0.0% suspension rate across both years.

Despite these successes, some clear challenges emerged. Even though the district's overall suspension rate dropped slightly by -0.4% to an average of 8.6%, seven student subgroups landed in the Red tier on the California Dashboard compared to just two the year before. This expansion now includes the Students with Disabilities (SWD), White, American Indian, English Learners, Homeless, Two or More Races, and Socioeconomically Disadvantaged (SED) student groups, with SWD and White groups specifically sitting in the Red tier district-wide.

Regionally, minor performance setbacks occurred at Paradise Ridge School, which increased by +0.1% (from 7.9% up to 8.0%), leaving its SWD and White student groups in the Red. Meanwhile, Paradise High School experienced the district's largest regression, with its suspension rate climbing by +4.1% (jumping from 8.9% up to 13.0%), leaving its Hispanic, Two or More Races, SED, SWD, and White student groups all in the Red. Site-level data also revealed that Paradise Junior High holds Hispanic and SWD groups in the Red, while Paradise Ridge Elementary leaves its SWD student group in the Red. At the same time, safety and climate satisfaction scores declined; positive parent survey responses dropped to 86%, and the number of staff members who felt their school was safe and supportive fell sharply from 90% to 71%. This data shows that while basic campus safety structures are working, the district still needs stronger behavioral and emotional supports to improve the school climate for everyone.

A material implementation difference occurred regarding the funding structure for safety and wellness supports, allowing the district to optimize fiscal resources. Wellness coaching is now supported through alternative funding streams, allowing unexpended LREBG funds to be dedicated to a critical Student Resource Officer (SRO) position. This role directly addresses high chronic absenteeism, suspensions, and secondary student barriers identified in our LREBG needs assessment—including trauma, family instability, and academic disengagement in ELA and Math. Staff and families also emphasized a clear need for structured behavior management and referral guidance.

The SRO will foster a safe, supportive environment through mentoring, positive relationship-building, restorative practices, and proactive intervention, while collaborating with community agencies to manage referrals and remove barriers to learning.

This action aligns with EC Section 32526(c)(2)(F) by integrating mental health services, trauma-informed care, and social-emotional supports, while responding directly to priority areas identified in the district’s LREBG needs assessment (EC 32526(d)) to improve academic engagement and performance.

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

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

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

Action 3.1 – Districtwide School Supervision
Provided consistent campus supervision and yard supervision across elementary, junior high, and high schools, ensuring safe and structured environments.
Data Result: Effective. Supported continued campus safety and overall discipline outcomes, helping to maintain a 100% "good or excellent condition" rating for school facilities on spring 2025 F.I.T. reports. It also contributed to a minor drop in the districtwide suspension rate, down to 8.6%.

Action 3.2 – PUSD Athletics Program for Grades 6–12
Expanded extracurricular opportunities through athletics to foster engagement, belonging, and positive adult-student relationships.

Data Result: Effective. Student engagement and school connection saw healthy progress. Middle school dropouts dropped to zero at Paradise Junior High, and total districtwide high school dropouts were cut from 11 to 5. Additionally, Healthy Kids Survey data showed a massive 15% surge in school connectedness among 9th graders.

Action 3.3 – Strengthen Discipline Supports for Tier I, II, and III
Implemented alternative discipline strategies aligned with AB 1729; administrators received training on restorative approaches.
Data Result: Partially Effective. While alternative discipline strategies yielded massive, positive turnarounds at key secondary sites, localized disparities expanded heavily. On the positive side, Ridgeview High plummeted by -10.7% (dropping from 18.1% to 7.4%), Paradise Junior High decreased by -3.6% (dropping to 13.8%), Cedarwood Elementary decreased by -2.7% (dropping to 3.0%), Paradise Ridge Elementary fell by -0.7% (dropping to 5.6%), and Paradise eLearning maintained a perfect 0.0% suspension rate. However, system-wide challenges remain as the number of student subgroups in the Red tier on the California Dashboard increased from two to seven, adding SWD, White, American Indian, English Learners, Homeless, Two or More Races, and SED, with SWD and White groups specifically sitting in the Red tier districtwide. Furthermore, Paradise Ridge School increased slightly by +0.1% to 8.0% (leaving its SWD and White groups in the Red). At the same time, Paradise High School experienced the largest regression in the district, rising by 4.1% to 13.0%, leaving its Hispanic, Two or More Races, SED, SWD, and White student groups all in the Red tier. Additional localized site data shows that Paradise Junior High holds Hispanic and SWD groups in the Red, while Paradise Ridge Elementary leaves its SWD student group in the Red.

Action 3.4 – Wellness and Safety Supports for Secondary Students
Maintained a Wellness and Safety Coordinator and an SRO to address trauma-informed needs, manage behavioral referrals, and promote school climate.
Data Result: Needs Refinement. While this action successfully eliminated all district expulsions (0%), local perception data shows a stark downturn in school climate. Parent satisfaction with a welcoming environment dipped to 86%, and staff survey results fell by 19%, with only 71% of staff reporting that the school climate fosters a sense of safety, security, and support.

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

Based on the 2025–26 outcomes and stakeholder feedback, Paradise Unified School District has adjusted its strategy for Goal 3 for the 2026–27 school year. While foundational actions successfully reduced dropouts and maintained facilities, changes are needed to address the decline in staff and parent survey scores, the suspension increase at Paradise High School, and the growing number of student subgroups landing in the "Red" on the California Dashboard. To improve school climate, the district will focus on increasing support for staff and enhancing welcoming environments for families. Additionally, the district will introduce targeted behavioral and emotional interventions for heavily impacted student groups—such as Students with Disabilities, English Learners, and Socioeconomically Disadvantaged students—while reviewing site-level discipline and safety data more frequently to ensure positive adjustments are being made.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	District Wide School Supervision	Based on the needs of our unduplicated students, district-wide school supervision, including Campus Supervisors for junior and senior high schools and Yard Supervisors for TK-6, is essential. This enhances safety and creates a conducive learning environment. Unduplicated students, including foster youth and those from low-income backgrounds, benefit from a safer environment, which is crucial for their well-being. Dedicated supervisors also improve supervision during breaks, reducing issues and conflicts and leading to better attendance and a positive school climate. They provide support and guidance to students who need it.	$225,000.00	Yes
3.2	PUSD Athletics Program for 6th through 12th Grade	Based on the needs of our unduplicated students, we will offer athletics to students in grades 6-12. This initiative aims to support positive adult relationships and strong school ties for the students involved in athletics. Providing athletic programs for this age group has been shown to improve student engagement, achievement, and overall success. To ensure the success of this program, we will provide assistant athletic coaches, uniforms, supplies, and transportation and cover entrance fees for games and tournaments for all students.	$450,000.00	Yes
3.3	Strengthen Discipline Supports for Tier I, II and III	PUSD will implement alternative correction strategies district-wide, aligning with AB 1729. Administrators will receive training on these options, with the principal of Paradise Ridge Elementary receiving specialized training in Tier II and Tier III behavior interventions. TK-12 principals will review discipline data monthly in district-wide meetings to identify patterns and trends. There will be a particular focus on improving outcomes for Hispanic students, students with two or more races, and socioeconomically disadvantaged students who are flagged in the red area on our district-wide dashboard.	$6,000.00	No
3.4	Wellness and Safety Supports for Secondary Students	Paradise Unified School District will use unexpended LREBG funds to support a critical position: a Student Resource Officer (SRO), aimed at addressing the high levels of chronic absenteeism, suspension, and social-	$70,000.00	No

Action #	Title	Description	Total Funds	Contributing
		emotional challenges at our secondary schools. Our LREBG needs assessment identified that many secondary students face significant barriers to learning—such as trauma, mental health needs, family instability, and disengagement—that are impacting readiness to learn and contributing to low performance in ELA and Math. Staff and families have also expressed a strong need for more structured support, guidance with referrals, and help managing student behavior. The SRO will contribute to a safe, supportive environment through mentoring, positive relationship-building, restorative practices, and proactive intervention, while collaborating to manage referrals and connect community agencies to reduce barriers to learning. This position forms a coordinated response to students' social-emotional and behavioral needs. This action aligns with EC Section 32526(c)(2)(F) by integrating mental health services, trauma-informed care, and social-emotional supports, while responding directly to priority areas identified in the district's LREBG needs assessment (EC 32526(d)). These supports are essential to improving academic engagement and performance, particularly for students most affected by these challenges.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By June 2027, Ridgeview Continuation High School and Paradise eLearning Academy will enhance college and career readiness by increasing the percentage of students completing A-G courses and/or CTE pathways by 5%. Ridgeview Continuation High School will also improve its graduation rate by 5%, while Paradise eLearning Academy will maintain or increase its graduation rate above 96.3%. This will be achieved through targeted academic interventions, expanded course offerings, and dedicated support for unduplicated students, with progress regularly assessed.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Priority 4: Pupil Achievement- Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University.	In the 2022-2023 school year, no students met the a-g UC/CSU requirements at PELA and RDV.	In the 2023-2024 school year, no students met the a-g UC/CSU requirements at PELA and RDV.	In the 2024-2025 school year, 1 student met the a-g UC/CSU requirements at PELA. 4.3% In the 2024-2025 school year, no students met the	Seniors completing A-G classes will increase by 6% at RDV and PELA.	4.3% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				a-g UC/CSU requirements at RDV.		
4.2	Priority 4: Pupil Achievement- Percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE-approved career technical education standards and frameworks	In the 2022-2023 school year, PELA and RDV do not offer CTE classes.	In the 2023-2024 school year, PELA offers CTE classes. The plan is for RDV to start a CTE pathway next year.	In the 2024-2025 school year, PELA offered CTE classes. RDV was not able to offer online CTE classes. During the 2025-2026 school year, they offered in person classes.	All high school students completing CTE courses from approved pathways at PELA and RDV will increase by 6%	PELA offers CTE classes now. Ridgeview does not.
4.3	Priority 4: Pupil Achievement- Percentage of pupils who have completed both courses described in Metric 4.1 and Metric 4.2.	In the 2022-2023 school year, 0 students completed both of these at PELA and RDV	In the 2022-2023 school year, 0 students completed both of these at PELA and RDV	In the 2023-2024 school year, 0 students completed both of these at PELA and RDV	There will be an increase of students at PELA and RDV that complete a-g requirements and one CTE pathway.	No Change
4.4	Priority 5: Pupil Engagement- PUSD's graduation rate.	2022-2023 School Year Paradise eLearning- 96.3% Ridgeview Continuation High School- 84.6%	2023-2024 School Year Paradise eLearning- 81.8% Ridgeview Continuation High School- 82.1%	Paradise eLearning - 78.3% Ridgeview Continuation High School- 86.5%	PELA will maintain graduation rate or increase. RDV will increase grade rate by 6%.	Paradise eLearning Academy: The high school graduation rate experienced a notable decrease of 18.0%, dropping from 96.3% to 78.3% in Year 2. Ridgeview Continuation High

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						School: The graduation rate showed positive improvement, increasing by 1.9% from 84.6% up to 86.5% in Year 2.
4.5	Priority 4: Pupil Achievement- Percentage of pupils prepared for college and career according to the College and Career Indicator on the CA Dashboard.	2022-2023 Paradise eLearning Academy All students- 3.7% prepared Ridgeview Continuation High School All students- 0% prepared (39 students) Ridgeview Continuation High School has two student groups that measure very low on the CA State Dashboard. They are Socioeconomically Disadvantaged and White students. According to the College and Career Indicator, both student groups are 0% prepared.	2024- CA Dashboard Paradise eLearning Academy All students- 4.5% prepared Ridgeview Continuation High School All students- 3.7% prepared (2023)Ridgeview Continuation High School has two student groups that measure very low on the CA State Dashboard. They are Socioeconomically Disadvantaged and White students. According to the College and	Paradise eLearning 9.1% Ridgeview Continuation High School - 0%	Both PELA and RDV need to increase College and Career Readiness at least by15%.	Paradise eLearning Academy: The percentage of prepared students increased by 5.4%, rising from a baseline of 3.7% up to 9.1% currently. Ridgeview Continuation High School: The percentage of prepared students showed 0% change, remaining stagnant at 0% prepared from the baseline year to the current year. This indicates that despite intervention efforts, challenges persist in moving all students including the heavily

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Career Indicator, both student groups are 0% prepared. (2024) There are no student groups in Red for College and Career at RDV.			impacted Socioeconomically Disadvantaged and White student groups out of the lowest tier on the College and Career Indicator.
4.6	Priority 5: Pupil Engagement- PUSD high school dropout rates.	2022-2023 school year CALPADS 1.8 Dropouts Paradise eLearning Academy- 3 students Ridgeview Continuation High School- 2 students	2023-2024 school year CALPADS 1.8 Dropouts Paradise eLearning Academy- 4 students Ridgeview Continuation High School- 0 students	202-202 school year CALPADS 1.8 Dropouts Paradise eLearning Academy 1 student 1.66% Ridgeview- 2 students 3.5%	Decrease all drops to 0.	Paradise eLearning Academy saw a decrease in dropouts by 2 students. Ridgeview had the same amount of dropouts, 2 students.
4.7	Priority 5: Pupil Engagement- PUSD school attendance rates.	Data Quest 22-23 Absenteeism (Average days absent and percentage excused) PELA- 29.4 average days absent RDV- 35.6 average days absent- 41.1% excused	Data Quest 23-24 Absenteeism (Average days absent and percentage excused) PELA- 25.6 average days absent	Data Quest 24-25 Absenteeism (Average days absent and percentage excused) PELA • 52 count of students with one	Decrease absenteeism rate by 15%.	Paradise eLearning Academy (PELA): The average number of days absent decreased by 3.8 days, dropping from a baseline of 29.4 average days down to 25.6 average days in Year 2.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			RDV- 31.2 average days absent- 41.1% excused	or more absences • 25.6 Average Days Absent RDV • 87 count of students with one or more absences • 25.6 Average Days Absent		Ridgeview Continuation High School (RDV): The average number of days absent showed a major improvement, decreasing by 10.0 days from a baseline of 35.6 average days down to 25.6 average days in Year 2.
4.8	Priority 5: Pupil Engagement- PUSD chronic absenteeism rates.	PUSD 2022-2023 Paradise eLearning Academy Chronic Absenteeism Indicator on the CA Dashboard 37.5 chronically absent	PUSD 2023-2024 Paradise eLearning Academy Chronic Absenteeism Indicator on the CA Dashboard 26.3 chronically absent	PUSD 2024-2025 Paradise eLearning Academy Chronic Absenteeism Indicator on the CA Dashboard 23.5 chronically absent	Decrease chronic absenteeism rate by 10%.	PELA's chronic absenteeism rate improved significantly, decreasing from 37.5% to 23.5%, a reduction of 14 percentage points.

Goal Analysis

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

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

In 2025–26, PUSD continued implementing Goal 4, using Equity Multiplier funds to improve college and career readiness at Ridgeview Continuation High School (RDV) and Paradise eLearning Academy (PELA). All planned actions were executed, including maintaining PELA's part-time administrator to monitor attendance and counseling (Action 4.1), deploying the Edmentum online curriculum package (Action 4.2), utilizing Creative Leadership Solutions for instructional coaching at RDV (Action 4.3), providing RDV's extended-day program (Action 4.4), and funding a full-time RDV academic counselor and advisor to support postsecondary planning (Action 4.5).

Overall implementation yielded several notable engagement and academic successes during Year 2. Both schools successfully reduced their average days absent to 25.6 days each, while PELA's chronic absenteeism dropped further to 23.5% alongside a reduction of 2 dropout students. On the academic front, RDV's graduation rate improved, rising to 86.5%. Furthermore, the Edmentum online curriculum proved highly successful and worked well at PELA, increasing student preparedness on the College and Career Indicator (CCI) by 9.1% and enabling one senior to successfully fulfill the UC/CSU A–G requirements.

Despite these positive strides, distinct implementation challenges persisted at both sites. PELA's overall graduation rate declined significantly, from 81.8% to 78.3%. Additionally, the online Edmentum curriculum did not work well at RDV, as the school struggled to implement online CTE options and had to pivot to in-person instruction for the 25-26 school year. As a result of these curriculum friction points, no students across either campus completed both a full CTE pathway and their A–G course requirements. Finally, student preparation at RDV stayed flat at 0% prepared, illustrating a continuous challenge in moving heavily impacted student groups, specifically Socioeconomically Disadvantaged and White students, out of the lowest performance tier on the California Dashboard

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

There were no material differences between the budgeted and actual expenditures for Goal 4. All planned funds were allocated as intended.

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

Action 4.1 – Part-Time Administrator at Paradise eLearning Academy
A part-time administrator was hired to address chronic absenteeism and strengthen college- and career-readiness supports at PELA.
Data Result: Partially Effective. This action contributed to a significant reduction in PELA's chronic absenteeism rate, which fell to 23.5%, and in average student absences, which dropped to 25.6 days. However, the site's overall graduation rate continued to decline significantly, from 81.8% to 78.3%, limiting the action's long-term academic impact.

Action 4.2 – Edmentum Curriculum (CTE and A-G Coursework)
Students at RDV and PELA were offered online A-G coursework and CTE classes to expand access to pathways.

Data Result: Partially Effective. The Edmentum online curriculum package worked exceptionally well at PELA, successfully expanding pathway opportunities and helping one senior complete the UC/CSU A–G requirements. Conversely, the online curriculum did not work well at RDV, forcing the school to transition from online CTE options to in-person classes during the 2025–26 school year.

Action 4.3 – Educational Specialist from Creative Leadership Solutions
An external consultant was contracted to strengthen ELA and Math instruction at RDV and PELA through targeted strategies and professional support.
Data Result: Partially Effective. While instructional coaching supports correlate with a positive turnaround in RDV’s graduation rate, which climbed back up to 86.5% and a drop in average days absent to 25.6 days, systemic challenges remain. Total college and career pathway integration has not yet materialized, as zero students across both sites successfully completed both an A–G requirement and a CTE pathway.

Action 4.4 – Ridgeview Increased Programs (Extended Day)
Ridgeview implemented extended learning opportunities and leadership roles to support low-income and foster youth.
Data Result: Partially Effective. Student attendance and day-to-day engagement improved substantially, with RDV's average absences dropping by 10 full days, down to 25.6 average days absent. However, the structural program has yet to successfully translate into measurable academic preparation, as overall college and career readiness remained flat at 0%.

Action 4.5 – Full-Time Academic Counselor at Ridgeview
A counselor and a College and Career Advisor were added to provide guidance on college/career pathways, improve CCI outcomes, and support postsecondary planning.
Data Result: Partially Effective. Guidance and advisor efforts yielded highly positive progress at PELA, where the percentage of students prepared on the College and Career Indicator (CCI) rose from 4.5% to 9.1%. However, performance at RDV stagnated at 0% prepared, highlighting a persistent challenge in moving heavily impacted student groups, including Socioeconomically Disadvantaged and White students, out of the lowest tier on the California Dashboard.

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

For the 2026–27 school year, Paradise Unified School District will refine its strategies under Goal 4 to address the divergent performance outcomes between its two campuses. Reflecting on the notable success of the Edmentum online curriculum at Paradise eLearning Academy (PELA), the district will sustain this digital framework to continue improving College and Career Indicator (CCI) readiness and A-G course completion. However, to reverse a significant drop in PELA’s graduation rate from 81.8% to 78.3%, the coming year's actions will include intensive, targeted credit-monitoring and graduation-tracking interventions.

At Ridgeview Continuation High School (RDV), because the online Edmentum curriculum did not meet student needs, the district will fully commit to expanding on-campus, in-person Career Technical Education (CTE) pathways. This shift is designed to establish hands-on learning structures that were previously missing. Furthermore, to break the multi-year stagnation where 0% of RDV students achieved "Prepared" status on the CCI, the district will restructure the roles of the full-time academic counselor and the Creative Leadership Solutions educational specialist. They will deploy targeted academic pathways explicitly tailored for heavily impacted subgroups, specifically Socioeconomically Disadvantaged and White students, who remain fixed in the lowest California Dashboard tier. These adjustments aim to convert strong attendance gains across both schools into measurable, on-time graduation and career readiness milestones.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Part time administrator at Paradise eLearning.	The part-time admin at Paradise eLearning Academy will utilize Equity Multiplier funds to address chronic absenteeism and boost college and career readiness. They will implement targeted interventions to engage chronically absent students and their families to improve attendance rates. Additionally, they will monitor counseling services to equip students with the skills and resources.	$87,500.00	No
4.2	Edmentum Curriculum- CTE package and A-G package	To increase college and career opportunities at RDV and PELA, students will be offered online a-g coursework and CTE classes. By purchasing Edmentum, students can take these classes with an online teacher. We also hope to have a teacher on site for CTE for RDV during the 2025-2026 school year. This action uses Equity Multiplier funds to ensure all students have access to essential educational resources and support, bridging gaps and promoting equitable opportunities for post-secondary success.	$80,000.00	No
4.3	Hire an educational specialist from Creative Leaders Solutions to focus on engagement and increasing rigor in the classroom to increase College and Career Readiness at Ridgeview	We are partnering with an educational expert from Creative Leadership Solutions to enhance ELA and Math achievement at RDV. This collaboration will focus on identifying power standards, planning student engagement in lessons, and implementing project-based learning at RDV. This action directly addresses RDV's critical needs, ensuring all students receive targeted, effective support to boost academic outcomes.	$110,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Continuation High School (RDV)			
4.4	Ridgeview Increased Programs	Based on the needs of our unduplicated student groups, Ridgeview Continuation High School will implement specific strategies to address the academic challenges these students face. Ridgeview is red on the dashboard indicator for College and Career Readiness for the White and socioeconomically disadvantaged (SED) student groups. Ridgeview will provide an extended day instructional schedule to support these students, allowing for more flexible student learning and personalized academic support. As a school eligible for CSI funding and classified as an Equity Multiplier school, Ridgeview emphasizes improving outcomes in ELA and Math while enhancing college and career readiness for its student population.	$260,000.00	Yes
4.5	Full Time Academic Counselor At Ridgeview Continuation High School	To improve Ridgeview High School's performance on the College and Career Indicator (CCI), a full-time counselor is essential to provide consistent academic, college, and career guidance to all students. In addition, a dedicated College and Career Advisor is working directly with students to support postsecondary planning, including career exploration, college applications, and financial aid. Together, these roles strengthen our support systems and ensure every student is prepared for life after high school.	$60,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By June 2027, Paradise Junior High School will enhance school stability and student engagement by reducing Chronic Absenteeism by 5%, decreasing disciplinary referrals and "Time Out of Class" incidents by 20%, and improving ELA and Science SBAC proficiency by 4% through the strategic expansion of core instructional sections and STEAM labs.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Site-level data indicate a critical need to reduce classroom disruptions and reduce the time students spend out of class, thereby improving the overall school climate. Additionally, there is a clear mandate to increase ELA proficiency for all students and identified subgroups. To address these needs, Equity Multiplier funds will be used to reduce class sizes in Social Science, Science, and English, thereby improving the student-to-teacher ratio. By prioritizing ELA support and fostering a more stable school climate through smaller instructional settings, the school also aims to improve student attendance and engagement during the 2026-2027 school year.
This proposal outlines a targeted investment of Equity Multiplier funds to address critical "School Climate" and "Student Engagement" indicators at Paradise Junior High. By adding 10 instructional sections to reduce class sizes and enhance access to specialized electives, the school aims to lower Chronic Absenteeism and the frequency of Classroom Disruptions directly. This strategy uses the "Stability Rate" trigger (the metric that qualified PJHS for these funds) as the foundation for a more connected, stable learning environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Priority 4: Pupil Achievement- Percentage of Paradise Unified School District students meeting or exceeding ELA	2025- 32.75% of students at PJHS met or exceeded the standard for ELA CA Dashboard 2025		CA Dashboard 2025 Students scored 43.5 points below the state standard.	Increase the number of students scoring at state standard by 10. The goal is for students to only	This is a new goal, and scores in 2025 showed students scoring 43.5 points below the state standard.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	standards on the CAASPP and CA Dashboard ELA Data points near standard.	Students scored 43.5 points below the state standard.			score 33.5 points below standard.	
5.2	Priority 4: Pupil Achievement- Percentage of Paradise Unified School District students meeting or exceeding Science standards on the CAASPP and CA Dashboard Science Data points near standard.	2025- 24.68% of students at PJHS met or exceeded the standard for Science CAST Dashboard Data Students scored 48.7 points below the state standard		CAST Dashboard Data Students scored 48.7 points below the state standard	Increase the number of students scoring at state standard by 10. The goal is for students to only score 38.7 points below standard.	This is a new goal, and scores in 2025 showed students scoring 48.7 points below the state standard.
5.3	Priority 5: Pupil Engagement- PUSD chronic absenteeism rates.	Chronic Absenteeism Dashboard Data 36.5% of students were chronically absent		Chronic Absenteeism Dashboard Data 36.5% of students were chronically absent	Decrease chronic absenteeism by 5%. The goal is for only 31% of students to be chronically absent.	This is a new goal, and scores in 2025 showed students scoring 36.5% chronically absent

Goal Analysis

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

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

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.

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	English Support for all students	Add 4 sections of English to increase literacy and writing skills. This will also increase our ability to quickly identify students who need addtional interventions and support. Those interventions are funded through our Title I program and previously referenced in the SPSA.	$84,000.00	No
5.2	Social Science Support for all students.	Add 2 sections of social science to foster socratic dialogue and civic belonging to improve student connectedness. Increased emphasis on increasing literacy and writing skills.	$42,000.00	No
5.3	Science Support for all students.	Add two sections of science to increase CAST scores. Increased emphasis on increasing literacy and writing skills.	$42,000.00	No
5.4	STEAM LAB	Two sections of a STEAM Lab to provide high interest, hands-on inquiry time to reduce off-task behavior and increase school buy-in. This will be utilized ed to increase CAST scores, and there will be an increased emphasis on increasing literacy and writing skills.	$42,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$5,047,180	$410,519

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
25.724%	0.000%	$0.00	25.724%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

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

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

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

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

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.2	**Action:** Attendance Services to support student absenteeism and chronically absent students. **Need:** Our English learners, Hispanic, low-income, and homeless students, are disproportionately affected by chronic absenteeism. According to the 2023 CA State Dashboard, the overall chronic absenteeism rate for all students is 40%. Still, these groups face unique challenges, such as economic hardship, instability, and lack of support, which contribute to higher absenteeism rates. Addressing chronic absenteeism is crucial for improving their academic outcomes and overall well-being. Our educational partners unanimously agree that regular school attendance is essential for all students. **Scope:** LEA-wide	To address the high chronic absenteeism rate, PUSD will enhance its attendance services by providing additional support, including Student Attendance Review Board (SARB) services. A dedicated teacher will be the lead contact, tracking and sharing attendance data and providing targeted support to schools and families with chronically absent students. This action addresses unduplicated student groups' barriers to regular attendance by offering personalized interventions and support. Chronically absent students are reviewed monthly at staff meetings, with Tier I, Tier II, and Tier III support in place. Constant focus on attendance is one of our initiatives. Implementing this schoolwide ensures that all students benefit from improved attendance services, fostering a supportive environment that encourages regular attendance and reduces absenteeism. By enhancing attendance services and involving SARB, the district aims to create a comprehensive approach to address the underlying issues contributing to chronic absenteeism.	The effectiveness of enhancing attendance services will be measured through attendance data, and the Chronic Absenteeism Indicator data will be closely monitored to track changes in absenteeism rates among unduplicated student groups. Additionally, feedback from the leadership team will provide insights into the implementation and impact of the strategy. By analyzing these metrics, the district can assess the success of the attendance initiatives in increasing student attendance and decreasing chronic absenteeism rates. This data-driven approach will enable the district to make informed decisions and adjust the strategy, ensuring it effectively supports unduplicated students' academic success and well-being.
3.1	**Action:** District Wide School Supervision **Need:**	LCFF funding is being utilized to fund Supervision, which supports the staffing of Campus Supervisors for junior and senior high schools and Yard Supervisors for TK-6 schools. These supervisors	The effectiveness of Supervision will be monitored through discipline referrals, which

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Low socioeconomic status student groups need support within all school environments. Ensuring a secure and safe learning environment is essential for their well-being and academic success. These students can be more vulnerable to safety issues and disruptions, negatively impacting their ability to focus on learning and feel secure at school. Addressing these safety concerns is crucial for fostering a supportive and conducive educational environment for all students, especially those from low-income backgrounds. **Scope:** LEA-wide	are responsible for maintaining a secure environment by overseeing student activities, ensuring safety protocols are followed, and addressing issues during school hours. By providing these supervision resources on an LEA or schoolwide basis, the district ensures that all students, including those from unduplicated groups, benefit from a safe and well-supervised learning environment.	indicate safety and behavioral issues within the school. The district expects to decrease discipline referrals by at least 5% in the coming year due to these enhanced supervision measures. By tracking and analyzing discipline referral data, the district can assess the impact of the supervision program on improving the school environment and reducing incidents that disrupt learning. This data-driven approach will help the district make informed decisions about further improvements and adjustments to the supervision program to ensure it continues to meet the needs of all students, particularly those from unduplicated groups.
3.2	**Action:** PUSD Athletics Program for 6th through 12th Grade **Need:** Low socioeconomic status students often face barriers to participating in extracurricular activities like sports. These students may lack	Based on educational partner feedback, attendance data, and grades, this action aims to provide the necessary resources to ensure all low-income students can participate in athletics. By offering support for athletic teams and services, PUSD addresses the needs of student engagement, attendance, discipline, and academic achievement. This support includes funding for	The effectiveness of this action will be monitored through educational partner feedback, attendance data, and grades. By collecting and analyzing this data, PUSD can assess how well the

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	the resources necessary to join and engage in athletic programs, which are vital for their overall development and school engagement. Participation in sports is linked to better attendance, improved behavior, and higher academic achievement. Addressing these needs is crucial to ensure that low-income students have equal opportunities to benefit from the positive impacts of extracurricular activities. PUSD parents also state they want more extracurricular and athletic events for students to build positive school culture. **Scope:** Schoolwide	equipment, uniforms, transportation, and other necessary resources to remove barriers to participation. Providing these opportunities on an LEA or schoolwide basis ensures that all students can engage in athletics regardless of their background.	athletic resources improve student engagement, attendance, behavior, and academic success. The district will track the participation rates of unduplicated students in athletic programs and observe any corresponding changes in their attendance and academic performance. This data-driven approach will help the district make informed decisions about continuing or adjusting the support provided to ensure it meets the needs of all students, particularly those from unduplicated groups.
4.4	**Action:** Ridgeview Increased Programs **Need:** Low-income and foster youth student groups at Ridgeview Continuation High School face specific challenges that impact their academic success, often requiring additional support and interventions. The extended day program provides targeted interventions and resources to benefit these students academically. The extended day program offers more time for flexible student learning, allowing for personalized support and additional academic resources. Ridgeview Continuation High	The extended day program and lead teacher initiative are designed to provide unduplicated students at Ridgeview Continuation High School with intensive interventions and resources to support their academic success. The extended day program offers students additional time and support outside regular school hours to catch up on coursework, receive individualized instruction, and access academic resources. Providing these interventions schoolwide ensures that all low-income and foster-youth students have equal access to these resources.	The extended day program to improve outcomes for low-income and foster youth student groups will be measured through the CA Dashboard College and Career Indicator, pupil achievement, and pupil engagement metrics 1.1, 1.2, 1.3, 1.4, 1.14. Progress will be monitored through the CA Dashboard College and Career

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	School, eligible for CSI funding and classified as an Equity Multiplier school, strongly emphasizes improving outcomes in ELA and Math. Next year, the school will further focus on enhancing college and career readiness among its student population by offering A-G classes online. **Scope:** Schoolwide		Indicator and the CAASPP assessments, providing valuable insights into students' academic growth and areas for improvement. Additionally, we will track A-G classes that students will have the opportunity to complete online and get support for completion.

Limited Actions

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

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	critical for their integration into the broader curriculum and overall academic success. **Scope:** Limited to Unduplicated Student Group(s)	schoolwide, PUSD ensures that all EL students receive consistent and high-quality support, promoting equity and improving educational outcomes. The lead teacher's comprehensive approach addresses the specific needs of EL students and supports their academic and language development throughout their educational journey.	district can assess the impact of the lead teacher's efforts and the effectiveness of the ELD support strategies implemented.

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

Additional Concentration Grant Funding

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

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:57	1:16

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 certificated staff providing direct services to students	1:16	1:17

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	19,620,562	$5,047,180	25.724%	0.000%	25.724%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$5,050,000.00	$642,500.00	$50,000.00	$106,000.00	$5,848,500.00	$5,521,500.00	$327,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Increasing student services by decreasing class average	Low Income	Yes	School wide	Low Income	Specific Schools: Cedarwood, Pine Ridge School, Paradise Ridge Elementary TK-3rd Grade		$1,230,000.00	$0.00	$1,230,000.00				$1,230,000.00	
1	1.2	Full Day Transitional Kindergarten and Kindergarten	Low Income	Yes	School wide	Low Income	Specific Schools: Cedarwood, Pine Ridge School, Paradise Ridge Elementary TK and K		$975,000.00	$0.00	$975,000.00				$975,000.00	
1	1.3	Compliance and Improvement Monitoring Process (CIM)	Students with Disabilities	No			All Schools		$0.00	$50,000.00			$50,000.00		$50,000.00	
1	1.4	Academic Counselors at the Secondary Level	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Paradise Junior High, Paradise High School, Ridgeview High School 7th-12th		$330,000.00	$0.00	$330,000.00				$330,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Grade									
1	1.5	Math and ELA Interventions at Paradise High School	Low Income	Yes	School wide	Low Income	Specific Schools: Paradise High School 9th-12th grade		$290,000.00	$0.00	$290,000.00				$290,000.00	
1	1.6	Information Technology Services District Wide	Low Income	Yes	LEA-wide	Low Income	All Schools		$340,000.00	$0.00	$340,000.00				$340,000.00	
1	1.7	Paradise Junior High Support (PJHS)	All Students with Disabilities Socioeconomically disadvantaged	No			Specific Schools: Paradise Junior High School 7th and 8th grade students		$50,000.00	$50,000.00				$100,000.00	$100,000.00	
1	1.8	College and Career Readiness at the Secondary Level	Low Income	Yes	School wide	Low Income	Specific Schools: Paradise High School, Ridgeview Continuation High School, Paradise Junior High and Paradise eLearning 7th-12th grade		$340,000.00	$0.00	$340,000.00				$340,000.00	
1	1.9	Tk-6th Grade Curriculum Guides	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
1	1.10	High School Academic Intervention via Reduced Class Size and TOSA Support	All	No			Specific Schools: Paradise High School 9th- 12th		$0.00	$0.00		$0.00			$0.00	
1	1.11	7-12 Instructional Support through	All	No			All Schools		$25,000.00	$0.00		$25,000.00			$25,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		Creative Leadership Solutions Consultant					TK-6th									
2	2.1	Transportation K-12	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		$450,000.00	$0.00	$450,000.00				$450,000.00	
2	2.2	Attendance Services to support student absenteeism and chronically absent students.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$130,000.00	$0.00	$130,000.00				$130,000.00	
2	2.3	EL Support		Yes	Limited to Unduplicated Student Group(s)		All Schools		$30,000.00	$0.00	$30,000.00				$30,000.00	
3	3.1	District Wide School Supervision	Low Income	Yes	LEA-wide	Low Income	All Schools		$225,000.00	$0.00	$225,000.00				$225,000.00	
3	3.2	PUSD Athletics Program for 6th through 12th Grade	Low Income	Yes	School wide	Low Income	All Schools Specific Schools: Paradise Junior High and Paradise High School 7th-12th grade		$303,000.00	$147,000.00	$450,000.00				$450,000.00	
3	3.3	Strengthen Discipline Supports for Tier I, II and III	All	No			All Schools		$6,000.00	$0.00				$6,000.00	$6,000.00	
3	3.4	Wellness and Safety Supports for Secondary Students	All	No			Specific Schools: Paradise Junior High School, Ridgeview High School, Paradise High School Main focus will be 6th-12th		$70,000.00	$0.00		$70,000.00			$70,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.1	Part time administrator at Paradise eLearning.	All	No			Specific Schools: Ridgeview Continuation High School and Paradise eLearning 9th-12th grade		$87,500.00	$0.00		$87,500.00			$87,500.00	
4	4.2	Edmentum Curriculum-CTE package and A-G package	All	No			Specific Schools: Ridgeview Continuation High School and Paradise eLearning 9th-12th Grade Students		$0.00	$80,000.00		$80,000.00			$80,000.00	
4	4.3	Hire an educational specialist from Creative Leaders Solutions to focus on engagement and increasing rigor in the classroom to increase College and Career Readiness at Ridgeview Continuation High School (RDV)	All	No			Specific Schools: Ridgeview Continuation High School 10th-12th Grade		$110,000.00	$0.00		$110,000.00			$110,000.00	
4	4.4	Ridgeview Increased Programs	Foster Youth Low Income	Yes	School wide	Foster Youth Low Income	Specific Schools: Ridgeview Continuation High School 10th-12th grade		$260,000.00	$0.00	$260,000.00				$260,000.00	
4	4.5	Full Time Academic Counselor At Ridgeview Continuation High School	All	No			Specific Schools: Ridgeview Continuation High School		$60,000.00	$0.00		$60,000.00			$60,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							10-12									
5	5.1	English Support for all students	All	No			Specific Schools: Paradise Junior High School 7th and 8th	2026-2027 School year	$84,000.00	$0.00		$84,000.00			$84,000.00	
5	5.2	Social Science Support for all students.	All	No			Specific Schools: Paradise Junior High School 7th and8th		$42,000.00	$0.00		$42,000.00			$42,000.00	
5	5.3	Science Support for all students.	All	No			Specific Schools: Paradise Junior High School 7th and 8th	2026-2027 School Year	$42,000.00	$0.00		$42,000.00			$42,000.00	
5	5.4	STEAM LAB	All	No			Specific Schools: Paradise Junior High School 7th and 8th Grade	2026-2027 School Year	$42,000.00	$0.00		$42,000.00			$42,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
19,620,562	$5,047,180	25.724%	0.000%	25.724%	$5,050,000.00	0.000%	25.738 %	**Total:**	$5,050,000.00
								LEA-wide Total:	$1,145,000.00
								Limited Total:	$30,000.00
								Schoolwide Total:	$3,875,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Increasing student services by decreasing class average	Yes	Schoolwide	Low Income	Specific Schools: Cedarwood, Pine Ridge School, Paradise Ridge Elementary TK-3rd Grade	$1,230,000.00	
1	**1.2**	Full Day Transitional Kindergarten and Kindergarten	Yes	Schoolwide	Low Income	Specific Schools: Cedarwood, Pine Ridge School, Paradise Ridge Elementary TK and K	$975,000.00	
1	**1.4**	Academic Counselors at the Secondary Level	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Paradise Junior High, Paradise High School, Ridgeview High School 7th-12th Grade	$330,000.00	

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	1.5	Math and ELA Interventions at Paradise High School	Yes	Schoolwide	Low Income	Specific Schools: Paradise High School 9th-12th grade	$290,000.00	
1	1.6	Information Technology Services District Wide	Yes	LEA-wide	Low Income	All Schools	$340,000.00	
1	1.8	College and Career Readiness at the Secondary Level	Yes	Schoolwide	Low Income	Specific Schools: Paradise High School, Ridgeview Continuation High School, Paradise Junior High and Paradise eLearning 7th-12th grade	$340,000.00	
2	2.1	Transportation K-12	Yes	LEA-wide	Foster Youth Low Income	All Schools	$450,000.00	
2	2.2	Attendance Services to support student absenteeism and chronically absent students.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$130,000.00	
2	2.3	EL Support	Yes	Limited to Unduplicated Student Group(s)		All Schools	$30,000.00	
3	3.1	District Wide School Supervision	Yes	LEA-wide	Low Income	All Schools	$225,000.00	
3	3.2	PUSD Athletics Program for 6th through 12th Grade	Yes	Schoolwide	Low Income	All Schools Specific Schools: Paradise Junior High and Paradise High School 7th-12th grade	$450,000.00	
4	4.4	Ridgeview Increased Programs	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Ridgeview Continuation High School 10th-12th grade	$260,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,283,500.00	$5,288,505.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Increasing student services by decreasing class average	Yes	$1,110,000.00	1,113,808
1	**1.2**	Full Day Transitional Kindergarten and Kindergarten	Yes	$620,000.00	697,724
1	**1.3**	Compliance and Improvement Monitoring Process (CIM)	No	$50,000.00	0
1	**1.4**	Academic Counselors at the Secondary Level	Yes	$330,000.00	337,846
1	**1.5**	Math and ELA Interventions at Paradise High School	Yes	$225,000.00	290,565
1	**1.6**	Information Technology Services District Wide	Yes	$320,000.00	329,261
1	**1.7**	Paradise Junior High Support (PJHS)	No	$100,000.00	
1	**1.8**	College and Career Readiness at the Secondary Level	Yes	$340,000.00	345,630
1	**1.9**	Tk-6th Grade Curriculum Guides	No	$0.00	0
1	**1.10**	High School Academic Intervention via Reduced Class Size and TOSA Support	No	$75,000.00	75,000

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	1.11	TK–6 Instructional Support through Creative Leadership Solutions Consultant	No	$110,000.00	110,000
2	2.1	Transportation K-12	Yes	$450,000.00	450,094
2	2.2	Attendance Services to support student absenteeism and chronically absent students.	Yes	$130,000.00	134,347
2	2.3	EL Support	Yes	$30,000.00	30,000
3	3.1	District Wide School Supervision	Yes	$225,000.00	226,715
3	3.2	PUSD Athletics Program for 6th through 12th Grade	Yes	$450,000.00	450,000
3	3.3	Strengthen Discipline Supports for Tier I, II and III	No	$6,000.00	0
3	3.4	Wellness and Safety Supports for Secondary Students	No	$115,000.00	115,000
4	4.1	Part time administrator at Paradise eLearning.	No	$87,500.00	87,500
4	4.2	Edmentum Curriculum- CTE package and A-G package	No	$80,000.00	
4	4.3	Hire an educational specialist from Creative Leaders Solutions to focus on engagement and increasing rigor in the classroom to increase College and Career Readiness at Ridgeview Continuation High School (RDV)	No	$110,000.00	110,000
4	4.4	Ridgeview Increased Programs	Yes	$260,000.00	265,015

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)
4	**4.5**	Full Time Academic Counselor At Ridgeview Continuation High School	No	$60,000.00	120,000

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$4,551,600	$4,490,000.00	$4,673,315.00	($183,315.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Increasing student services by decreasing class average	Yes	$1,110,000.00	1,113,808		
1	1.2	Full Day Transitional Kindergarten and Kindergarten	Yes	$620,000.00	697,724		
1	1.4	Academic Counselors at the Secondary Level	Yes	$330,000.00	337,846		
1	1.5	Math and ELA Interventions at Paradise High School	Yes	$225,000.00	290,565		
1	1.6	Information Technology Services District Wide	Yes	$320,000.00	329,261		
1	1.8	College and Career Readiness at the Secondary Level	Yes	$340,000.00	345,630		
2	2.1	Transportation K-12	Yes	$450,000.00	450,094		
2	2.2	Attendance Services to support student absenteeism and chronically absent students.	Yes	$130,000.00	134,347		
2	2.3	EL Support	Yes	$30,000.00	32,310		
3	3.1	District Wide School Supervision	Yes	$225,000.00	226,715		
3	3.2	PUSD Athletics Program for 6th through 12th Grade	Yes	$450,000.00	450,000		
4	4.4	Ridgeview Increased Programs	Yes	$260,000.00	265,015		

2025-26 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)
18,205,207	$4,551,600	0	25.002%	$4,673,315.00	0.000%	25.670%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code Section 52064). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064).

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

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

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064).

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- LEAs may also provide information about their strategic plan, vision, etc.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064). Engagement of educational partners is an ongoing, annual process.

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

Requirements

Requirements

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

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

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

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

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

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

- For charter schools, see *Education Code* Section 47606.5.

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

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

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

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

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07, *EC* Section 52064; 5 *CCR* Section 15496). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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