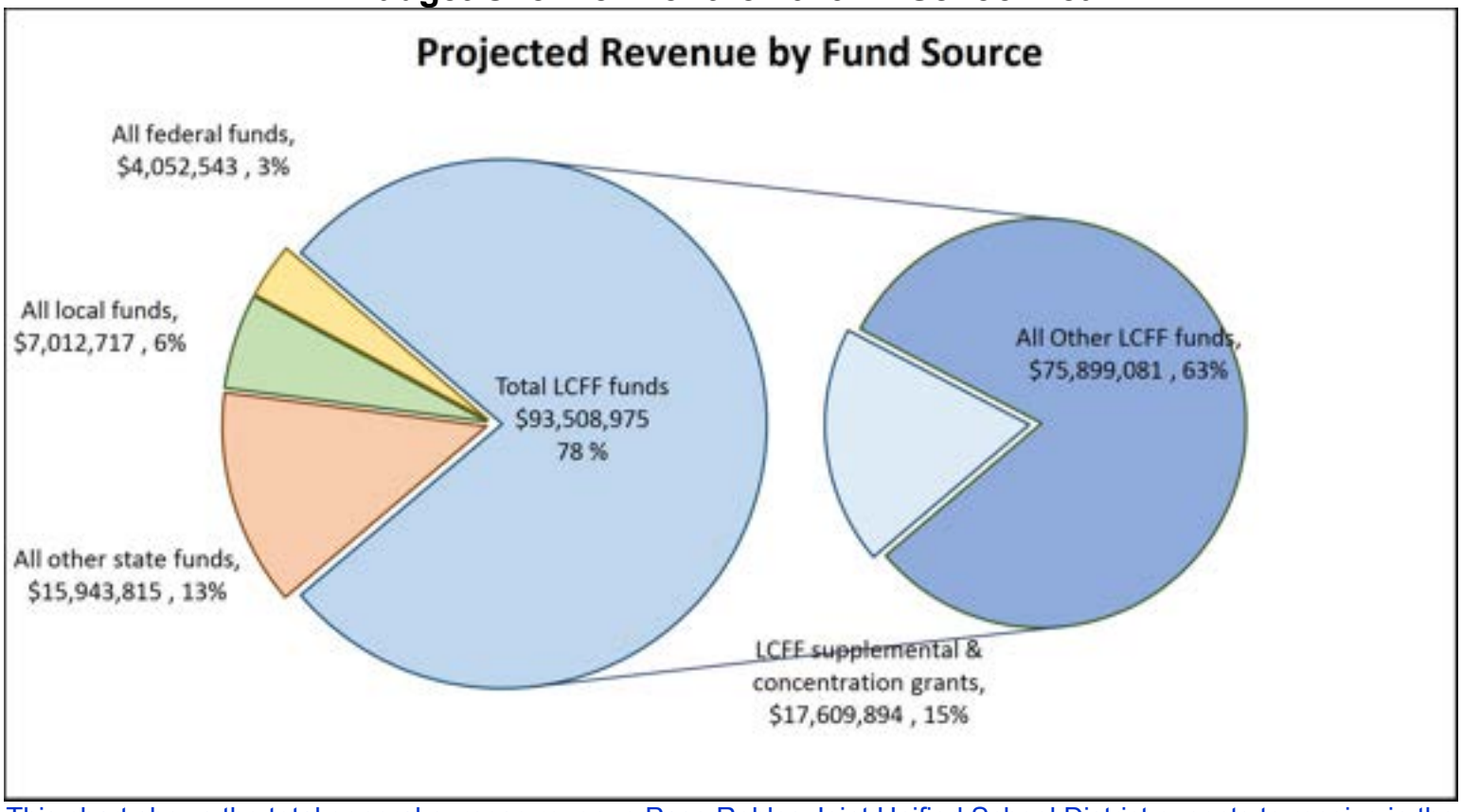
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Paso Robles Joint Unified School District
CDS Code: 40 75457 0000000
School Year: 2026-27
LEA contact information:
Erin Haley
Assistant Superintendent, Educational Services
ehaley@pasoschools.org
(805) 769-1000 x30401

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

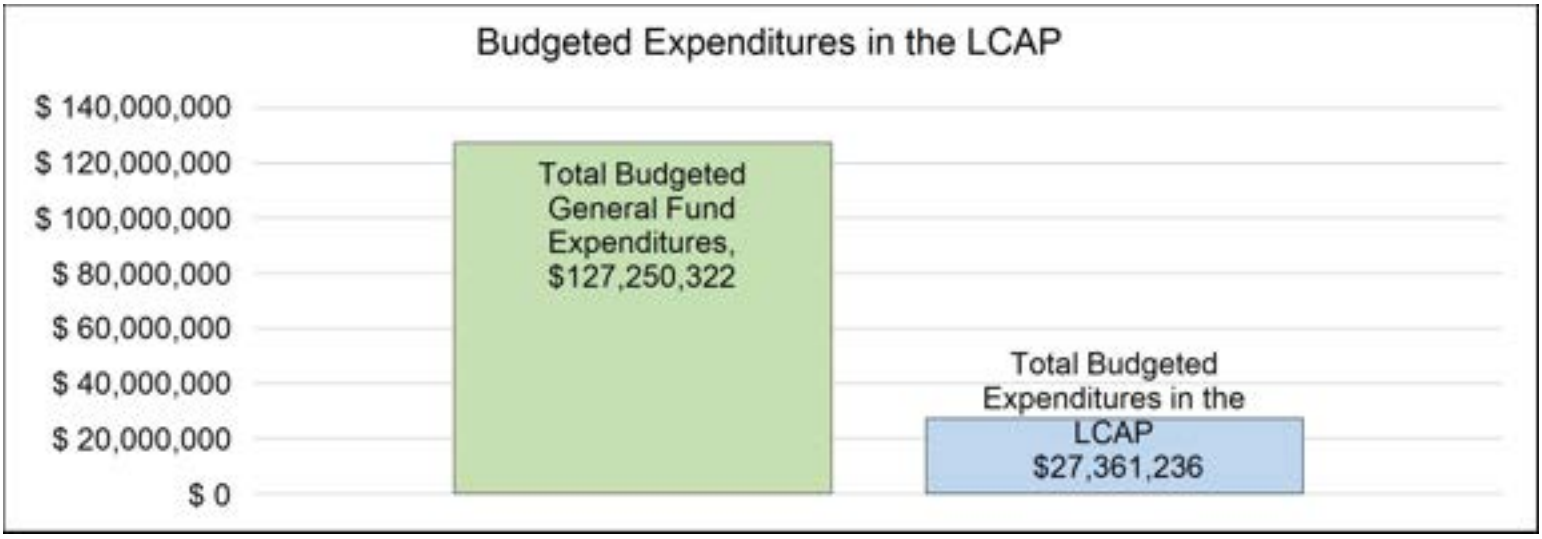


This chart shows the total general purpose revenue Paso Robles Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Paso Robles Joint Unified School District is $120,518,050, of which $93,508,975 is Local Control Funding Formula (LCFF), $15,943,815 is other state funds, $7,012,717 is local funds, and $4,052,543 is federal funds. Of the $93,508,975 in LCFF Funds, $17,609,894 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 Paso Robles Joint 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: Paso Robles Joint Unified School District plans to spend $127,250,322 for the 2026-27 school year. Of that amount, $27,361,236 is tied to actions/services in the LCAP and $99,889,086 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

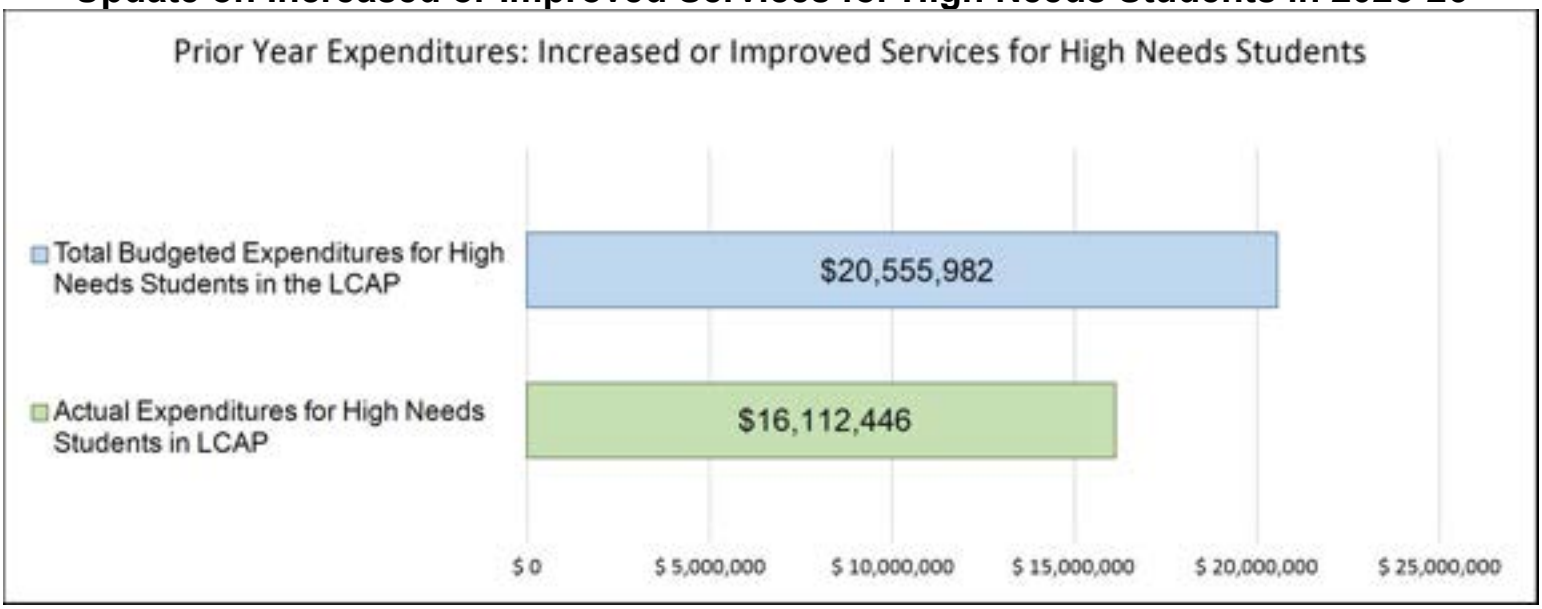
Budgeted expenditures not included in the LCAP are intended for general services to all students including supports such as classroom teachers, operational costs, and baseline services to maintain the regular operations of a school site or entire district.

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

In 2026-27, Paso Robles Joint Unified School District is projecting it will receive $17,609,894 based on the enrollment of foster youth, English learner, and low-income students. Paso Robles Joint Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Paso Robles Joint Unified School District plans to spend $22,531,651 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Paso Robles Joint 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 Paso Robles Joint 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, Paso Robles Joint Unified School District's LCAP budgeted $20,555,982 for planned actions to increase or improve services for high needs students. Paso Robles Joint Unified School District actually spent $16,112,446 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $4,443,536 had the following impact on Paso Robles Joint Unified School District’s ability to increase or improve services for high needs students:

During the 2025–26 school year, the total actual expenditures for actions and services dedicated to increasing or improving services for high-needs students fell below the budgeted projections primarily due to delays on some projects, such as the major instructional technology initiative at Paso Robles High School (PRHS). Because these essential projects remained in-process rather than fully implemented during the school year, a material variance was created between what was initially budgeted and what was actually expended. However, the overall impact on high-needs students was mitigated because these are delayed, rather than canceled, initiatives. The unspent funds have been captured as part of a $4.8 million carryover allocation that is actively built into the upcoming 2026–27 LCAP. This structure ensures that the funding remains legally protected and strictly directed toward completing these vital technological updates, thereby securing the long-term expansion and improvement of services for low-income, English learner, and foster youth student populations.

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
Paso Robles Joint Unified School District	Erin Haley Assistant Superintendent, Educational Services	Ehaley@pasoschools.org (805) 769-1000 x30401

Plan Summary [2026-27]

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.

Paso Robles Joint Unified School District is composed of twelve schools spanning through grades TK-12 with a total enrollment of 6,234 according to our most recent CALPADS census day report from October 2025.

Of those 6,234 students, 21% are identified as English Learners and 72% are identified as Socio-Economically Disadvantaged. Additionally, our student population includes 26 Foster Youth (0.4%) and 522 students experiencing homelessness (8.3%). According to the 2025 CA School Dashboard, the enrollment of Students with Disabilities is 15.6%, representing 972 students. We have several specialized classrooms for students with disabilities to include Learning Centers, Adaptive Learning Centers (ALC), and Therapeutic Learning Centers (TLC), which range from the elementary to high school level and serve students regionally from neighboring districts.

PRJUSD is composed of five elementary schools serving students in grades TK-6, one dual immersion school serving students in grades K-7, which expanded to grades TK-7 during the 2025-2026 school year and will expand to serve students in grades K-8 during the 2026-2027 school year.

In addition, PRJUSD has one junior high school serving students in grades 7-8. In the 24-25 school year, the district consolidated two 6-8 grade middle schools into one junior high of approximately 800 students. Sixth graders remained at all elementary sites, and our elementary design shifted to a TK-6 grade model, (except at Georgia Brown Dual Immersion which will soon serve students in grades K-8).

The district has one comprehensive high school serving grades 9-12 with an enrollment of just over 2,000 students.

Additionally, we have one continuation high school, Liberty High School, which services approximately 170 students. Liberty High School is receiving Equity Multiplier funds this year which are reflected in Goal 5 of this LCAP plan. This is the second year Liberty High School is receiving Equity Multiplier funds and this goal will remain in the LCAP plan.

We also have an independent study program that serves students in two separate grade ranges: Paso Robles Independent Study Center for students in grades TK-8 and Independence High School which serves students in grades 9-12. Independence High School was eligible to receive Equity Multiplier funds last year, which was reflected in Goal 6 of the 2025-2026 LCAP but will not receive Equity Multiplier funds for 2026-2027.

Additionally, we have an inclusive preschool program, Marie Bauer Early Education Center, which provides space for inclusive district and partner preschools along with a continuum of services for children with disabilities ages 3-5. It is the largest inclusion preschool in the County. The district received an Inclusive Early Education Expansion Program (IEEEP) grant and an Early Intervention grant to support the inclusion of students with disabilities within preschool programs in the development of this program.

This year, our district has composed a core leadership team and a Strategic Planning Committee of approximately 60 participants to develop a strategic plan which will provide more clarity about our priorities and direction as a district. This has also been pivotal in helping to align our LCAP and SPSA plans with our Career Technical Education grants and overall district vision. The strategic plan was finalized in the Fall 2025 and includes our vision/mission (Promise), core values, strategic initiatives (goals), and our graduate profile.

Reflections: Annual Performance

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

In reflecting on the 2023-2024 school and the California School Dashboard data for the 2022-2023 school year, PRJUSD has a variety of focused areas for improvement in our upcoming LCAP plan. For the LEA as a whole, PRJUSD had red dashboard indicators in the following areas:

ELA- English Learners, Foster Youth, and Homeless
Math- English Learners, Foster Youth, and Students with Disabilities
Chronic Absenteeism- Foster Youth Graduation Rate- Students with Disabilities, English Learners, Homeless
Suspension- African American students
College and Career Readiness- English Learners, Homeless, and Students with Disabilities.

Based on the performance of these student groups, we have designed targeted supports in our three-year LCAP to adjust these areas of deficiency and improve our support and outcomes for these student groups. At the site level, we identified the following areas, by site, in which a student group performed in the red on the CA School Dashboard: Pat Butler- Virginia Peterson - Glen Speck - ELA; English Learners, Students with Disabilities ELA: Students with Disabilities Chronic Absenteeism: Socio-economically Disadvantaged, White Flamson Middle School - Math: English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities Chronic

Absenteeism: Homeless Lewis Middle School - ELA: English Learners, Hispanic Math: Students with Disabilities Chronic Absenteeism: Socioeconomically Disadvantaged, Students with Disabilities, White Liberty High School - Graduation: English Learners College and Career Indicator: English Learners, Hispanic, Socioeconomically Disadvantaged Paso Robles High School - Graduation: Students with Disabilities Suspension - English Learners, Hispanic, 2+ Races College and Career Readiness: English Learners, Students with Disabilities.

Based upon the performance of these student groups, we have designed targeted supports in our three-year LCAP to adjust these areas of deficiency and improve our support and outcomes for these student groups.

Lastly, the following schools demonstrated performance in the red for the following dashboard indicators: Pat Butler - English Learner Progress Indicator Virginia Peterson - Glen Speck - English Learner Progress Indicator Chronic Absenteeism Lewis Middle School - English Learner Progress Indicator Chronic Absenteeism Suspension Independence High School - College and Career Indicator Liberty High School - College and Career Indicator Based upon the performance listed above, we have designed targeted supports in our three-year LCAP to adjust these areas of deficiency and improve our support and outcomes for these schools in these indicator areas.

CA DASHBOARD INDICATORS: CAASPP/CAST DATA:

School ELA/math/science proficiency in respective order:

Paso Robles High School 67.37% 33.73% 39.52%
Kermit King Elementary 55.67% 49.32% 34.69%
Lewis Flamson Junior High 41.23% 24.50% 26.15%
Georgia Brown DI 39.41% 26.54% 18.00%
Virginia Peterson Elementary 38.60% 32.74% 14.13%
Pat Butler Elementary 38.60% 31.99% 13.04%
Glen Speck Elementary 36.89% 26.22% 10.13%
Winifred Pifer Elementary 35.38% 25.00% 18.29%
Independence High 31.67% 10.00% 12.00%
Paso Robles IS 30.77% 2.56% 11.76%
Liberty High (Continuation) 18.57% 1.43% 0.00%

Grade level ELA/math/science proficiency in respective order:

Grade 3 37.10% 38.00% N/A
Grade 4 39.60% 35.70% N/A
Grade 5 46.20% 34.20% 30.32%
Grade 6 40.50% 21.00% N/A
Grade 7 41.30% 23.30% N/A
Grade 8 40.90% 25.20% 25.84%
Grade 11 63.30% 31.20% 26.69%
Grade 12 N/A N/A 16.51%

Based on the pronounced disparities in meeting standards, particularly in mathematics, the student groups that need the most support are English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. These student groups consistently demonstrate significant performance gaps compared to the "All Students" category across all testing areas.

LOCAL ACHIEVEMENT DATA:

Local assessment data (iReady Winter 2026) indicates that across all grade spans, student performance remains below grade-level expectations, particularly in Math. While elementary students demonstrate higher levels of performance, a decline is observed as students transition into junior high and high school. Across all sites, English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and Foster/Homeless youth continue to perform below the “All Students” average, indicating persistent achievement gaps. Reading performance remains consistently higher than Math across all student groups. Comparison to Winter 2025 data shows modest growth in both Reading and Math, particularly at the elementary level. However, secondary performance continues to be an area of need, especially in Math, where a significant percentage of students remain below grade level. These trends highlight the need to continue targeted academic supports, particularly for identified student groups, and to accelerate student engagement and achievement as students transition into secondary grades.

EXPENDITURES:

PRJUSD received unexpended Learning Recovery Emergency Block Grant funds (LREBG) in the amount of approximately 4.8 million dollars. Beginning with the 2025-2026 LCAP, unexpended LREBG funds were included in the LCAP. All actions listed below were not required to be completely expended by the 2025-2026 school year; however, they must be expended by the end of the 2027-2028 school year.

The following expenditures are included in this LCAP plan:

- Modernization of lunch area at PRHS, Georgia Brown Dual Immersion and Glen Speck to increase access to universal meals Goal 1, Action 4
- Safe and Supportive Schools - cell phone policy implementation Goal 1, Action 10
- Trauma Invested Practices training Goal 1, Action 12
- Inclusive Excellence actions Goal 1, Action 13
- Algebra 1 Math Support Goal 2, Action 3
- Junior High ELA and Math Support (High Dosage Tutoring (small group) using Tutor.com or other format) Goal 2, Action 4
- Original credit summer offerings Goal 2, Action 6
- Summer School - Summer 2025, 2026, 2027 Goal 2, Action 8
- Online tutoring program Tutor.com 2024-2027 Goal 2, Action 8
- PSAT all 10th grade students Goal 2, Action 8
- Credit recovery teacher at PRHS 2025, 2026 Goal 2, Action 9
- Additional teacher at Alternative education high school to support students unsuccessful at PRHS Goal 2, Action 3
- Professional Development - Best Practices for PLC Goal 4, Action 7

Our LCAP this year provides increased focus and support to the academic realms with a focus on college and career readiness, CTE pathway completion, mathematics, and support of our English Learners and Long-term English Learners across content areas.

Reflections: Technical Assistance

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

Paso Robles Joint Unified is eligible for Differentiated Assistance based upon the 2024 CA Dashboard for English Learners in ELA & Math (CAASPP) (Priority #4), Chronic Absenteeism (Priority #5) and College & Career Indicator (Priority #8), Long Term English Learners in ELA & Math (CAASPP) and English Learner Progress Indicator (Priority 4), and College & Career Indicator (Priority #8).

On the 2025 CA Dashboard, Paso Robles Joint Unified is eligible on behalf of English Learners in ELA & Math (CAASPP) (Priority #4) and Chronic Absenteeism (Priority #5), Long Term English Learners in English Learner Progress Indicator (Priority 4), Chronic Absenteeism (Priority #5) and Suspension (Priority #6), and for Students With Disabilities in ELA & Math (CAASPP) (Priority #4) and College & Career Indicator (Priority #8).

In collaboration with the San Luis Obispo County Office of Education and our educational partners, PRJUSD has analyzed dashboard and local data to surface strengths and gaps and investigate potential root causes contributing to the area(s) of concern. Improvement teams have been convened to identify high leverage practices/changes and develop implementation plans specifically designed to improve student outcomes. These are reflected in our 5 year strategic plan. The teams meet regularly to monitor progress, consolidate learning and make critical adjustments.

Actions in Goals 2, 3 and 4 to support English Learners in ELA and Math
Goal 2.4, 2.7 and 2.9, 3.2 and 4.7 involve professional development in research-based teaching strategies intended to support English/Multilingual learners, for example, Universal Design for Learning, which ensures that all students, even those in the margins, are provided with robust Tier 1 instruction.

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
Principals and School Site Staff	LCAP “Roadshow” Presentations and Q&A at all school sites allowed our required education partners (teachers, principals, administrators, and other school personnel including members of the local bargaining units) a chance to give feedback and input. These presentations occurred on the following dates: Alternative Education: February 10, 2026 Virginia Peterson: February 10, 2026 Pat Butler: February 10, 2026 Glen Speck: February 18, 2026 Georgia Brown: February 18, 2026 Winifred Pifer: February 23, 2026 Kermit King: February 23, 2026 Paso Robles High: February 23, 2026 Lewis Flamson Junior High: March 9, 2026
Staff Survey (Certificated, Including Teachers, and Classified)	January 26-March 10 (252 responses)
Parent Survey (English and Spanish)	January 26-March 10 (270 responses)
Student Survey (Grades 4-12)	January 26-March 10 (1,661 responses)
LCAP Parent Advisory Committee (PAC) Meetings	While the LCAP PAC had 16 official members, including parents of English Learners, students of disabilities and foster youth; and every school had at least one representative, the meetings were open to the public. We provided snacks, childcare and Spanish interpretation. All

Educational Partner(s)	Process for Engagement
	notices, agendas, meeting minutes and presentations are posted on our website November 13, 2025 January 15, 2026 February 19, 2026 April 23, 2026
District English Learner Advisory Committee (DELAC) Meetings	LCAP Presentation and Q & A: February 19, 2026 immediately following the LCAP PAC meeting and April 23, 2026 as part of the LCAP PAC meeting
Superintendent's Student Advisory Council (SAC) Meetings	Paso Robles High School SAC: February 12, 2026 Alternative Education SAC: February 20, 2026
Submission to the LCAP Parent Advisory Committee (PAC)	On April 23, 2026, the draft LCAP was presented to the LCAP PAC in order to elicit a formal written response to the Superintendent
Submission to the District English Learner Advisory Committee (DELAC)	On February 19 at the regular DELAC meeting, we provided an LCAP Presentation and Q & A Additionally, the DELAC was invited to the LCAP PAC meeting scheduled April 23 for formal receipt of the draft LCAP in order to elicit a written response to the Superintendent A draft LCAP was also sent to the EL/Multilingual Coordinator and DELAC facilitator on April 23 for specific DELAC response
Submission to the Superintendent's Student Advisory Councils (SACs)	On February 12 and 20, at the Paso Robles High School and Liberty High School Student Advisory Council Meetings, we provided an LCAP Presentation and Q & A Additionally, we formally invited SAC members to the LCAP PAC meeting scheduled April 23 for formal receipt of the draft LCAP in order to elicit a written response to the Superintendent

Educational Partner(s)	Process for Engagement
	We also presented the draft LCAP to the SACs' adult facilitators on April 23 for specific SAC response
LCAP Mid-Year Board Report	The LCAP Midyear Report was shared at a regular meeting of the Governing Board on February 24, 2026
SELPA consultation	April 14, 2026
Schools Receiving Equity Multiplier Funds - Liberty High School	On April 16, 2026, members of the Equity Multiplier input team participated in the Alternative Education (Liberty, Independence High and PRISC) SSC meeting to provide input on the use of funds toward the required action areas for graduation rate and the College and Career Indicator as defined by the CA School Dashboard. During the course of the 2025-2026 school year, members of the Equity Multiplier input team met with Alternative Education leadership on various occasions to discuss strategic use of funds for each of the required action areas in alignment with the CA School Dashboard. The team included the Principal of Alternative Education, the Director of Data Assessment and Plan Alignment, the Director of Curriculum and Instruction, the Assistant Superintendent of Education Services, relevant support staff and members of the School Site Council. Goal development for Liberty High School continued to involve discussions about increased access to relevant CTE pathways and support for both mental health and academic achievement.
PRPE Certificated Bargaining Unit	In addition to site presentations and invitations to the PAC meetings, we met 1:1 with PRPE leadership to elicit specific bargaining unit feedback on April 22, 2026
CSEA Classified Bargaining Unit	In addition to site presentations and invitations to the PAC meetings, we met 1:1 with CSEA leadership to elicit specific bargaining unit feedback on April 24, 2026
Superintendent's Written Response to the LCAP PAC, DELAC and SAC	The Superintendent's written responses were provided to the PAC, DELAC, and SAC on May 11, 2026 and are posted on the District website.

Educational Partner(s)	Process for Engagement
Public Inspection Period	The LCAP was available for public inspection May 20-May 26, 2026 in advance of the Public Hearing
Public Hearing	A public hearing was held in accordance with Education Code section 52062(b)(2) on May 26, 2026
Public Comment	The LCAP was available for public comment per Education Code 52062(b)(2) May 20-June 9, 2026
LCAP Adoption by the Governing Board	The PRJUSD Governing Board of Trustees adopted the LCAP in a public meeting in accordance with Education Code 52062(b)(2) on June 9, 2026
Budget Adoption and Local Indicator Report by the Governing Board	June 9, 2026

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

Engaging educational partners is a central part of the PRJUSD LCAP development process. This section describes the feedback received from each educational partner group and the specific changes that feedback produced in the 2026–2027 LCAP. A summary of how and when each partner was engaged is provided in the preceding engagement table, and the detailed goal- and action-level changes referenced below are explained more fully within the analysis of the corresponding goal.

Across all surveys and committees, several priorities recurred and shaped the decisions described below: (1) student emotional safety, mental health, and counseling capacity; (2) class size and adult support in classrooms, including paraeducators, aides, and student engagement staff; (3) support for English/Multilingual Learners, including translation, interpretation, and proactive family communication; (4) access to electives, Career Technical Education (CTE), and dual enrollment, particularly for English/Multilingual Learners and Students with Disabilities; (5) physical safety, supervision, and consistent expectations; and (6) balanced, well-supported access to technology. These themes cut across staff, parent, and student voice and are reflected in the goal- and action-level changes summarized below and detailed within the analysis of each goal.

SURVEYS (JAN 26–MARCH 10, 2026):

Surveys were completed by staff (252 responses), parents in English and Spanish (270 responses), and students in grades 4–12 (1,661 responses). Results are summarized below and informed the funding and service decisions reflected in the adopted LCAP.

STAFF 96% feel connected to school at least sometimes; 96% feel physically safe; 94% report at least one caring adult on campus. Top values: physical safety, emotional safety and mental health support, and academic achievement. Greatest concerns: class size, counseling and mental health services, staff retention and well-being, compensation, classroom paraprofessional support, and special education staffing. Most helpful supports identified: smaller class sizes, caring and well-trained teachers, classroom aides/paraeducators, intervention teachers, and instructional coaches.

PARENTS (ENGLISH) 94% feel connected to school at least sometimes; 97% feel physically safe; 94% report a caring adult for their child; 70% believe PRJUSD provides a high-quality education for all students. Top values: physical safety, academic achievement, and emotional safety and mental health support. Greatest concerns: reducing class sizes, adding classroom aides/paraeducators, expanding counseling and mental health services, more intervention teachers and tutors, professional development, after-school programs, facilities, safety, English/Multilingual Learner support, and parent engagement.

PARENTS (SPANISH) 93% feel connected to school at least sometimes; 100% feel physically safe; 93% report a caring adult for their child. Top values: academic achievement, physical safety, emotional safety and mental health support, support for English/Multilingual Learners and bilingual programs, and family and community engagement. Greatest concerns: clear communication about school activities, more translation and interpretation services, bilingual family advocates, more evening/weekend family events, additional English/Multilingual Learner support, mental health and counseling, smaller class sizes, and campus safety.

STUDENTS, GRADES 4-12 83.74% feel connected to school at least sometimes; 88.74% feel physically safe; 80.01% report at least one caring adult available; 91.21% believe their school is safe, welcoming, and inclusive. Top values: academic achievement, physical safety, and emotional safety and mental health support. Greatest concerns: academic achievement, physical and emotional safety, Career Technical Education (CTE) pathways, Visual and Performing Arts (VAPA) and STEM electives, dual enrollment, clean facilities, access to technology, and school meals.

Changes reflected in the adopted LCAP: Counseling and mental health: maintained 3.0 FTE of elementary counseling (0.5 per site) through Supplemental/Concentration funds, added $40,000 for a 20% increase in two TK–8 counselors at Georgia Brown, and restructured the Lewis Flamson (Paso Robles Junior High) Wellness Room counselor position ($57,000) to absorb Tier 3 supports on-site. Class size and classroom support: placed a full-time Student Engagement Specialist at every elementary school, added seven itinerant PE paraeducators to reduce student-to-adult ratios, and added a full-time Campus Assistant at Georgia Brown. Intervention and coaching: maintained two instructional coaches by shifting their funding to District Title I funds. English/Multilingual Learner support, communication, and translation: added a 0.375 Bilingual Translator/Interpreter position, a 0.25 ELD teacher at Kermit King, and a Special Education Coordinator to support dual-identified English/Multilingual Learners with disabilities. Technology and screen-time access: invested an estimated $250,000 in student devices and software and allocated 10% of the salary for three IT Technicians for on-site support. CTE, electives, and dual enrollment: expanded CTE pathway access and continued exploring a Paso Robles High School (PRHS) bell-schedule adjustment to widen access to electives, CTE, and dual enrollment.

COMMITTEES:

LCAP Parent Advisory Committee (PAC)

What we heard: Student emotional safety and the need for counselors. Tolerance and inclusion. Teacher caring. Access to electives, especially for English/Multilingual Learners and Students with Disabilities. Concern about excessive screen time.

Changes reflected in the adopted LCAP: Funded 50% of the elementary counselors rather than eliminating them, with each site able to fund the remaining 50% through Title I. Continued work toward a PRHS bell-schedule modification to expand access to electives, CTE, dual enrollment, and Early/Middle College for English/Multilingual Learners and other students.

District English Learner Advisory Committee (DELAC)

What we heard: Communication systems connecting home and school. Translation services. Transportation. Access to electives for English/Multilingual Learners. Physical and emotional safety. Culturally responsive, high-engagement teaching strategies.

Changes reflected in the adopted LCAP: Added a 0.375 Bilingual Translator/Interpreter position and continued translation at all meetings in Spanish, with continued efforts to provide other languages as needed. Continued Public Information Officer support to ensure communication reaches the district's most vulnerable families. Continued bus service to the extent staffing allows. Continued pursuing the secondary bell-schedule adjustment and expanded access to electives, CTE, dual enrollment, and Early/Middle College across secondary sites. Maintained counseling and mental health services and focused professional development on robust Tier 1 instruction, including Universal Design for Learning and English Language Development strategies such as comprehensible input and structured student discourse.

Superintendent's Student Advisory Councils (SAC)

Paso Robles High School SAC

What we heard: Insufficient quad supervision and inconsistent rule enforcement, with some students not feeling safe speaking up. Desire for positive incentives aligned with PBIS, greater schedule flexibility, more elective options for English Learners, and a more open campus.

Changes reflected in the adopted LCAP: Added a Deputy Principal to work with counselors on system design, safety, and strong Tier 1 instruction. Continued work on the bell-schedule modification to support access to electives and advanced innovative PBIS implementation.

Alternative Education SAC (Liberty High School)

What we heard: Students expressed strong appreciation for Liberty's sense of belonging, improvements in mental health, and the visibility English/Multilingual Learners feel there. Students reflected candidly on prior experiences at a comprehensive site, including a lack of personal connection, punitive culture, environmental neglect, and a disconnect around the purpose of diagnostic testing, and emphasized empathy and a personalized approach.

Changes reflected in the adopted LCAP: Maintained the goals, actions, and strategies at Liberty that are working well—mental health support, bilingual support, and CTE access—and applied the students' feedback on climate and culture to practices at the comprehensive high school.

Schools Receiving Equity Multiplier Funds (Liberty High School)

What we heard: Through the Alternative Education School Site Council and ongoing meetings with Alternative Education leadership, partners provided input on using Equity Multiplier funds toward the required action areas for graduation rate and the College/Career Indicator for English Learners, socioeconomically disadvantaged, and Hispanic students. Site analysis identified unmet mental health and basic-needs

supports affecting attendance as the primary barriers to graduation and college/career readiness, along with a need to expand CTE pathways.

Changes reflected in the adopted LCAP: Maintained the half-time CTE teacher, expanded mental health services, and continued bilingual paraeducator and bilingual family advocate support under Goal 5, based on evidence that these supports are effective. Because Independence High School is no longer eligible for Equity Multiplier funds in 2026–2027, the corresponding Goal 6 has been eliminated.

Bargaining Units (PRPE and CSEA) District leadership met individually with the leadership of the certificated (PRPE) and classified (CSEA) bargaining units to share the draft 2026–2027 LCAP and to elicit feedback that could inform additional shifts.

Changes reflected in the adopted LCAP: Certificated (PRPE): the finalized bargained agreement includes a 2% salary increase tied to the addition of one full professional development day, dedicated to training and coaching certificated staff to meet the needs of English/Multilingual Learners, Long-term English Learners, low-income students, and foster youth. Classified (CSEA): the adopted LCAP reflects classified staffing shifts, including moving from six behavior paraeducators to a full-time Student Engagement Specialist model at every elementary school (with increased support at Kermit King and Pat Butler), additional PE paraeducators, a new Georgia Brown Campus Assistant, and athletic support, with library technician hours shifted to Expanded Learning Opportunities Program (ELOP) funds.

SELPA AND COUNTY CONSULTATION:

What we heard: The consultation reviewed the Mid-Year Board Report and the status of actions and metrics addressing the needs of students with disabilities, confirmed alignment between the LCAP and related district initiatives (e.g., Differentiated Assistance and the Comprehensive Improvement Monitoring process), and confirmed parent-of-a-student-with-a-disability representation on the LCAP PAC (4 of 16 members, 25%).

Changes reflected in the adopted LCAP: Reallocated a vacant EL/SpEd TOSA position to create a Special Education Coordinator to support dual-identified students and ensure IEPs and instructional plans align with Universal Design for Learning principles.

GOAL-LEVEL SUMMARY OF PARTNER INFLUENCE:

The partner feedback summarized above shaped each of the district’s LCAP goals as follows; the specific actions and expenditures are detailed within the analysis of the corresponding goal:

Goal 1 (All Students will be Connected to School and Engaged in Learning): Staff, parent, student, and PAC input on emotional safety and mental health led the district to maintain elementary counseling, increase TK–8 counseling at Georgia Brown, and restructure the Lewis Flamson (Paso Robles Junior High) Wellness Room counselor position. Paso Robles High School SAC feedback on quad supervision, consistent rule enforcement, and positive incentives led to the addition of a Deputy Principal and continued, innovative PBIS implementation. Classified (CSEA) input informed the move to a full-time Student Engagement Specialist model at every elementary school, additional PE paraeducators, and a new Georgia Brown Campus Assistant.

Goal 2 (All Students will be College and Career Ready): Student, PAC, and DELAC interest in electives, CTE, and dual enrollment led the district to expand CTE pathway access and to continue work toward a Paso Robles High School bell-schedule adjustment that widens access to electives, CTE, dual enrollment, and Early/Middle College.

Goal 3 (Every English Learner will Make Progress toward Reclassification Each Year): DELAC and Spanish-language parent input on translation, home–school communication, transportation, and culturally responsive instruction led to a 0.375 Bilingual Translator/Interpreter position, a 0.25 ELD teacher at Kermit King, continued interpretation at all meetings, continued Public Information Officer support to reach the district's most vulnerable families, continued bus service to the extent staffing allows, and professional development in Universal Design for Learning and English Language Development strategies such as comprehensible input and structured student discourse. The certificated (PRPE) agreement added one professional development day dedicated to serving English/Multilingual Learners, Long-Term English Learners, low-income students, and foster youth.

Goal 4 (All TK–6th Grade Students will Show Growth of 5% per Year in English, Math, and Science): Parent and student priorities for intervention, tutoring, and technology access led the district to maintain two instructional coaches by shifting their funding to District Title I funds, sustain elementary counseling and classroom adult support, and invest an estimated $250,000 in student devices and software with dedicated on-site IT support.

Goal 5 (Liberty High School — Equity Multiplier Focus Goal): The Equity Multiplier input team, Alternative Education leadership, and the Liberty High School SAC identified unmet mental health and basic-needs supports affecting attendance, along with a need to expand CTE pathways, as the primary barriers to graduation and College/Career readiness for English Learners, Hispanic, and socioeconomically disadvantaged students. In response, the district maintained the half-time CTE teacher, expanded mental health services, and continued bilingual paraeducator and bilingual family advocate support. Because Independence High School is no longer eligible for Equity Multiplier funds in 2026–2027, the corresponding Goal 6 has been eliminated.

SUPERINTENDENT'S WRITTEN RESPONSES:

In accordance with Education Code section 52062, the Superintendent presented the draft LCAP to, and responded in writing to the comments received from, the LCAP Parent Advisory Committee, the District English Learner Advisory Committee, and the Superintendent's Student Advisory Councils. The written responses were shared with each committee on May 11, 2026 and are posted on the district website.

PUBLIC COMMENT AND ADOPTION:

The draft LCAP was available for public inspection May 20–26, 2026, a public hearing was held on May 26, 2026, and public comment was accepted in hard copy and online from May 20 through June 9, 2026. The Governing Board adopted the LCAP at a public meeting on June 9, 2026.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All Students will be Connected to School and Engaged in Learning	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Educational partner feedback and surveys from students, staff, and families indicate common trends in the areas of motivation, mental health, and behavior with several performance metrics demonstrating a decline in the reported student connectivity to school beginning in the 4th grade and extending through the middle school and high school years. While we see some improvement beginning in the eleventh grade, the academic slide from 4th to 10th grade is significant.

We notice this trend using our PASS Universal screener data as well as our California Healthy Kids Survey data. Corresponding to the connectivity statement is the chronic absenteeism data listed below which is improving in the past three years but has not yet reached the pre-COVID levels. We know that chronic absenteeism can be directly impacted by a students feeling or connectedness to school.

Developing a goal with additional counseling, mental health, mentoring, access to basic needs, and behavior support were highlighted throughout our needs assessment process to improve student connectedness to school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Attendance Rate	2022-2023 All Students K-12: 91.3% English Learners: 91.5%	2023-2024 All Students K-12: 92.2% English Learners: 92%	2024-2025 All Students K-12: 92.77% English Learners: 92.88%	Desired Outcome: All Students K-12: 94% English Learners: 94%	Change from Baseline: All Students K-12: +1.47 ppts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low Socioeconomic: 90.4% Foster Youth: 87.2% DATA SOURCE: CDE DataQuest	Low Socioeconomic: 91.5% Foster Youth: 91.8% DATA SOURCE: CDE DataQuest	Los Socioeconomic: 92.28% Foster Youth: 90.03% DATA SOURCE: Parsec (DataQuest Discontinued Att Rate)	Low Socioeconomic: 92.9% Foster Youth: 90%	English Learners: +1.38 ppts Low-Socioeconomic: +1.88 ppts Foster Youth: +2.83 ppts
1.2	Chronic Absenteeism Rate	2022-2023 All students: 26.2% English Learners: 25.5% Low Socioeconomic: 30.4% Foster Youth: 51.6% DATA SOURCE: CA Dashboard	2023-2024 All students: 20.1% English Learners: 23.3% Low Socioeconomic: 23.5% Foster Youth: 31.6% DATA SOURCE: CA Dashboard	2024-2025 All students: 20.5% English Learners: 24.4% Low Socioeconomic: 23.8% Foster Youth: 25.8% DATA SOURCE: CA Dashboard	Desired Outcome: Reduce Chronic Absenteeism by 5 points per year toward: All students: 10% English Learners: 10% Low Socioeconomic: 10% Foster Youth: 20%	Change from Baseline: All Students K-12: -5.7 ppts English Learners: -1.1 ppts Low-Socioeconomic: -6.6 ppts Foster Youth: -25.8 ppts
1.3	Seek Parent Input and Promote Parental Participation in Programs for English Learners, Low-Socioeconomic, Foster Youth and Students with Exceptional Needs	2022-2023 Survey Results (LCAP Survey;156 responses): 71.8% of parents reported their child feels connected to school 89.1% of parents reported their child has at least one caring adult they can go to at school	2023-2024 Survey Results (CHKS; 414 respondents): 89% of parents reported their child feels connected to school 91% of parents reported their child has at least one	2024-2025 Survey Results (LCAP Survey; 157 responses): 71.3% of parents reported their child feels connected to school 88.5% of parents reported their child has at least one	Desired Outcome: Survey Results (CHKS or LCAP): 80% of parents report their child feels connected to school 95% of parents report their child has at least one	Change from Baseline: Survey Results: Student School Connection (Parent Reported): -0.5 ppts Caring Adult at School (Parent Reported): -0.6 ppts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		PIQE Participation Glen Speck 29.4% EL parent participation with 18.4% graduating from program PRHS 35.4% EL parent participation with 20.2% graduating from program Community School Participation: 242 of 380 (63%) enrolled parent responses to surveys. Site estimates this to be 80% participation considering families with multiple students. DATA SOURCE Local Parent Surveys; PIQE Reports; Aeries	caring adult they can go to at school PIQE Participation: GBDI 60 of 261 EL parent participation (22.98%). All completed the program, 14.15% with perfect attendance. LFJH 53 of 186 EL parent participation (28.49%). All completed the program, 5.91% with perfect attendance. Community School Participation: 217 of 349 (62%) parent survey responses. Site estimates this to be 80% participation considering families with multiple students. DATA SOURCE CHKS; Local Parent Surveys; PIQE Reports; Aeries	caring adult they can go to at school Georgia Brown (Total EL students: 231, Total EL families: 194) (71) 37% of EL families participated (56) 79% of participants graduated Lewis Flamson Jr. High (Total EL students: 180, Total EL families: 174) (73) 42% of EL families participated (54) 74 % of participants graduated Community School Participation: 249 of 451 (55%) parent survey responses. However, 349 unique households. So, 71% survey participation.	caring adult at school PIQE Participation Increase participation by 5% at each school site each year Community School Participation: 90% parent participation	PIQE Participation: Elementary Participation: +4.6% Secondary Participation: +8.2% Community School Participation: Household Survey Response Rate: -9.0 ppts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				DATA SOURCE Local Parent Surveys; PIQE Reports; Aeries		
1.4	PASS Universal Screener (Social-emotional)	2023-2024 Percent Mean for: Feelings About School K-2nd grade All Students 93.2% EL 94.3% SES 90.7% Homeless/Foster 94% 3-5th grade All Students 82.3% EL 82.6% SES 81.4% Homeless/Foster 85.6% 6-12th grade All Students 70% EL 70.6 % SES 71.9% Homeless/Foster 69.8% and 71.2% Learner Self Worth/Regard K-2nd grade All Students 87.4% EL 88.2% SES 86.8% Homeless/Foster 87.4% 3-5th grade All Students 65.7%	2024-2025 Percent Mean Feelings About School K-2 All Students 92.6% EL 93.5% SES 92.7% Homeless: 93.1% Foster 94.4% 3-5 All Students 80.4% EL 82.4% SES 80.5% Homeless: 80.6% Foster 87.5% 6-12 All Students 69.3% EL 69.4% SES 69.2% Homeless 70.4% Foster 85.9% Learner Self Worth/Regard K-2 All Students 87.8% EL 89.5% SES 87.8% Homeless: 87.6%	N/A - Discontinued PASS	Percent Mean for: Feelings About School Improve each subgroup by 1% per year	Change from Baseline: Feelings About School K-2 All Students: -0.6 ppts English Learners (EL): -0.8 ppts Low-SES: +2.0 ppts Homeless: -0.9 ppts Foster Youth: +0.4 ppts 3-5 All Students: -1.9 ppts English Learners (EL): -0.2 ppts Low-SES: -0.9 ppts Homeless: +6.1 ppts Foster Youth: +1.9 ppts 6-12 All Students: -0.7 ppts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL 60.2% SES 63.4% Homeless/Foster 63.1% 6-12th grade All Students 59.3% EL 56.7% SES 62.5% Homeless/Foster 57.4% and 57.5% General Work Ethic K-2nd grade N/A (Not Measured K-2) 3-5th grade All Students 75.7% EL 73.8% SES 74.5% Homeless/Foster 74.4% 6-12th grade All Students 67.7% EL 68.9% SES 70% Homeless/Foster 67.3% and 67% DATA SOURCE PASS Reports	Foster 85.4% 3-5 All Students 64.3% EL 57.6% SES 62.2% Homeless: 59.0% Foster 58.3% 6-12 All Students 59.6% EL 55.6% SES 58.6% Homeless 57.3% Foster 45.8% General Work Ethic K-2 N/A (Not Measured K-2) 3-5 All Students 76.1% EL 73.3% SES 75.5% Homeless 73.4% Foster 75.0% 6-12 All Students 68.2% EL 69.3% SES 68.2% Homeless 68.1% Foster 67.5%			English Learners (EL): -0.8 ppts Low-SES: -2.7 ppts Homeless: +0.6 ppts Foster Youth: +14.7 ppts Learner Self Worth/Regard K-2 All Students: +0.4 ppts English Learners (EL): +1.3 ppts Low-SES: +1.0 ppts Homeless: +0.8 ppts Foster Youth: -2.0 ppts 3-5 All Students: -1.4 ppts English Learners (EL): -2.6 ppts Low-SES: -1.2 ppts Homeless: -4.1 ppts Foster Youth: -4.8 ppts 6-12

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						All Students: +0.3 ppts English Learners (EL): -0.9 ppts Low-SES: -3.9 ppts Homeless: +0.1 ppts Foster Youth: -12.3 ppts General Work Ethic K-2 N/A (Not Measured) 3-5 All Students: +0.4 ppts English Learners (EL): -0.5 ppts Low-SES: +1.0 ppts Homeless: -1.1 ppts Foster Youth: +0.6 ppts 6-12 All Students: +0.5 ppts English Learners (EL): +0.4 ppts Low-SES: -0.8 ppts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Homeless: +0.8 ppts Foster Youth: +0.5 ppts
1.5	California Healthy Kids Survey	2021-2022 % of students feel safe at school: 5th: 86% 7th: 50% 9th: 43% 11th: 48% Alt Ed: 71% English Learners: 5th: No Data 7th: 49% 9th: 40% 11th: 36 % Alt Ed: 68% % of students feel connected to school: 5th: 77% 7th: 54 % 9th: 45% 11th: 46% Alt Ed: 71% English Learners: 5th: No Data 7th: 52 % 9th: 41% 11th: 42 % Alt Ed: No Data DATA SOURCE CHKS	2023-2024 % of students feel safe at school: 5th: 75% 7th: 50% 9th: 48% 11th: 43% Alt Ed: 78% English Learners: 5th: No Data 7th: 43% 9th: 64% 11th: 56% Alt Ed: No Data % of students feel connected to school: 5th: 72% 7th: 48% 9th: 49% 11th: 40% Alt Ed: 63% English Learners: 5th: No Data 7th: 47 % 9th: 54% 11th: 41 % Alt Ed: No Data	2024-2025 % of students who feel safe at school: 5th 73% 7th 47% 9th 56% 11th 58% Alt Ed (NT) 71% English Learners 5th: No Data 7th: 42% 9th: 51% 11th: 56% Alt Ed: No Data % of students feel connected to school: 5th: 68% 7th: 47% 9th: 51% 11th: 53% Alt Ed (NT): 68% English Learners: 5th: No Data 7th: 50% 9th: 47% 11th: 58% Alt Ed: No Data	Desired Outcome: % of students feel safe at school: • All student groups will show an improvement of 1 percentage point per year % of students feel connected to school: • All student groups will show an improvement of 1 percentage point per year DATA SOURCE CHKS	Change from Baseline: % of students feel safe at school: 5th: -13.0 ppts 7th: -3.0 ppts 9th: +13.0 ppts 11th: +10.0 ppts Alt Ed: 0.0 ppts English Learners (Safety): 5th: N/A (No Data) 7th: -7.0 ppts 9th: +11.0 ppts 11th: +20.0 ppts Alt Ed: N/A (Too few students) % of students feel connected to school: 5th: -9.0 ppts 7th: -7.0 ppts 9th: +6.0 ppts 11th: +7.0 ppts Alt Ed: -3.0 ppts English Learners (Connectedness): 5th: -2.0 ppts 7th: +6.0 ppts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			DATA SOURCE CHKS	DATA SOURCE CHKS		9th: +6.0 ppts 11th: +16.0 ppts Alt Ed: N/A (Too few students)
1.6	Local Measures Including Surveys of Pupils, Parents, and Teachers on the Sense of Safety and School Connectedness	Local Student Survey Results 2023-2024 Caring Adult at School Grades 6-8: 86.3% Grades 9-12: 91.4% Feeling Safe at School Grades 6-8: 50.5% Grades 9-12: Safe: 56.7% School Connectedness Grades 6-8: 42.3% Grades 9-12: 41.5% Data Source: Local Survey Winter (2023-2024)	Local Student Survey Results 2024-2025 Caring Adult at School Grades 6-12: 64.25% (CHKS) Feeling Safe at School Grades 6-12: 81.5% School Connectedness Grades 6-12 Connected: 91.6% Data Source: Local Survey Fall (2024--2025); CHKS 2024-2025	Local Student Survey Results 2025-2026 Caring Adult at School Grades 4-12: 80.0% (1,327 students) Grades 6-8: 77.9% Grades 6-12: 79.9% (1,154 students) Grades 9-12: 81.2% Safe at School Grades 4-12: 88.8% (1,472 students) Grades 6-8: 87.4% Grades 6-12: 88.9% (1,283 students) Grades 9-12: 89.7% School Connectedness Grades 4-12: 83.8% (1,389 students)	Desired Outcome: Caring Adult at School Grades 6-8: 90.0% Grades 9-12: 95.0% Feeling Safe at School Grades 6-8: 80.0% Grades 9-12: 80.0% School Connectedness Grades 6-8: 80.0% Grades 9-12: 80.0%	Change in Baseline: Caring Adult at School Grades 6-8: -8.4 ppts Grades 6-12: +15.65 ppts Grades 9-12: -10.2 ppts Safe at School Grades 6-8: +36.9 ppts Grades 6-12: +7.4 ppts Grades 9-12: +33.0 ppts School Connectedness Grades 6-8: +41.2 ppts Grades 6-12: -7.7 ppts Grades 9-12: +42.7 ppts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Grades 6-8: 83.5% Grades 6-12: 83.9% (1,212 students) Grades 9-12: 84.2% Data Source: Local Survey Winter (2025-2026)		
1.7	Pupil Suspension Rate	2023-2024 (as of 05-24-2024) Total: 3.2%, EL: 4.8%, Low Socio: 4.4%, Foster: 12.1%, African American: 3.4% DATA SOURCE Aeries	2024-2025 (as of 04/30/2025) Total: 2.8%, EL: 4.1%, Low Socio: 3.33%, Foster: 2.9%, African American: 17.9% DATA SOURCE Aeries	2025-2026 (as of 03/26/2026) Total:1.3% (84 of 6,235) SWD: 2.4% (22 of 902) Low Socio: 1.5% (66 of 4,493) EL: 1.4% (18 of 1,248) Foster: 15% (4 of 26) Hispanic: 1.4% (54 of 3,824) White: 1.3% (26 of 1,963) Two or More Races: 1.5% (3 of 200) African American: 3.6% (2/55) Asian, Filipino, American Indian, Pacific Islander: 0.5% (1 of 55)	Desired Outcome: Total: 3% EL: 3% Low Socio:3% Foster: 8% African American: 3%	Change from Baseline: All Students: -1.9 ppts (from 3.2% to 1.3%) English Learners (EL): -3.4 ppts (from 4.8% to 1.4%) Low-Socioeconomic: -2.9 ppts (from 4.4% to 1.5%) Foster Youth: +2.9 ppts (from 12.1% to 15.0%) African American: +0.2 ppts (at 3.6%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				LTELS: 2.7% (5 out of 184) RFEP (Reclassified Fluent English Proficient): 1.4% (14 out of 1,010) Data Source: Aeries		
1.8	Pupil Expulsion Rate	2023-2024 Total Expulsions: 8 Pupil Expulsion Rate: All Students: 0.16% English Learners: 0.08% Low Socioeconomic: 0.16% Foster Youth: 4.3% Of those Expelled: EL's:10% (30% RFEP) Low SES: 70% Foster: 10% DATA SOURCE Aeries	2024-2025 Total Expulsions: 9 Pupil Expulsion Rate: All Students: 0.07% English Learners: 0.15% Low Socioeconomic: 0.09% Foster Youth: 0% Of those Expelled: EL's:40% (60% RFEP) Low SES: 80% Foster: 0% DATA SOURCE Aeries	2025-2026 Total Expulsions: 1 Pupil Expulsion Rate: All Students: 0.0159% (1 of 6284 students) English Learners: 0% Low Socioeconomic: .02% Foster Youth: 3.8% (1 of 26 students) Of those Expelled: EL's: 0% Low SES: 100% Foster: 100% DATA SOURCE Aeries	Desired Outcome: All Students: 0.10% overall with no disparities between student groups	Change from Baseline: All Students: -0.14 ppts (from 0.16% to 0.0159%) English/Multilingual Learners: -100% Low-SES: -0.14 ppts (from 0.16% to 0.02%) Foster Youth: -0.42 ppts (from 4.3% to 3.88%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	Middle School and High School Drop Out Rates	2022-2023 Junior High Rate Overall: 0.07% English Learners: 0% Low Socioeconomic: 0.11% Foster youth: 0% High School Rate Overall: 2.2% English Learners: 7.2% Low Socioeconomic: 2.6% Foster youth: 0% Data Source: CalPads Report Fall 1: 1.24, 1.1, 1.14, 1.8	2023-2024 Junior High Rate Overall: 0.08% (1 student) English Learners: 0% Low Socioeconomic: 0.11% (1/1290 students) Foster youth: 0% High School Rate Overall: 2.2% (52/2342 students) English Learners: 7.1% (18/253 students) Low Socioeconomic: 2.6% (40/1515 students) Foster youth: 0% Data Source: CalPads Report Fall 1: 1.24, 1.1, 1.14, 1.8	2024-2025 Junior High Rate Overall: .11% (1/884) English Learners: 00% Low Socioeconomic: .11% Foster youth: No data High School Rate Overall: 1.89% (44/2331) English Learners: 5.6% (14/250) Low Socioeconomic: 2.1% (34/1583) Foster youth: No data ********** Dropout Data by Site Lewis Flamson Junior High Total: 1 Socio-Eco Disadv: 1	Desired Outcome: Junior High Rate Overall: 0.05% English Learners: 0% Low Socioeconomic: 0% Foster youth: 0% High School Rate Overall: 1% English Learners: 4% Low Socioeconomic: 1% Foster youth: 0%	Change from Baseline: Junior High Rate Overall: +0.01 ppts English Learners: 0.0 ppts (no change) Low-Socioeconomic: 0.0 ppts (no change) Foster Youth: 0.0 ppts (no change) High School Rate Overall: 0.0 ppts (no change) English Learners: -0.1 ppts Low-Socioeconomic: 0.0 ppts (no change) Foster Youth: 0.0 ppts (no change)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Homeless: 0 Migrant: 0 SWD: 0 EL: 0 Independence High Total: 3 Homeless: 0 Migrant: 0 SWD: 0 EL: 0 Socio-Eco Disadv: 0 Liberty High (Continuation) Total: 22 Socio-Eco Disadv: 17 EL: 6 Homeless: 3 SWD: 1 Migrant: 0 Paso Robles High Total: 19 Socio-Eco Disadv: 16 Homeless: 9 EL: 8 Migrant: 1 SWD: 0		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Paso Robles Independent Study Center Total: 0 Homeless: 0 Migrant: 0 SWD: 0 EL: 0 Socio-Eco Disadv: 0 Data Source: CalPads Report Fall 1: 1.24, 1.1, 1.14, 1.8		
1.10	Quality of Facilities (FIT) - Facilities Maintained	2023-2024 Average FIT Score District: 90.1% Georgia Brown: 85.63% Pat Butler: 90.35% Kermit King: 93.04% Glen Speck: 96.90% Virginia Peterson: 92.11% Winifred Pifer: 88.46% GF Junior High: 86.51% PRHS: 88.88% Alt Ed: 94.69% DATA SOURCE CA FIT Reports	2024-25 Average FIT Score District: 88.02% Georgia Brown: 83.23% Pat Butler: 87.65% Kermit King: 88.84% Glen Speck: 92.69% Virginia Peterson: 89.17% Winifred Pifer: 86.56% GF Junior High: 85.11% PRHS: 87.16 Alt Ed: 91.82% DATA SOURCE CA FIT Reports	2025-2026 Average FIT Score District: 94.14% Georgia Brown: 92.71% Pat Butler: 95.46% Kermit King: 93.53% Glen Speck: 98.40% Virginia Peterson: 96.00% Winifred Pifer: 93.38% Lewis Flamson Junior High: 94.80% PRHS: 91.23% Liberty High (Continuation) 84.85%	Desired Outcome: Average FIT score district: 93.1% Improve overall district average by 3 percentage points	Change from Baseline: District: +4.0 ppts Georgia Brown: +7.0 ppts Pat Butler: +5.0 ppts Kermit King: 0.0 ppts Glen Speck: +2.0 ppts Virginia Peterson: +4.0 ppts Winifred Pifer: +5.0 ppts GF Junior High: Closed LF Junior High: 94.8% (Baseline) PRHS: +3.0 ppts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Independence High/PRISC: 95.86% Marie Bauer ECEC: 96.20% DATA SOURCE CA FIT Reports		Alt Ed: No data to report Marie Bauer ECEC: No data to report
1.11	Aftercare Participation - Expanded Learning Opportunity Program TK-6	2023-2024 Participant numbers exclude ASES and 7th & 8th graders served which may be eligible in ELOP counts in some reports TK - 6th grade Students served 23/24: Number of participants: 513 Number of unduplicated participants: 143 Source: Aeries and EZChildtrack	2024-2025 Number of students participating: 650 Number of unduplicated students participating: 508 Source: Aeries and EZChildtrack	2025-2026 Number of students participating: 1,142 Number of unduplicated students participating: 877 Source: Aeries and EZChildtrack	Desired Outcome: 1,200 students+ inclusive of ASES braiding	Change in Baseline: Total Students: 650 to 1,142 (+75.69%) Unduplicated Students: 508 to 877 (+72.63%)
1.12	Aftercare Participation - ASES K-6	By Site 2023-2024 W.Pifer: 99 V.Peterson: 103 G.Speck: 100 DATA SOURCE Aeries	By Site 2024-2025 W.Pifer: 84 V.Peterson: 87 G.Speck: 84 DATA SOURCE Aeries	By Site 2025-2026 W.Pifer: 105 V.Peterson: 105 G.Speck: 120 DATA SOURCE Aeries	Maintain the number of students served based on allocated funding in 2023-2024 W.Pifer: 99 V.Peterson: 103 G.Speck: 100	By Site W.Pifer: Increase of 6 students V.Peterson: No Change G.Speck: No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					DATA SOURCE Aeries	

Goal Analysis [2025-26]

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.

Action 1.1:Social Emotional Support / Multi-Tiered Systems of Support (MTSS) Coordination
Successes: This action is fully implemented. The district has maintained a deeply rooted commitment to MTSS to promote social-emotional well-being and school engagement.
Challenges: Deepening all site administers' knowledge, experience and practice with all aspects of MTSS (and PBIS), both academically and behaviorally so that there is consistent proactive practice across the district. There has been a tendency to maintain the status quo even when the status quo isn't working sufficiently well.
Action 1.2: Staff Training and Coaching to Meet the Needs of English Learners, Long-Term English Learners, Low Income and Foster Youth
Successes: Fully implemented. The staff PD day was implemented, as intended, with a focus on our unduplicated student groups and best instructional practices to serve these student groups.
Action 1.3: Parent Connectedness to School
Successes: The district continues to prioritize family engagement and support. These positions were fully hired and implemented.
Challenges: Increasing the number of parents who participate in ELAC and attend school and district events - one barrier has been the range of services bilingual clerks have been required to provide, spreading them even more thin; a limited supply of Mixteco interpreters; change in school boundaries resulting in transportation challenges for some families, limiting their access to school events.
Action 1.4: Basic Needs for Students
Successes: Partially implemented. RTA bus passes were successfully purchased for all eligible student groups within the LCAP. Additionally, cooking space at PRHS was expanded to provide greater access to lunches through additional seating and an additional serving station.
Challenges: Planned construction for kitchen expansions at Georgia Brown Dual Immersion (GBDI) and Glen Speck are "very close to starting" but were not completed within this fiscal year.
Action 1.5: Connectivity to School Including Enrichment and Afterschool Sports
Successes: Afterschool enrichment programs doubled in capacity for TK-8th grade due to increased staffing and partnerships with the Boys & Girls Club, YMCA, and People’s Self Help Housing. The program grew from a baseline of 508 students to 1,142 students in Year 2.Both elementary and junior high sports were implemented as intended.
Challenges: Actual costs for stipends and materials were lower than projected, and some programs were delayed due to the late hiring of an elementary athletic director.
Action 1.6: Student Mentorship and Support for English Learners, Long-Term English Learners, Low-Income and Foster Youth
Successes: Fully implemented. Both Adaptive Learning Center (ARC) teachers were successfully hired during the 2024-2025 school year.
Challenges: While personnel are in place, there was a discrepancy between planned and actual expenditures due to salary savings from vacant positions during the recruitment process earlier in the cycle.

Action 1.7: Community School Support
Successes: The Community School Coordinator has been hired, and Glen Speck is in its second year of implementation. The PIQE program at PRHS recorded a 35.4% participation rate among EL parents, significantly exceeding baseline expectations.
Challenges: Construction for the outdoor community pavilion is in progress but not yet completed.
Action 1.8: School Facilities With Extended Day and Enrichment Opportunities
Successes: Hiring additional custodial staff to support sites on an itinerant basis has been very successful.
Challenges: No significant challenges were noted for this cycle.
Action 1.9: Behavior Support and Safe Inclusive Learning Environment. (BCBA & Paras)
Successes: The district maintains 100% effectiveness in ensuring basic access to standards-aligned materials.
Challenges: Implementation was hindered by staffing shortages; the district did not fill the Board Certified Behavior Analyst (BCBA) position nor two of the six paraeducator positions.
Action 1.10: Positive School Culture and Climate
Successes: Hired four Student Engagement Specialists and one Assistant Principal to support the six elementary schools. Staff survey results show 96% of staff feel physically safe on campus.
Challenges: Despite these hires, actual expenditures were lower than budgeted ($1.27M vs. $1.52M).
Action 1.11: Secondary Transition and Attendance Support
Successes: Fully implemented. Local data shows modest growth in engagement at the elementary level.
Challenges: Secondary student performance and engagement continue to be areas of need, particularly as students transition into junior high and high school.
Action 1.12: Drug, Alcohol and Trauma Informed Practices / Tier 3 Partnerships
Successes: Successfully partnered with SLO County Behavioral Health for intensive Tier 3 supports during the current cycle.
Challenges: The Memorandum of Understanding (MOU) with SLO County Behavioral Health will not be renewed for the 2026-2027 school year, requiring a shift in how these services are delivered.
Action 1.13: Inclusive Excellence
Successes: Fully implemented. The district's focus on designing inclusive and welcoming school environments was well-received this year with guest speakers at the high school level for students as well as PD/training for all staff at the start of the year.
Challenges: Ongoing professional development is needed to sustain these inclusion gains across all grade levels.
Action 1.14: Health Instructional Assistant
Successes: The Health Instructional Assistant position was implemented to support student medical needs.
Challenges: No significant challenges were noted for this cycle.

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.

Action 1.1: Social Emotional Support: Planned expenditures for social emotional support were $1,935,388.94, while estimated actuals were $1,070,726.29. This action was fully implemented, including six elementary counselors, 1.5 mental health therapists, and wellness room staffing. The expenditure gap is primarily due to the funds budgeted for Wellness Room upgrades that have not yet happened. We have an initial plan from our architect for the high school but the implementation of the plan has not yet begun.
Action 1.2: Staff Training and Coaching to Meet the Needs of English Learners, Long-Term English Learners, Low Income and Foster Youth shows a planned budget of $591,004.17 and actual expenditures of $421,585. Staff professional development days and coaching focused on

the needs of English Learners, Low Income, and Foster Youth were fully implemented. The variance reflects the reduced cost due to our most veteran teachers accepting a PARS early retirement incentive.
Action 1.4: Basic Needs for Students: There is a significant discrepancy in Action 1.4, with $2,206,000.00 planned and only $888,289 expended. While the district successfully provided basic needs (food, clothing, and transportation) to students experiencing homelessness and foster youth, the difference between the budgeted and actual expenditures is for planned construction to expand the kitchen/cooking space at three locations to accommodate the high volume of students eating breakfast and lunch at school. These sites include GBDI and Glen Speck. These projects are in the process.
Action 1.5: Connectivity to School: Planned expenditures were $316,766.00, while estimated actuals were $167,566. While enrichment and afterschool sports opportunities were provided to students, the actual costs for stipends and materials were lower than projected. Additionally, some enrichment activities were funded through site-based programs rather than centralized LCAP funds. Also, some programs were not implemented this year as we had to hire an elementary athletic director which delayed the start of programming.
Action 1.6: Student Mentorship and Support for English Learners, Long-Term English Learners, Low-Income and Foster Youth shows planned expenditures of $320,236.91 and actual expenditures of $179,649. This action funds two Alternative Reset Classroom teachers, one of which was vacant for most of this school year.
Action 1.7 Community School Support. There is a small discrepancy of $50,000 which are the funds set aside for the Welcome Center implementation. This will be done in the 26-27 school year.
Action 1.9 Behavior Support and Safe Inclusive Learning Environment. There is a material difference from the budgeted $750,148 as only $526, 105 were actually expended. This was due to the vacant BCBA position which was flown all year.
Action 1.10 Positive School Culture and Climate. There is a material difference in this action between budgeted and actual expenditures due to a vacant junior high Asst. Principal position this year. In addition, three years of Yondr bags are budgeted in this action from LREBG and only one year of the budgeted expenditures has been expensed.
Action 1.12 Drug, Alcohol and Trauma Informed Practices. There is a difference of approximately $100,000 on this action due to a three-year commitment of funds from LREBG and only one year has been expensed.
Action 1.14 Health Instructional Assistant: Planned expenditures were $69,660.22 and actual expenditures were $47,893.82. The variance of approximately $21,766 reflects a minor difference between expected and actual. The Health Instructional Assistant continues under LREBG funding in 2026-27.

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

Actions are grouped below by shared outcome, analyzed against their associated metrics, with the resulting decisions for the 2026-27 plan stated in each conclusion.

Attendance and chronic absenteeism (Actions 1.1, 1.2, 1.4) were effective. Attendance (Metric 1.1) rose from 91.3% to 92.77% district-wide, and chronic absenteeism (Metric 1.2) fell from 26.2% to 20.5% overall — and most steeply for the unduplicated groups these actions target, from 30.4% to 23.8% for Low-Income students and 51.6% to 25.8% for Foster Youth. With both metrics still short of target, we are maintaining these actions and strengthening them for 2026-27: increasing Wellness Room funding under Action 1.1, and expanding Action 1.2 with Long-Term English/Multilingual Learner monitoring.

Enrichment and afterschool participation (Actions 1.5, 1.7, 1.11) were effective. Expanded Learning participation (Metric 1.11) grew from 513 students at baseline to over 1,100 in Year 2, and high school dropout (Metric 1.9) fell from 2.2% to 1.89%; gains were concentrated in the

elementary grades while junior-high dropout rose slightly (0.07% to 0.11%). We are maintaining these actions and expanding secondary connectivity under Action 1.5, adding release sections for Leadership teachers.

Discipline and school climate (Actions 1.6, 1.9, 1.10, 1.13) were effective, with one exception. Suspension (Metric 1.7) fell from 3.2% to 1.3%, below the 3.0% target, and expulsion (Metric 1.8) from 0.16% to 0.0159%, while local-survey connectedness in grades 6–8 (Metric 1.6) rose from 42.3% to 83.5%. However, Foster Youth suspension rose from 12.1% to 15.0%, and Action 1.9 was under-implemented with its BCBA and paraeducator positions unfilled. We are maintaining the climate actions and expanding Student Engagement Specialists under Action 1.10, while adjusting Action 1.9 by reducing the vacant BCBA and behavior-paraeducator positions and redirecting those funds to on-site student support.

Parent and student connectedness (Action 1.3) was partially effective. Parent-reported connectedness held flat (Metric 1.3, 71.8% to 71.3%), and CHKS connectedness (Metric 1.5) was mixed — down in grades 5 and 7 but up in grades 9 and 11 — while the PASS social-emotional screener (Metric 1.4) was discontinued, leaving no Year 2 data. We are maintaining Action 1.3, expanding the translation team to strengthen elementary family engagement where the CHKS shows erosion, and replacing the discontinued PASS screener with the Waypoints assessment (Wayfinder SEL curriculum) to restore a social-emotional measure.

Facilities (Action 1.8) was effective. The district Facility Inspection Tool average (Metric 1.10) rose from 90.1% to 94.14%, exceeding the +3-point target, and we are maintaining the added custodial 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.

Action 1.1: Social Emotional Support: Maintained six elementary counselor positions with a revised funding structure: 50% via Title I site-based funds and 50% through supplemental funds. The Wellness Room counselor position was also adjusted to be supported partially through site-based Title I funds to ensure sustainable mental health support. Additional funds were allocated to this goal and action in the 26-27 school year to support Wellness room enhancements districtwide.
Action 1.2: Staff Training and Coaching to Meet the Needs of English Learners, Long-Term English Learners, Low Income and Foster Youth: This action remains a priority with an expanded scope to include specific monitoring and academic support for Long-term English Language Learners (LTELs), aligning with technical assistance and differentiated assistance goals. We have added additional funds and PD days to the plan to support the ongoing training and professional development for certificated staff in these areas.
Action 1.3: Parent Connectedness to School: Expanded the translation team by adding a dedicated translator mid-year. This role increases the district's capacity to support parent engagement, ensuring families are welcomed and informed through high-quality translation at both the site and district levels.
Action 1.5: Connectivity to School: Increased student connectivity at Paso Robles High School (PRHS) by adding two release sections for leadership teachers.
Action 1.9: Behavior Support and Safe, Inclusive learning environment: To address budgetary constraints while prioritizing site-level safety, the district-centered Counselor on Special Assignment (COSA) and the Board Certified Behavior Analyst (BCBA) positions have been reduced. Six elementary behavior paraeducator positions were also reduced. The BCBA position was flown but vacant all year. With a continued priority on safety and site support, S&C funds have been redirected toward other positions which directly support students on site.

Action 1.10: Positive School Culture and Climate: Expanded Student Engagement Specialist positions to full-time at both Kermit King and Pat Butler to better support PBIS and MTSS frameworks. PRHS added an Assistant Principal to strengthen the administrative support system. Conversely, one Assistant Principal position was reduced at Lewis Flamson Junior High due to declining enrollment.
Action 1.14: PE Support & Connectedness: Itinerant PE paraeducators districtwide to reduce adult-to-student ratios and foster stronger student connectedness and engagement across multiple sites. The LVN position previously budgeted in this action was reduced.

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	Social Emotional Support	This action includes several components of staffing and programs which focus on the establishment of support of social emotional wellness and connectedness to school. Six elementary counselors, 1.5 mental health therapists, mental health trainees, junior high wellness room counselor, orientation and mentoring programs - LINK Crew and WEB in grades 7-12, Universal screener for social-emotional wellness and Wellness Room upgrades.	$2,532,322.39	Yes
1.2	Staff Training and Coaching to Meet the Needs of English Learners, Long-Term English Learners, Low Income and Foster Youth	Staff Professional development days and coaching for certificated on the needs of English Learners, Low Income and Foster Youth	$1,464,578.35	Yes
1.3	Parent Connectedness to School	Six bilingual family support clerks, two and a half bilingual secondary family advocates, one district family support clerk, one 0.3 FTE of a public information officer, Spanish and Mixteco interpreter services to support with increased efforts to increase connectedness to school and decrease chronic absenteeism rates with English Learners, low-income and foster youth. To address the red indicator on the 2023 LEA dashboard related to chronic absenteeism, each site has a bilingual student and family support clerk or bilingual family advocate to ensure communication is made with families and efforts are made to remove barriers for our most at-risk populations,	$842,305.73	Yes

Action #	Title	Description	Total Funds	Contributing
		specifically foster youth. Family advocates with work closely to contact and check-in with students experiencing homelessness and foster youth individually along with their counselor to understand each child's needs and resources as it relates to school attendance.		
1.4	Basic Needs for Students Experiencing Homelessness, English Learners, Low-Income and Foster Youth	Bus passes, hygiene products, school supplies, backpacks, to ensure basic needs for school are met. Hotspots for wifi connectivity at home for homework and supplemental school programs. PRJUSD is eligible for differentiated assistance/direct technical assistance for support to English Learners, LTELs and Students with Disabilities in the area of Chronic Absenteeism. This action provides access to basic needs to address this area. Foster youth are in the red indicator on the CA School Dashboard for chronic absenteeism and the following schools also have subgroups in the red/orange indicator on the dashboard for chronic absenteeism. Glen Speck- Low SES, white Flamson- Homeless Lewis - Low SES, SWD, and White Through the Parent Advisory Committee, DELAC and Community Schools Steering Committee work, we have identified transportation and basic needs as a barrier to school attendance. Therefore, we acknowledge that this is an area for improved service to our English Learner, low-income and foster families. Access to basic needs, including transportation support, prove to be a consistent issue with attendance. Transportation is a significant challenge for some students with no general education bussing available. Bus passes provide access to options. Some students do not have wifi at home which prevents them from accessing Google Classroom and other required platforms for school. LREBG Action:	$2,056,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Description: Infrastructure funds to support the design and implementation of improved access to meals at PRHS which is shifting to one lunch period for all students. Students advocated for the shift from two lunches to one to increase connectedness to school through improved access to clubs and collaboration with peers. In the two lunch model, not all clubs are offered in both lunch periods. GBDI which is expanding to a TK-8 program and has nearly 75% of students unduplicated and eating on campus. Increased access to meals is essential to the basic needs, wellness, and attendance. Glen Speck which is a Community School with over 80% of students identified as English Learner, low-income or foster and the expansion of access to meals to increase engagement and attendance will be added to this action using LREBG funds in the amount of $1,626,000. Research: Studies show breakfast is an important meal for children (Nicklas, O'Neil & Myers, 2004). Breakfast consumption at school is associated with children's educational performance, (Murphy, Drake & Weineke, 2005), behavior (Murphy et al., 2000) and health (Rampersaud, Pereira, Girard, Adams, & Metzel 2005). This website has a link to a Collection of Evidence-Based Strategies for School Nutrition and Physical Activity https://onlinelibrary.wiley.com/toc/17461561/93/9 Metric: 1.2 Chronic Absenteeism		
1.5	Connectivity to School Including Enrichment and Afterschool Sports	Enrichment opportunities and after school supports including access to elementary and middle school athletic programs and increased connectedness on campus with release periods for teachers coordinating afterschool athletics and leadership.	$276,706.30	Yes
1.6	Student Mentorship and Support for	Mentoring and Restorative practices, Two full-time teachers at high school and junior high levels to lead restorative efforts in the ARC room with all	$299,018.38	Yes

Action #	Title	Description	Total Funds	Contributing
	English Learners, Long-Term English Learners, Low-Income and Foster Youth	students and in an effort to reduce disciplinary incidents and improve attendance efforts through on-campus reteach strategies and evidence-based interventions. PRJUSD qualifies for Differentiated Assistance due to the 2024 Dashboard - In response to the eligibility for technical assistance for our English Learners and Long-Term English Learners for student performance data on English Language Arts, Math, College and Career Indicator, and Chronic Absenteeism survey data and educational partner input encouraged a more robust mentoring program for this population specifically. English Learners and Long-term English Learners will work closely with staff to develop opportunities for partnerships with other students to inspire and motivate as well as increase connectedness to school.		
1.7	Community School Support	Establish community school supports at Glen Speck by hiring a Community School Coordinator and administering efforts for 90% parent engagement as required with community school language. Community School Coordinator will facilitate efforts with parents to remove barriers impacting student success including attendance. Outdoor Family Engagement Pavilion to support school activities and a welcoming instructional space for student learning as well as afterschool, evening and weekend events. This action utilizes supplemental and concentration funds to construct an Outdoor Family Engagement Pavilion—a sheltered, multipurpose area designed to host family engagement nights, outdoor instructional space, multilingual family workshops, cultural celebrations, weekend resource fairs, and other community-building events aligned with CCSPP goals. Glen Speck is 81.6% low SES students and our low SES students at Glen Speck are in the red indicator on the CA School Dashboard for chronic absenteeism. Chronic Absenteeism Rate (K-8) 2023-24 Data All students: 20.1%	$966,834.46	Yes

Action #	Title	Description	Total Funds	Contributing
		English Learners: 23.3% Low Socioeconomic: 23.5% Foster youth: 31.6% Glen Speck Chronic Absenteeism Rate: 25.4% of students were chronically absent in the 2023-2024 school year. (10% or more of the school year)		
1.8	School Facilities With Extended Day and Enrichment Opportunities	4 custodians An additional 4 FTE in custodial support based extended learning opportunities funded through supplemental and concentration grant funds, which are supplemental to the school day, such as after school instruction, summer school programs, and field trips for students so that they have additional opportunities beyond the school day to progress towards grade-level standards, access enrichment opportunities and complete course credits towards graduation. With these additional learning opportunities comes an additional need for custodial work in order to maintain facilities and allow access to classrooms, restrooms, and site rooms during the extended school day. To meet this additional need, 6 FTE custodians will be hired to support extended school day programs. The additional custodians will ensure facilities are clean and safe and allow access to restrooms and all rooms. In the report entitled, Expert Report of Glen I Earthman, G. Earthman, from Virginia Polytechnic Institute, states, “Based on my own studies, my review of pertinent research studies, and my background and experience in the field, my conclusion is that school facility conditions do affect student academic achievement.” He further states “…Correlation studies show a strong positive relationship between overall building conditions and student achievement” (p. 4). He further states, “All of the studies cited in this report demonstrate a positive relationship between student performance and various factors or components of the built environment (p.5). Cash and Twilford (2009) further support these claims in improving student achievement and school facilities in a time of limited funding. Cash and	$320,025.26	Yes

Action #	Title	Description	Total Funds	Contributing
		Twilford summarized their study by reporting that the cumulative effect of a schools facility's condition has been related directly to student outcomes.		
1.9	Behavior Support and Safe, Inclusive Learning Environment	Trauma informed practices and 50% of a site level counselor. School safety dispatcher at PRHS.	$152,682.50	Yes
1.10	Positive School Culture and Climate	Student Engagement and Connection Specialists and Assistant Principals (6 certificated and one classified) to support PBIS, attendance, and behavior. Site budgets to support the implementation of PBIS and district training. Coordinator of Student Services and PPS to support attendance, school culture initiatives and multi-tiered behavioral efforts for English learners, low-income and foster youth. LREBG Action Description: In response to educational partner feedback and in an effort to maintain a safe and engaging learning environment, LREBG funds will be used to funds Yondr bags to support the implementation of BP 5131.8 at the junior high level in alignment with the priorities related to multi-tiered systems of support and the research therein. Research: CDE defines the importance of MTSS within a school system explaining that it focuses on students in all educational contexts, "Using school-wide and classroom research-based behavioral supports for achieving important social and learning outcomes". https://www.cde.ca.gov/ci/cr/ri/mtsscomprti2.asp With Board approval, PRJUSD will implement a phone-free policy in alignment with Assembly Bill 3216 which outlines the impact of mobile communication devices on mental health and engagement in the classroom. Metric: 2.5, 2.6 Funding: $150,000 through the 2027-2028 school year.	$1,902,362.84	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Transportation Support	Transportation Supports for Unduplicated Students including an additional bus driver to expand routes to San Miguel area before and after school	$91,938.86	Yes
1.12	Drug, Alcohol and Trama Informed Practice	Contracted support in addressing drug and alcohol support for students in the secondary setting as well as trauma invested practices for staff K-12. LREBG action Description : Trauma Informed practices districtwide training supported with LREBG funds in the amount of $150,000 or $50,000 for three years. Research: Crisis Prevention Institute published an article titled, "How Trauma-Informed Schools Help Students Succeed" which explains that, "Schools are the single point of connection between home, life and community dynamics, and the responsibility of educators to prepare young people to function successfully in the world as adults can only be bolstered with a trauma-sensitive approach" Metric: 1.2, 1.4, 1.5, 1.7	$200,000.00	Yes
1.13	Cultural Sensitivity, Inclusion and Acceptance	To address the red indicator on the CA School dashboard for the LEA-related to suspension of African American students, staff and student training will be conducted to address a culture of acceptance, diversity and inclusion on school sites. This training will equip staff with the resources and knowledge to address offensive language when heard in and outside of the classroom, thereby, building a school culture which is accepting of all students and intolerant of derogatory comments and behaviors. The African American student group was in the red indicator on the CA School Dashboard page for suspensions and the English Learner, hispanic, and 2+ race student groups were in the red/orange indicator on the CA school dashboard for suspensions at PRHS. LREBG Action Description: Inclusive Excellence is the term we are using to describe the collective efforts toward the design of a system which serves all students through education and empathy while evaluating student outcome data in several areas to identify any areas where	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
		outcomes differ by subgroup and, subsequently, to research root causes and solutions in those areas. The CDE explains the importance of MTSS on school campuses, "...to develop resources within an LEA that align the academic, behavioral and social-emotional support ....in order to serve the whole child". Based upon our internal data reviews, reduced access to mobile communication devices during the school day is an essential tier 1 support for all students to focus learning and enhance the school culture. https://www.cde.ca.gov/ci/cr/ri/ Metrics: 1.2, 2.5, 2.6 LREBG funds: $50,000 to be spent through 2027-2028		
1.14	PE Paraeducators	Itinerant paraeducators to travel with itinerant PE teachers in order to reduce the adult to student ratio and to address the need for increased student engagement and connectedness across multiple sites.	$252,335.88	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All Students will be College and Career Ready	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (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.

PRJUSD has a district goal that every student will be college and career ready to ensure students have the opportunity to pursue the path that best meets their interests upon graduation from high school. We believe this is achieved through a combination of a broad and rigorous course of study, interventions and supports, as well as access to high-demand and relevant career technical education programs. Graduation rates are one metric which measures the % of students who successfully complete high school requirements and, with graduation and post-secondary options in mind, we have designed targeted actions to ensure all students have opportunities for success in whatever path they choose. Additionally, through our Strategic Planning work which has begun this year, we have heard significant input and interest toward the expansion of relevant and high-demand Career Technical Education programs which are also reflected in the metrics and actions below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	College and Career Readiness Indicator	2022-2023 All Students: 31.9% English Learners: 4.5% Low-SES: 22.4% Foster: Not Reported Homeless: 7% SWD: 5.9%	2023-2024 All Students: 39.9% English Learners: 4.9% Low-SES: 31.8%	2024-2025 All Students: 41% English Learners: 10.3% Low-SES: 34.5% Foster: Not Reported	Desired Outcome All Students: 36.9% English Learners: 9.5% Low-SES: 27.4%	Change from Baseline All Students: +9.1 ppts English Learners: +5.8 ppts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 24.8% White: 42.7% Source: CA Dashboard - CCI	Foster: Not Reported Homeless: 11.8% SWD: 8.3% Hispanic: 32.6% White: 50.2% Source: CA Dashboard - CCI	Homeless: 17.6% SWD: 9.8% Hispanic: 31.7% White: 55.3% Source: CA Dashboard - CCI	Foster: Not Reported Homeless: 12% SWD: 10.9% Hispanic: 29.8% White: 47.7%	Low-SES: +12.1 ppts Foster Youth: N/A Homeless: +10.6 ppts Students with Disabilities (SWD): +3.9 ppts Hispanic: +6.9 ppts White: +5.1 ppts
2.2	A-G Completion Rate	2022-2023 All Students: 20.8% English Learners: 1.4% Low-SES: 14.2% Foster: Not Reported Homeless: 1.8% SWD: 2.9% Hispanic: 16.2% White: 28.1% Source: CA Schools Dashboard Additional Reports - Met UC/CSU/CTE Pathway Completion Report	2023-2024 All Students: 21.3% English Learners: 2.3% Low-SES: 15.6% Foster: Not Reported Homeless: 6.1% SWD: 4.4% Hispanic: 15% White: 28.6% Source: CA Schools Dashboard Additional Reports - Met UC/CSU/CTE Pathway Completion Report	2024-2025 All Students: 17.3% English Learners: 3.0% Low-SES: 12.5% Foster: Not Reported Homeless: 5.4% SWD: 3.2% Hispanic: 10.6% White: 28.4% Source: CA Schools Dashboard Additional Reports - Met UC/CSU/CTE Pathway Completion Report	Desired Outcome All Students: 30% English Learners: 5% Low-SES: 25% Foster: Not Reported Homeless: 5% SWD: 10% Hispanic: 35% White: 35% Source: CA Schools Dashboard Additional Reports - Met UC/CSU/CTE Pathway Completion Report	Change from Baseline All Students: -3.5 ppts English Learners: +1.6 ppts Low-SES: -1.7 ppts Foster Youth: N/A Homeless: +3.6 ppts Students with Disabilities (SWD): +0.3 ppts Hispanic: -5.6 ppts White: +0.3 ppts
2.3	AP Testing Participation and Pass Rate	2022-2023	2023-2024 All Students	2024-2025 All Students	Desired Outcome	Change from Baseline All Students:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students: 543 Tests 233 received a 3 or higher = 42.909% English Learner: 0 Low-SES: 543 Tests 210 SES = 38.67% 76 received a 3 or higher = 36.19% Foster: 0 Source: Aeries SIS and College Board	232 Students; 465 Tests, 291 Passed = 63% passed Low-SES 99 Students; 190 Tests, 102 Passed = 53.6% passed Hispanic 98 Students; 177 Tests; 105 Passed = 59.3% passed Black/African American 3 Students; 5 Tests; 4 Passed = 80% passed White 106 Students; 221 Tests; 141 Passed = 63.8% passed Asian 7 Students; 19 Tests; 12 Passed = 63% passed Two or More; 14 Students; 36 Tests; 26 Passed = 72% passed Foster Youth No Data	208 Students; 377 Tests; 251 Passed = 66.5% passed Low-SES 99 Students; 175 Tests; 111 Passed = 63.4% passed Hispanic 87 Students; 150 Tests; 95 Passed = 63.3% passed Black/African American 3 Students; 6 Tests; 4 Passed = 66.7% passed White 104 Students; 177 Tests; 126 Passed = 71% passed Asian 10 Students; 22 Tests; 8 Passed = 36% passed Two Or More 4 Students; 11 Tests; 10 Passed = 90.9% passed Foster Youth No Data	2026 AP Testing Participation and Pass Rate All Students: 50% of those tested will earn a 3 or higher Low-SES: 50% of those tested will earn a 3 or higher Foster: Measurable number of foster youth testing Source: Aeries SIS and College Board	From 543 to 377 tests, which is a decrease of 30.57%. Passage rate moved from 42.9% to 66.5%, which is an increase of 55% and 23.4 percentage points. Low-SES: From 210 to 175 tests, which is a decrease of 16.67%. Passage rate moved from 36.19% to 63.4%, which is an increase of 55% and 27.21 percentage points. Foster Youth: Held at baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Source: Aeries SIS and College Board	Source: Aeries SIS and College Board		
2.4	CTE Pathway Completion Rate	2022-2023 All Students: 19.6% English Learners: 2.9% Low-SES: 14.5% Foster: Not Reported Homeless: 3.5% SWD: 14.5% Hispanic: 13.8% White: 30.3% Source: CA Schools Dashboard Additional Reports - Met UC/CSU/CTE Pathway Completion Report	2023-2024 All Students: 27% English Learners: 4.5% Low-SES: 22.4% Foster: Not Reported Homeless: 8.5% SWD: 16.5% Hispanic: 21.1% White: 36.3% Source: CA Schools Dashboard Additional Reports - Met UC/CSU/CTE Pathway Completion Report	2024-2025 All Students: 27.2% English Learners: 5.9% Low-SES: 23.9% Foster: Not Reported Homeless: 11.8% SWD: 17.0% Hispanic: 18.7% White: 43.7% Source: CA Schools Dashboard Additional Reports - Met UC/CSU/CTE Pathway Completion Report	Desired Outcome 2026 CTE pathway completion All Students: 35% English Learners: 10% Low-SES: 20% Foster: Not Reported Homeless: 5% SWD: 20% Hispanic: 35% White: 35% Source: CA Schools Dashboard Additional Reports - Met UC/CSU/CTE Pathway Completion Report	Change from Baseline All Students: +7.6 ppts English Learners: +3.0 ppts Low-SES: +9.4 ppts Foster Youth: N/A Homeless: +8.3 ppts Students with Disabilities (SWD): +2.5 ppts Hispanic: +4.9 ppts White: +13.4 ppts
2.5	Statewide Assessment Data ELA	CAASPP ELA Performance Data 2022-2023 7th-11th grade Exceeded: All Students:14.86% English Learners (12mo+): 0.0%	CAASPP ELA Performance Data 2023-2024 7th-11th grade Exceeded: All Students: 13.99%	CAASPP ELA Performance Data 2024-2025 7th-11th grade Exceeded: All Students: 22% English Learners (12mo+): 0%	Desired Outcome CAASPP ELA Performance Data 7th-11th grade All Student performance levels and student	Change from Baseline % of Students Who Met/Exceeded:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low-SES: 9.83% Foster: 9.09% (All grades) Homeless: 5.68% SWD: 4.35% LTEL: 0% HISP: 9.35% Met: All Students: 29.38% English Learners (12mo+): 2.79% Low-SES: 25.47% Foster: 18.18% (All grades) Homeless: 18.18% SWD: 10.37% LTEL: 2.27% HISP: 24.82% Nearly Met: All Students: 24.55% English Learners (12mo+): 26.82% Low-SES: 26.23% Foster: 9.09% (All grades) Homeless: 18.18% SWD: 25% LTEL: 27.27% HISP: 26.86% Far Below: All Students: 31.21% English Learners (12mo+): 70.39% Low-SES: 38.47%	English Learners (12mo+): .49% Low-SES: 9.62% Foster: No data Homeless: 7.9% SWD: 0.55% LTEL: 0% HISP: 9.44% Met: All Students: 28.33% English Learners (12mo+): 1.48% Low-SES: 25.88% Foster: no data Homeless: 8.77% SWD: 7.69% LTEL: 1.11% HISP: 22.49% Nearly Met: All Students: 22.45% English Learners (12mo+): 17.24% Low-SES: 22.98% Foster: no data Homeless: 21.93% SWD: 15.39% LTEL: 20% HISP: 23.66% Far Below: All Students: 35.22%	Low-SES: 17.1% Foster: No data Homeless: 9.3% SWD: 5.2% LTEL (7+ years): 0% HISP: 12.4% Met: All Students: 32.3% English Learners (12mo+): 0% Low-SES: 30.4% Foster: No data Homeless: 16.5% SWD: 8.6% LTEL (7+ years): 3.7% HISP: 29.7% Nearly Met: All Students: 19.6% English Learners (12mo+): 20.8% Low-SES: 21.2% Foster: No data Homeless: 22.3% SWD: 23.7% LTEL (7+ years): 17.3% HISP: 22.1% Far Below: All Students: 26%	subgroups will improve by 9 points over the next three years (3 points per year). Met/Exceeded: All Students: 53.24% English Learners (12mo+): 11.79% Low-SES: 44.30% Foster: 36.27% Homeless: 32.86% SWD: 14.72% Long-term English Learner (LTEL): 11.27% Hispanic: 43.17% Source: DataQuest/CAASPP Site	All Students: +10.1 ppts English Learners (12mo+): -2.79 ppts Low-SES: +12.2 ppts Foster Youth: N/A Homeless: +1.95 ppts Students with Disabilities (SWD): -0.92 ppts Long-term English Learner (LTEL): +1.43 ppts Hispanic: +7.93 ppts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster: 63.64% (All grades) Homeless: 57.96% SWD: 59.78% LTEL: 70.45% HISP: 38.97% Source: DataQuest/CAASPP Site	English Learners (12mo+): 80.79% Low-SES: 41.52% Foster: no data Homeless: 61.4% SWD: 76.37% LTEL: 78.89% HISP: 44.41% Source: DataQuest/CAASPP Site	English Learners (12mo+): 79.5% Low-SES: 31.3% Foster: No data Homeless: 52% SWD: 62.5% LTEL (7+ years): 79% HISP: 32.4% Source: DataQuest/CAASPP Site		
2.6	Statewide Assessment Data Mathematics	CAASPP Math Performance Data 2022-2023 7th - 11th Grade Exceeded: All Students: 11.97% English Learners (12mo+): 0% Low-SES: 8.03% Foster: 0% Homeless: 1.05% SWD: 1.62% LTEL (7+ years): 0% Hispanic: 6.89% Met: All Students: 15.24% English Learners (12mo+): 0% Low-SES: 11.17% Foster: 27.27% Homeless: 5.26% SWD: 6.48%	CAASPP Math Performance Data 2023-2024 7th - 11th Grade Exceeded All Students: 9.83% English Learners (12mo+): 0% Low-SES: 6.58% Foster: No Data Homeless: 4.84% SWD: 1.1% LTEL (7+ years): 0% Hispanic: 4.97% Met: All Students: 13.75% English Learners (12mo+): 1.12% Low-SES: 10.91%	CAASPP Math Performance Data 2024-2025 7th - 11th Grade Exceeded: All Students: 11.9% English Learners (12mo+): 0% Low-SES: 7.1% Foster: No Data Homeless: 5.7% SWD: 2.8% LTEL (7+ years): 1% Hispanic: 7.7% Met: All Students: 19% English Learners (12mo+): 0% Low-SES: 16% Foster: No Data	Desired Outcome CAASPP Math Performance Data 7th - 11th Grade All performance levels and student groups will improve by 9 percentage points from Baseline (3 percentage points per year). Met/Exceeded: All Students: 36.21% English Learners (12mo+): 9% Low-SES: 28.20% Foster: 9% Homeless: 15.31% SWD: 17.1%	Change from Baseline % of Students Who Met/Exceeded: All Students: +3.69 ppts English Learners (12mo+): 0.0 ppts Low-SES: +3.9 ppts Foster Youth: N/A Homeless: +4.49 ppts Students with Disabilities (SWD): -1.1 ppts Long-term English Learner (LTEL): +1.0 ppts Hispanic: +3.34 ppts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LTEL (7+ years): 0% Hispanic: 10.57% Nearly Met: All Students: 22.55% English Learners (12mo+): 7.95% Low-SES: 21.37% Foster: 18.18% Homeless: 15.79% SWD: 9.73% LTEL (7+ years): 8.24% Hispanic: 20.43% Far Below: All Students: 50.24% English Learners (12mo+): 92.05% Low-SES: 59.44% Foster: 54.55% Homeless: 77.90% SWD: 82.16% LTEL (7+ years): 91.76% Hispanic: 62.11% Source: DataQuest/CAASPP	Foster: No Data Homeless: 8.87% SWD: 0.55% LTEL (7+ years): 1.12% Hispanic: 11.55% Nearly Met: All Students: 24.86% English Learners (12mo+): 6.74% Low-SES: 24.59% Foster: No Data Homeless: 16.13% SWD: 10.44% LTEL (7+ years): 6.74% Hispanic: 22.98% Far Below: All Students: 51.57% English Learners (12mo+): 92.14% Low-SES: 57.92% Foster: No Data Homeless: 70.16% SWD: 87.91% LTEL (7+ years): 92.14% Hispanic: 60.51% Source: DataQuest/CAASPP	Homeless: 5.1% SWD: 4.2% LTEL (7+ years): 0% Hispanic: 13.1% Nearly Met: All Students: 23.2% English Learners (12mo+): 8% Low-SES: 22.8% Foster: No Data Homeless: 21.4% SWD: 7.7% LTEL (7+ years): 0% Hispanic: 22.4% Far Below: All Students: 45.9%% English Learners (12mo+): 92% Low-SES: 54% Foster: No Data Homeless: 67.8% SWD: 86.6% LTEL (7+ years): 86.4% Hispanic: 56.8% Source: DataQuest/CAASPP	LTEL (7+ years): 9% Hispanic: 26.46% Source: DataQuest/CAASPP	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Statewide Assessment Data Science - Grades 8 and 11	CAST Performance Data 2022-2023 8th and 11th grade Exceeded: All Students: Grade 8: 9.33% Grade 11: 3.83% English Learners (12mo+): Grade 8: 0% Grade 11: 0% Low-SES: Grade 8: 5.14% Grade 11: 2.91% Foster: Grade 8: too small to report Grade 11: too small to report Homeless: Grade 8: 0% Grade 11: 0% SWD: Grade 8: 3.45% Grade 11: 2.82% LTEL: Gr 8: 0% Gr 11: 0% HISPANIC: Gr 8: 3.82 % Gr 11: 2.10 % Met: All Students: Grade 8: 22.22%	CAST Performance Data 2023-2024 8th and 11th grade Exceeded: All Students: Grade 8: 8.73% Grade 11: 4.28% English Learners (12mo+): Grade 8: 0% Grade 11: 0% Low-SES: Grade 8: 6.40% Grade 11: 3.63% Foster: Grade 8: too small to report Grade 11: too small to report Homeless: Grade 8: 2% Grade 11: 2.7% SWD: Grade 8: 5.08% Grade 11: 0% LTEL: Grade 8: 0% Grade11: 0% HISPANIC: Gr 8: 3.91 % Gr 11: 3.12 % Met: All Students: Grade 8: 23.35%	CAST Performance Data 2024-2025 8th and 11th grade Exceeded: All Students: 8% English Learners (12mo+): 0% Low-SES: 5.1% Foster: 0% Homeless: 1.4% SWD: 0% LTEL (7+ years): no data HISP: 4.9% Met: All Students: 24.2% English Learners (12mo+): 0.6% Low-SES: 20.4% Foster: 0% Homeless: 12.3% SWD: 9.2% LTEL (7+ years): no data HISP: 17.4% Nearly Met: All Students: 54% English Learners (12mo+): 59.6% Low-SES: 60.3% Foster: 100% Homeless: 52.1%	CAASPP CAST Performance Data 8th and 11th grade All Student performance levels and student groups will improve by 9 points over the next three years (3 points per year). Science CAST Performance Data (Grades 8 and 11) All student performance levels and studentstudent groups will improve by no fewer than 3 percentage points each year for a total of at least 9 points over the next three years. Met/Exceeded: All Students: Grade 8: 40.55% Grade 11: 37.53% English Learners: Grade 8: 9% Grade 11: 9% Low-SES:	Change from Baseline: Grade 8: All Students: +9.0 ppts English Learners (12mo+): +7.33 ppts Low-SES: +9.0 ppts Foster Youth: N/A Homeless: +7.0 ppts Students with Disabilities (SWD): +9.0 ppts Long-term English Learner (LTEL): +9.0 ppts Hispanic: +9.0 ppts Grade 11: All Students: +9.0 ppts English Learners (12mo+): +9.0 ppts Low-SES: +9.0 ppts Foster Youth: N/A Homeless: +9.0 ppts Students with Disabilities (SWD): +9.0 ppts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 11: 24.70% English Learners (12mo+): Grade 8: 1.67% Grade 11: 0 Low-SES: Grade 8: 17.47% Grade 11: 18.02% Foster: Grade 8: too small to report Grade 11: too small to report Homeless: Grade 8: 3.70% Grade 11: 10.81% SWD: Grade 8: 8.62% Grade 11: 7.04% LTEL: Gr 8: 3.23% Gr 11: 0% HISPANIC: Gr 8: 17.56 % Gr 11: 16.82 % Nearly Met: All Students: Grade 8: 54.67% Grade 11: 57.39% English Learners (12mo+): Grade 8: 68.33% Grade 11: 62.50% Low-SES: Grade 8: 58.90% Grade 11: 62.21%	Grade 11: 16.95% English Learners (12mo+):: Grade 8: 0% Grade 11: 1.96% Low-SES: Grade 8: 19.53% Grade 11: 13.41% Foster: Grade 8: too small to report Grade 11: too small to report Homeless: Grade 8: 16% Grade 11: 2.70% SWD: Grade 8: 1.69% Grade 11: 4.76% LTEL: Grade 8: 0 Grade11: 6.67% HISPANIC: Gr 8: 18.75 % Gr 11: 10.90 % Nearly Met: All Students: Grade 8: 54.25% Grade 11: 67.78% English Learners (12mo+):: Grade 8: 71.43% Grade 11: 52.94% Low-SES: Grade 8: 56.90% Grade 11: 69.55%	SWD: 57.8% LTEL (7+ years): no data HISP: 61.4% Far Below: All Students: 13.8% English Learners (12mo+): 39.7% Low-SES: 14.2% Foster: 0% Homeless: 34.2% SWD: 33% LTEL (7+ years): no data HISP: 16.3% Source: DataQuest/CAASPP Site	Grade 8: 31.61% Grade 11: 29.93% Foster: Grade 8: too small to report Grade 11: too small to report Homeless: Grade 8: 10.70% Grade 11: 19.81% SWD: Grade 8: 21.07% Grade 11: 18.86% LTEL Gr 8: 12.23% Gr 11: 9% HISPANIC: Grade 8: 30.38% Grade 11: 27.92% Source: DataQuest/CAASPP Site	Long-term English Learner (LTEL): +9.0 ppts Hispanic: +9.0 ppts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster: Grade 8: too small to report Grade 11: too small to report Homeless: Grade 8: 55.56% Grade 11: 64.86% SWD: Grade 8: 51.72% Grade 11: 61.97% LTEL: Gr 8: 64.52% Gr 11: 52% HISPANIC: Gr 8: 60.69 % Gr 11: 62.76 % Not Met: All Students: Grade 8: 13.78% Grade 11: 14.09% English Learners (12mo+): Grade 8: 30% Grade 11: 37.50% Low-SES: Grade 8: 18.49% Grade 11: 16.86% Foster: Grade 8: too small to report Grade 11: too small to report Homeless: Grade 8: 40.74% Grade 11: 24.32%	Foster: Grade 8: too small to report Grade 11: too small to report Homeless: Grade 8: 52% Grade 11: 62.16% SWD Grade 8: 49.15% Grade 11: 71.43% LTEL: Grade 8: 66.67 % Grade11: 46.67 HISPANIC: Gr 8: 59.77 % Gr 11: 72.59 % Not Met: All Students: Grade 8: 13.68% Grade 11: 10.99% English Learners (12mo+):: Grade 8: 28.57% Grade 11: 45.10% Low-SES: Grade 8: 17.17% Grade 11: 13.41% Foster: Grade 8: too small to report Grade 11: too small to report Homeless: Grade 8: 30% Grade 11: 32.43%			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: Grade 8: 36.21% Grade 11: 28.17% LTEL: Gr 8: 32.26% Gr 11: 48% HISPANIC: Gr 8: 17.94 % Gr 11: 18.32 % Source: DataQuest/CAASPP Site	SWD: Grade 8: 44.07% Grade 11: 23.81% LTEL: Grade 8: 33.33% Grade11: 46.67% HISPANIC: Gr 8: 17.58 % Gr 11: 13.40 % Source: DataQuest/CAASPP Site			
2.8	Access to and Enrollment in a Broad Course of Study Inclusive of and Including the Programs and Services Developed and Provided to Unduplicated Pupils and Individuals with Exceptional Needs	2023-2024 Course Offerings Career Technical Education: 45 Courses in 14 Pathways Advanced Placement:18 Courses Dual Enrollment: 32 Courses Visual and Performing Arts: 24 Courses Intensive ELD: 5 Courses Co-taught ELA and Math: 8 Courses Sources: PRHS Course Guide and Master Schedule	2024-2025 Course Offerings Career Technical Education - 51 Courses in 15 Pathways (22 CTE courses dually enrolled, 37 A-G approved) Advanced Placement:18 Courses Dual Enrollment: 33 Courses (73 Sections) Visual and Performing Arts: 25 Courses Intensive ELD: 5 Courses, Co-taught ELA and Math: 6 Courses	2025-2026 Course Offerings Career Technical Education: 48 Courses in 18 Pathways (41 CTE courses dually enrolled, 45 A-G approved) Advanced Placement: 16 Courses Dual Enrollment: 34 Courses (71 Sections) Visual and Performing Arts: 29 Courses Intensive ELD: 5 Courses Co-taught ELA and Math: 7 Courses	Desired Outcome Career Technical Education: 45+ Courses in 14+ Pathways CTE courses dually enrolled, no goal yet established Advanced Placement: 18+ Courses Dual Enrollment: 32+ Courses Visual and Performing Arts: 24+ Courses Intensive ELD: 5+ Courses Co-taught ELA and Math: 8+ Courses	Change from Baseline Maintenance of strong CTE, AP, Dual Enrollment, VAPA, ELD and Cotaught ELA and Math courses: Career Technical Education: Increase of 3 courses, 4 Pathways Advanced Placement: Decrease of 2 courses Dual Enrollment: Maintainance of 32 courses Visual and Performing Arts:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Sources: PRHS Course Guide and Master Schedule	Sources: PRHS Course Guide and Master Schedule		Increase of 5 courses Intensive ELD: Maintenance of 5 courses Co-taught ELA and Math:Decrease of 1 course
2.9	Outcomes of Broad Course of Study	2021-2022 Course Completion (No Data for 2022-2023) CTE Pathway Completion: 113 Completers Dual Enrollment Completion: # of Seniors Completing 1+ Semester: 258 in 2022 (Data for 2023 Incorrectly Reported) # of Seniors Completing 2+ Semesters: 48 in 2022 (Data for 2023 Incorrectly Reported) Post Secondary Placements: Percentage of Students Enrolled in College One Year After Graduation: All Institutions: 67% --2 Years: 44% --4 Years: 23%	2023-2024 Course Completion CTE Pathway Completion: 192 Completers Dual Enrollment Completion: # of Seniors Completing 1+ Semester: 33 (5.3%) in 2024, a decrease from 258 (56%) in 2022. # of Seniors Completing 2+ Semesters:118 (19.1%) in 2024, an increase from 48 (10.4%) in 2022 Post Secondary Placements: Percentage of Students Enrolled in College One	2024-2025 Course Completion CTE Pathway Completion: 246 Completers (259 completions. 13 students completed two) Dual Enrollment: # of Seniors Completing 1+ Semester: 6.1% (36 students) # of Seniors Completing 2+ Semesters: 20.0% (117 students) Post Secondary Placements: Percentage of Students Enrolled in College One Year After Graduation:	Desired Outcome CTE Pathway Completion: No goal yet established Dual Enrollment Completion: # of Seniors Completing 1+ Semester: 60% # of Seniors Completing 2+ Semesters: 20% Post Secondary Placements: Percentage of Students Enrolled in College One Year After Graduation: All Institutions: 78%	Change from Baseline CTE Pathway Completion: Incease of 117.69% Dual Enrollment Completion: # of Seniors Completing 1+ Semester: Increase of .8% # of Seniors Completing 2+ Semesters: Increase of 8.7 percentage points Post Secondary Placements: Percentage of Students Enrolled in College One Year After Graduation: All Institutions:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Sources: CA Schools Dashboard Additional Reports - College/Career Levels and Measures Report and Met UC/CSU/CTE Pathway Completion Report; Student Clearinghouse	Year After Graduation: All Institutions: 73% --2 Years: 43% --4 Years: 31% Sources: CA Schools Dashboard Additional Reports - College/Career Levels and Measures Report and Met UC/CSU/CTE Pathway Completion Report; Student Clearinghouse	All Institutions: 64% --2 Year: 35% --4 Year: 29% Sources: CA Schools Dashboard Additional Reports - College/Career Levels and Measures Report and Met UC/CSU/CTE Pathway Completion Report; Student Clearinghouse	Seniors Completing 1 Semester - 60% -Seniors Completing 2 or more Semesters - 20% Source: CA Dashboard Additional Reports - College/Career Levels and Measures Report Post Secondary Placements: -Percentage of Students Enrolled in College One Year After Graduation --All Institutions - 78% Source: Student Clearinghouse CTE Pathway Completion: 30% Source: CA Schools Dashboard Additional Reports - Met UC/CSU/CTE Pathway Completion Report	• Increase of 6 percentage points Four-year: • Increase of 8 percentage points Seniors completing two or more semesters: -Decrease of 3 percentage points Percentage of Students Enrolled in College Immediately After Graduation (PRHS Data Only) --All Institutions: • Increase of percentage points -4 Year - increase of 6 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	Appropriately Credentialed Teachers	2023-2024 District % of teachers appropriately credentialed: 96% District % of teachers intern credentialed: 4% Data Source: PRJUSD HR	2024-2025 District % of teachers appropriately credentialed: 93.14% District % of teachers intern credentialed: 6.86% Data Source: PRJUSD HR	2025-2026 District Teachers are appropriately credentialed: 96% District Teachers are on intern, emergency credentials: 3.15 % Data Source: PRJUSD HR	Desired Outcome District % of teachers appropriately credentialed: 100% Data Source: PRJUSD HR	Change from Baseline A decrease of 2.86 percentage points
2.11	Implementation of the State Board Adopted Academic Content and Performance Standards for All Students, Including How the Programs and Services Will Enable English Learners to Access the Common Core Academic Content Knowledge and English Language Proficiency	2023-2024 EL Coordinator/Site Admin will provide feedback in every ELD/newcomer class on a quarterly basis specific to the the implementation of state ELD standards using the ELD Monitoring Tool. Baseline TBD from monitoring tool.	2024-2025 We successfully implemented culturally relevant practices and professional development in both integrated and designated ELD. All educators participated in collaborative planning sessions focused on analyzing EL data to effectively implement EL strategies across	2025-2026 We successfully implemented culturally relevant practices and professional development in both integrated and designated ELD, as required by the State. All educators participated in collaborative planning sessions focused on analyzing EL data to effectively implement EL strategies across	Desired Outcome Feedback will reflect fidelity to the instruction of ELD standards.	Change from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			all academic areas. Practical strategies for enhancing student discourse among ELs was integrated into classroom practices, fostering a more inclusive learning environment. We established an understanding for ELD translanguaging, enabling students to leverage their linguistic resources effectively in their learning processes.	all academic areas. Practical strategies for enhancing student discourse among ELs were integrated into classroom practices, fostering a more inclusive learning environment. We established an understanding for ELD translanguaging, enabling students to leverage their linguistic resources effectively in all learning processes. As part of our 2025-2028 Strategic Plan, we emphasized the need for Tier I instruction to include comprehensible input, student discourse with sentence frames, and other key		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				scaffolds for English Learners.		
2.12	High School Graduation Rates	2022-2023 All Students: 87% English Learners: 67.1% Low-SES: 83.8% Foster: Not Reported Homeless: 59.6% SWD: 65.2% Hispanic: 84.1% White: 92.8% Source: CA Dashboard - Graduation Rate	2023-2024 All Students: 89.1% English Learners: 76.1% Low-SES: 86.4% Foster: N/A Homeless: 79.3% SWD: 75.8% Hispanic: 87.4% White: 91% Source: CA Dashboard - Graduation Rate	2024-2025 All Students: 88.4% English Learners: 83.2% Low-SES: 87.1% Foster: 100% Homeless: 80.6% SWD: 70.2% Hispanic: 87.2% White: 90.9% Source: CA Dashboard - Graduation Rate	Desired Outcome Overall graduation rate of 90% with each subgroup improving graduation rate 2 percentage points per year.	Change from Baseline All Students: +1.4 ppts English Learners: +16.1 ppts Low-SES: +3.3 ppts Foster Youth: N/A Homeless: +21.0 ppts Students with Disabilities (SWD): +5.0 ppts Hispanic: +3.1 ppts White: -1.9 ppts
2.13	Early Assessment Program (EAP) ELA and Math	2022-2023 ELA (Score 3 + 4): 48.15% Math (Score 3 + 4): 23.39% Data Source: ETS CAASPP Testing Site	2023-2024 ELA (Met/Exceeded): 45.49% Math (Met/Exceeded): 17.94% Data Source: ETS CAASPP Testing Site	2024-2025 ELA (Met/Exceeded): 57.53% Math (Met/Exceeded): 26.39% Data Source: ETS CAASPP Testing Site	Desired Outcome Percent of students who meet/exceed will increase by 2 percentage points each year in both Math and ELA.	Change from Baseline ELA (Met/Exceeded): +9.38 ppts Math (Met/Exceeded): +3.0 ppts
2.14	FAFSA Completion Rate	Class of 2023 FAFSA Submitted PRHS 65% LHS 9%	Class of 2024 FAFSA Submitted PRHS 67.83% LHS 11.03%	Class of 2025 FAFSA Submitted PRHS 69% LHS 90%	Desired Outcome FAFSA Completion rates PRHS 80%	Change from Baseline FAFSA Submitted PRHS: +4 ppts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		IHS 37% FAFSA Completed PRHS 62% LHS 8% IHS 34% Applied for Cal Grants PRHS 56% LHS 0 IHS 0 Awarded Cal Grants PRHS 43% LHS 0 IHS 0 Data Source: Aeries	IHS 48.28%% FAFSA Completed PRHS 65% LHS 9.66% IHS 44.83% Applied for Cal Grants PRHS 61.09% LHS 0 IHS 0 Awarded CALGrants PRHS 44.48% LHS 0 IHS 0 Data Source: Aeries	IHS 71% FAFSA Completed PRHS 67% LHS 86% IHS 57% Applied for Cal Grants PRHS 68% LHS 86% IHS 57% Awarded CALGrants PRHS 29% LHS 10% IHS 10% Data Source: Aeries	LHS 30% IHS 60%	LHS: +81 ppts IHS: +34 ppts FAFSA Completed PRHS: +5 ppts LHS: +78 ppts IHS: +23 ppts Applied for Cal Grants PRHS: +12 ppts LHS: +86 ppts IHS: +57 ppts Awarded Cal Grants PRHS: -14 ppts LHS: +10 ppts IHS: +10 ppts
2.15	Access to Standards Aligned Instructional Materials	All Students have access to standards aligned instructional materials in grades TK-12. The board approved the Williams Act by the eighth week of school and there were no uniform complaints regarding the lack of instructional materials.	All Students have access to standards aligned instructional materials in grades TK-12. The board approved the Williams Act by the eighth week of school and there were no uniform complaints regarding the lack of instructional materials.	All Students have access to standards aligned instructional materials in grades TK-12. The board approved the Williams Act by the eighth week of school and there were no uniform complaints regarding the lack of instructional materials.	All Students have access to standards aligned instructional materials in grades TK-12. The board approved the Williams Act by the eighth week of school and there were no uniform complaints regarding the lack of instructional materials.	All Students have access to standards aligned instructional materials in grades TK-12. The board approved the Williams Act by the eighth week of school and there were no uniform complaints regarding the lack of instructional materials.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.16	A-G and CTE Pathway Completion Rates	2022-2023 A-G All Students: 20.8% English Learners: 1.4% Low-SES: 14.2% Foster: Not Reported Homeless: 1.8% SWD: 2.9% Hispanic: 16.2% White: 28.1% CTE All Students: 19.6% English Learners: 2.9% Low-SES: 14.5% Foster: Not Reported Homeless: 3.5% SWD: 14.5% Hispanic: 13.8% White: 30.3% Source: CA Dashboard	2023-2024 A-G All Students: 21.3% English Learners: 2.3% Low-SES: 15.6% Foster: Not Reported Homeless: 6.1% SWD: 4.4% Hispanic: 15% White: 28.6% CTE All Students: 27% English Learners: 4.5% Low-SES: 22.4% Foster: Not Reported Homeless: 8.5% SWD: 16.5% Hispanic: 21.1% White: 36.3% Source: CA Dashboard	2024-2025 A-G All Students: 17.3% English Learners: 3.0% Low-SES: 12.5% Foster: Not Reported Homeless: 5.4% SWD: 3.2% Hispanic: 10.6% White: 28.4% CTE All Students: 27.2% English Learners: 5.9% Low-SES: 23.9% Foster: Not Reported Homeless: 11.8% SWD: 17.0% Hispanic: 18.7% White: 43.7% Source: CA Dashboard	A-G and CTE Pathway Completion Rates will increase by 3 percentage points per year toward the goal of the overall rate of 20% of students who are A-G and CTE pathway completers.	Change from Baseline: A-G All Students: -3.5 ppts English Learners: +1.6 ppts Low-SES: -1.7 ppts Foster Youth: N/A Homeless: +3.6 ppts Students with Disabilities (SWD): +0.3 ppts Hispanic: -5.6 ppts White: +0.3 ppts CTE All Students: +7.6 ppts English Learners: +3.0 ppts Low-SES: +9.4 ppts Foster Youth: N/A Homeless: +8.3 ppts Students with Disabilities (SWD): +2.5 ppts Hispanic: +4.9 ppts White: +13.4 ppts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.17	Formative Assessments Grades 7-10 Mathematics	No 2022-2023 baseline data for grades 7-10	iReady Math Spring 2024 Grades 7-10 Mid or Above Grade Level: All Students: 8% English Learners: 1% Low-SES: 5% Foster: No Reported Homeless: Not Reported SWD: 1% Early On Grade Level: All Students: 21% English Learners: 1% Low-SES: 18% Foster: No Reported Homeless: Not Reported SWD: 3% One Grade Level Below: All Students: 18% English Learners:3% Low-SES: 17% Foster: Not Reported	iReady Math Spring 2025 Grades 7-10 Mid or Above Grade Level: All Students: 8.3% English Learners: 0.7% Low-SES: 4.9% Foster: 0% Homeless: 0% SWD: 1.4% Early On Grade Level: All Students: 22% English Learners: 1.4% Low-SES: 18.9% Foster: 0% Homeless: 9.8% SWD: 3.2% One Grade Level Below: All Students: 17.6% English Learners: 4.3% Low-SES: 17.8% Foster: 0% Homeless: 10.5% SWD: 7.2%	5 point growth each year from one band to the next.	Change from Baseline Mid or Above Grade Level: All Students: +0.3 ppts English Learners: -0.3 ppts Low-SES: -0.1 ppts Foster Youth: N/A (Baseline Year) Homeless: N/A (Baseline Year) Students with Disabilities (SWD): +0.4 ppts Early On Grade Level: All Students: +1.0 ppts English Learners: +0.4 ppts Low-SES: +0.9 ppts Foster Youth: N/A (Baseline Year) Homeless: N/A (Baseline Year) Students with Disabilities (SWD): +0.2 ppts One Grade Level Below:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Homeless: Not Reported SWD: 7% Two or Three Grade Levels Below: All Students: 54% English Learners: 95% Low-SES: 60% Foster: Not Reported Homeless: Nte reported SWD: 89% Total students tested: 1833 Data Source: iReady Reports	Two or Three Grade Levels Below: All Students: 52.1% English Learners: 93.5% Low-SES: 58.4% Foster: 100% Homeless: 79.7% SWD: 88.2% Total Students Tested: 1765 Data Source: iReady Reports		All Students: -0.4 ppts English Learners: +1.3 ppts Low-SES: +0.8 ppts Foster Youth: N/A (Baseline Year) Homeless: N/A (Baseline Year) Students with Disabilities (SWD): +0.2 ppts Two or Three Grade Levels Below: All Students: -1.9 ppts English Learners: -1.5 ppts Low-SES: -1.6 ppts Foster Youth: N/A (Baseline Year) Homeless: N/A (Baseline Year) Students with Disabilities (SWD): -0.8 ppts
2.18	Formative Assessments Grades 7-10 ELA	No 2022-2023 baseline data for grades 7-10	2023-2024 iReady ELA Spring 2024 Results Mid or Above Grade Level: All Students: 17%	iReady ELA Spring 2025 Grades 7-10 Mid or Above Grade Level:	5 point growth each year in the two upper bands, and 5 point move from 2+ Grades Below to 1 Grade Below.	Change from Baseline Mid or Above Grade Level: All Students: +0.5 ppts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			English Learners: 1% Low-SES: 11% Foster: No Reported Homeless: Not Reported SWD: 5% Early On Grade Level: All Students: 14% English Learners: 3% Low-SES: 12% Foster: No Reported Homeless: Not Reported SWD: 5% One Grade Level Below: All Students: 18% English Learners: 4% Low-SES: 19% Foster: Not Reported Homeless: Not Reported SWD: 9% Two or Three Grade Levels Below: All Students: 51%	All Students: 17.5% English Learners: 1.8% Low-SES: 11.7% Foster: 0% Homeless: 3.6% SWD: 5.4% Early On Grade Level: All Students: 14.8% English Learners: 2.5% Low-SES: 12.6% Foster: 0% Homeless: 6.5% SWD: 6.4% One Grade Level Below: All Students: 18.7% English Learners: 5.4% Low-SES: 19.6% Foster: 0% Homeless: 11.6% SWD: 9.4% Two or Three Grade Levels Below: All Students: 48.9%		English Learners: +0.8 ppts Low-SES: +0.7 ppts Foster Youth: N/A (Baseline Year) Homeless: N/A (Baseline Year) Students with Disabilities (SWD): +0.4 ppts Early On Grade Level: All Students: increased 0.8 percentage points English Learners: decreased 0.5 percentage points Low-SES: increased 0.6 percentage points Foster: 0% (First available year) Homeless: 6.5% (First available year) SWD: increased 1.4 percentage points One Grade Level Below: All Students: +0.8 ppts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			English Learners: 92% Low-SES: 58% Foster: Not Reported Homeless: Nte reported SWD: 80% Total Students tested: 1858 Data Source: iReady Reports	English Learners: 90.2% Low-SES: 57% Foster: 100% Homeless: 78.3% SWD: 77.8% Total Students Tested: 1782 Data Source: iReady Reports		English Learners: -0.5 ppts Low-SES: +0.6 ppts Foster Youth: N/A (Baseline Year) Homeless: N/A (Baseline Year) Students with Disabilities (SWD): +1.4 ppts Two or Three Grade Levels Below: All Students: -2.1 ppts English Learners: -1.8 ppts Low-SES: -1.0 ppts Foster Youth: N/A (Baseline Year) Homeless: N/A (Baseline Year) Students with Disabilities (SWD): -2.2 ppts

Goal Analysis [2025-26]

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.

Action 2.1: Secondary Academic and Counseling Support and MentorshipImplementation Status: Implemented with Modifications. Successes: The district successfully maintained its core secondary academic counseling frameworks and guidance infrastructure across sites to track senior graduation pathways.Challenges: Based on a reflection of prior practices and a desire to prioritize funding for other high-

impact internal personnel, the district executed an administrative realignment that reduced one counselor position and one College/Career Coach contract at Paso Robles High School (PRHS). Managing secondary student caseloads, baseline mentoring, and intensive tracking schedules under this intentionally reduced staffing footprint presented a continuous coordination challenge for the remaining counseling team
Action 2.2: Advancement for Individual Determination (AVID 7-12)
Implementation Status: Fully Implemented.
Successes: AVID elective classes, program strategies, and curriculum structures were completely scheduled and operationalized across grades 7–12 as intended.
Challenges: No significant operational or deployment challenges were encountered during this cycle.
Action 2.3: Algebra 1 Math Support / Class Size Reduction and Secondary Math SupportImplementation Status: Implemented with Modifications.Successes: Core secondary Algebra 1 class sections were successfully adjusted to reduce overall class sizes, and a secondary mathematics Teacher on Special Assignment (TOSA) was hired to provide staff instructional coaching. Challenges: During the Spring semester, critical site staffing demands required the math TOSA to split duties, serving as both a coach and a part-time classroom teacher. Furthermore, the district experienced a material expenditure gap ($476,926 spent out of $603,840 budgeted) due to the fact that the planned high-dosage tutoring framework under this action was not implemented during this cycle.
Action 2.4: Junior High ELA and Math Support
Implementation Status: Partially Implemented.
Successes: The dedicated junior high Teacher on Special Assignment (TOSA) position was successfully funded and filled to oversee site academic interventions.
Challenges: Recruitment constraints for classified instructional support staff persisted; two planned paraeducator positions remained vacant throughout the reporting period, which structurally limited the capacity to deploy small-group academic interventions.
Action 2.5: College and Career Industry Trips, Awareness, and Education -
Implementation Status: Partially Implemented.
Successes: Secondary student cohorts successfully participated in localized college campus visits and industry field tours. They also participated in numerous pathways.
Challenges: This action encountered a material variance of over $700,000 because several major central Career Technical Education (CTE) infrastructure expansion projects—including the new cosmetology salon layout, the Public Safety pathway, and the Plant Science pathway—faced start-up delays and remained completely in-progress rather than being deployed during the school year. Logistical constraints and transportation shortages also restricted the total number of student trips scheduled compared to initial targets.
Action 2.6: Access to Zero Period and Summer Original Credit Offerings
Implementation Status: Implemented with Modifications.
Successes: Comprehensive summer school credit recovery courses were successfully established and administered across secondary cohorts.
Challenges: Due to ongoing certificated staffing shortages, the district modified its strategy and was unable to offer zero-period credit recovery options during the regular school year, limiting enrollment options to the summer session. Additionally, the district adjusted its funding streams to utilize one-time Learning Recovery Emergency Block Grant (LREBG) resources rather than core LCAP lines.
Action 2.7: Academic Support for Dual-Identified English Learners and Students with DisabilitiesImplementation Status: Implemented with Modifications.Successes: The district successfully hired and utilized one specialized EL/SPED TOSA to bridge instructional practices for dually identified language learners. Challenges: Severe labor market constraints created an implementation barrier; the second planned TOSA position remained completely vacant despite being actively flown all year. To address this systemic vacancy, the district structurally

modified the action, converting the unspent allocation ($140,867 expended out of $292,533 budgeted) into a global Special Education Coordinator position to maintain compliance and district-wide administrative oversight.
Action 2.8: Targeted Intervention (Specific Academic Programs)
Implementation Status: Not Implemented.
Successes: The district has utilized this cycle to complete data-driven Professional Learning Community (PLC) planning sessions to structure this framework for the upcoming school year.
Challenges: Severe personnel constraints and a lack of available instructional resources prevented the district from launching these specific targeted academic modules as originally written during the current reporting period.
Action 2.9: Intervention Support at PRHS Through Credit Recovery
Implementation Status: Fully Implemented.
Successes: A dedicated after-school Math Lab intervention program was successfully established and operationalized at Paso Robles High School, running Tuesday through Thursday.
Challenges: This program was supported via one-time Learning Recovery Emergency Block Grant (LREBG) funding, requiring the district to evaluate fiscal sustainability timelines as temporary grant cycles conclude.
Action 2.10: Mentorship for Homeless Youth
Implementation Status: Not Implemented.
Successes: Internal coordination teams successfully prioritized and mapped out the necessary structural criteria and student profiles required to build this program.
Challenges: Establishing the formal mentorship program for McKinney-Vento (MKV) students was stalled due to the inability to secure and stabilize the specialized staffing required to execute the case-management model.
Action 2.11: Technology Infrastructure and 1:1 Access
Implementation Status: Fully Implemented.
Successes: The district successfully maintained a 1:1 student-to-device computing ratio and executed a comprehensive technology hardware refresh across high school classrooms.
Challenges: The expanding volume of field devices created a steep increase in daily technical support demands and required continuous Student Information System (SIS) data management to maintain network security.

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.

Action 2.3 Algebra 1 Math Support This action was fully implemented except for the high-dosage tutoring piece which represents the material difference: $476,926 of $603,840 in total funds budgeted.
Action 2.4 Junior High ELA and math Support We did reduce the class size for math classes at the junior high level and removed prep classes for ELA to increase access to electives and other offerings. We did not spend as much of the $732,588 that we had originally budgeted ($407,917) as we had two math paraeducator positions which were flown but remained vacant for most of the year.
Action 2.5: College and Career Industry Trips, Awareness, and Education - There is a material difference of over $700,000 in this action as there are several CTE projects which are just starting or "in the works". Some of those projects include our new cosmetology salon, Public Safety pathway and Plant Science pathway all of which are budgeted in this action. These projects will expand access and opportunities for students to experience career technical education on the PRHS and Liberty/IHS campus.

Action 2.6 Access to Zero Period and Summer Original Credit Offerings. There is a material difference in this action as there are no zero periods offered this year in the CTE dept. However, there will be a summer Bearkitten preschool program offered this summer which has not yet been expensed.
Action 2.7: Academic Support for Dual-Identified English Learners and Students with Disabilities - There were two positions budgeted in this goal and action. Only one of the two TOSA positions was filled, even though it flew all year. This explains the material difference between $140,867 expended of the $292,536 budgeted.
Action 2.8 Extended Support for Students: Afterschool, Summer School, SAT and AP prep. There is a material difference in this action because it is funded through LREBG funds and only one year, of three, has been expended.
Action 2.9: Intervention Support at PRHS through Credit Recovery – Adjusted to include LREBG funding for credit recovery sections at PRHS to support graduation rates. There is a materials difference between the budgeted and actual expenditures in this action because LREBG are to be used for credit recovery over the next three years. Only one year of the three years have been committed for credit recovery. Additionally, other state funds were utilized to support this action.

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

Actions are grouped below by shared outcome, analyzed against their associated metrics, with the resulting decisions for the 2026-27 plan stated in each conclusion.

Secondary math and English intervention (Actions 2.3, 2.4, 2.9) were partially effective. These actions reduced class sizes, funded a secondary math coaching Teacher on Special Assignment, and added an after-school Math Lab at PRHS. CAASPP ELA Met/Exceeded (Metric 2.5) rose 10.1 points district-wide to 53.24%, with Low-Income students up 12.2 points to 44.30%. Math (Metric 2.6) improved only modestly, a 3.69-point gain, and remains the goal's priority for focused improvement, particularly for English/Multilingual Learners and Students with Disabilities at the high school, who are furthest from proficiency. For the coming year we are maintaining math supports and centering the high school work on coaching, Professional Learning Communities, Universal Design for Learning, and faithful implementation of the new math curriculum, while Action 2.9 continues LREBG-funded credit-recovery sections at PRHS.

College and career readiness (Actions 2.2, 2.5, 2.6, 2.8) were effective, with one exception. AVID, CTE expansion, and credit-recovery offerings moved the readiness metrics in the intended direction: the College/Career Indicator (Metric 2.1) rose from 31.9% to 41% — already past the 36.9% target — with Low-Income students up from 22.4% to 34.5%; CTE pathway completion (Metric 2.4) rose from 19.6% to 27.2%, and CTE completers (Metric 2.9) grew from 113 to 246; and the AP pass rate (Metric 2.3) climbed from 42.9% to 66.5%. The exception is A-G completion (Metric 2.2), which fell from 20.8% to 17.3%, and Action 2.8 (targeted intervention) was not implemented this cycle. We are maintaining AVID and expanding Action 2.5 — adding CTE pathways (cosmetology, Public Safety, Plant Science) and $418,009 for collaborative study areas in the PRHS library — while Action 2.6 shifts to LREBG-funded original-credit CTE options.

Counseling, mentorship, and graduation (Actions 2.1, 2.10) were effective for most groups. Despite an administrative realignment that reduced counseling staffing, graduation rates (Metric 2.12) held or rose — All Students from 87% to 88.4%, English/Multilingual Learners from 67.1% to 83.2%, and Homeless students from 59.6% to 80.6% — alongside large FAFSA completion gains (Metric 2.14) at Liberty and Independence high schools. The clear gap is that Action 2.10 (Mentorship for Homeless Youth) was not implemented — stalled by the specialized staffing its case-management model requires, per the implementation analysis — so these graduation gains rest on counseling

and other supports rather than the planned mentorship. We are restructuring Action 2.1, reducing one PRHS counselor and adding a Deputy Principal to strengthen instructional support and intervention systems.

Dual-identified English/Multilingual Learner and Students with Disabilities support (Action 2.7) was partially effective. A specialized EL/SpEd Teacher on Special Assignment supported instructional practices for dually identified students, but the second planned position stayed vacant all year. Results were mixed: graduation for Students with Disabilities (Metric 2.12) rose from 65.2% to 70.2%, while English/Multilingual Learner and SWD performance on CAASPP ELA (Metric 2.5) was flat to slightly down (English/Multilingual Learner Met/Exceeded fell 2.8 points). We are adjusting this action — eliminating the vacant position to fund a Special Education Coordinator leading Universal Design for Learning, and adding an Education Specialist to strengthen IEP coaching and oversight for dual-identified students.

Technology and 1:1 access (Action 2.11) was effective. The district maintained a 1:1 student-to-device ratio and completed a high school hardware refresh, sustaining the broad course access measured in Metric 2.8. We are maintaining this action and adding 10% each of three IT Technician salaries to support English/Multilingual Learner instruction and UDL.

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.

Action 2.1: High School Administrative Restructuring: Reduced one counselor position at Paso Robles High School (PRHS). Additionally, in response to the need for instructional support and development of intervention protocols at PRHS a Deputy Principal was added. This shift is designed to strengthen campus-wide systems, refine operational structures, and provide higher-level of instructional support for our EL, low-income and foster youth.
Action 2.4 Reduced by $100,000 from LREBG as part of a three-year implementation plan for high-dosage tutoring.
Action 2.5 College and Career Industry Trips, Awareness, and Education and CTE Expansion: Additional $418,009 was added to this goal and action to support the development of library study areas for collaborative learning and studying.
Action 2.6: Access to Zero Period and Summer Original Credit Offerings: Updated this action to utilize Learning Recovery Emergency Block Grant (LREBG) funds. These resources will specifically support original credit CTE options, providing students with expanded vocational pathways and hands-on learning opportunities.
Action 2.7: Academic Support for Dual-Identified English Learners and Students with Disabilities - Instructional Leadership & UDL Support: Eliminated one vacant Teacher on Special Assignment (TOSA) position and redirected the associated budget to fund a Special Education Coordinator. This new role will focus on leading Universal Design for Learning (UDL) efforts to ensure inclusive instructional practices across all classrooms. An additional Education Specialist was added to this goal and action to support a higher level of coaching and oversight on our IEPs which serve our dual-identified students.
Action 2.9: Intervention Support at PRHS Through Credit Recovery: Adjusted to include LREBG funding for additional credit recovery sections at PRHS to support graduation rates. Furthermore, this action now funds 25% of the salary for two Human Resources positions (one Classified and one Certificated) to manage the increased recruitment and retention demands associated with expanded supplemental programming.
Action 2.11: Instructional Technology Integration: Revised to include 10% of the salary for three IT Technicians. These staff members provide essential on-site support for classroom technology, specifically focusing on tools that facilitate English Learner (EL) instruction and the district-wide implementation of Universal Design for Learning (UDL).

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	Secondary Academic and Counseling Support and Mentorship	2.33 High School Counselors, 1 Middle School Counselors, 0.75 Alternative Education Counselor, Counseling Secretary at PRHS College and Career Assessment Program Data Analysis Ed Tech TOSA (50%)/LCAP specialist (75%) FASFA Support - College Coaches In response to the red indicator on the CA School Dashboard for graduation rate at the district level and the College and Career Indicator at PRHS, Independence High School and Liberty for English Learners, homeless, and SWD, PRJUSD added additional counseling support including, but not limited to, an International bilingual counselor using supplemental funds to address the disparity in this area. 2023 Graduation Data shows a discrepancy between the performance of student groups listed below. The intent of this goal and action is to increase counseling support in a targeted manner to address these discrepancies through a comprehensive system of support and increased accessibility of counselors to students and families. The lowest performing group/school within this action are English Learners at Liberty Continuation High School where we have used supplemental funds increase counseling as well as Equity Multiplier funds to increase mental health and bilingual family advocate support. 2023-24 Graduation Rate All Students: 89.1% **English Learners: 76.1% Low-SES: 86.4% Foster: N/A **Homeless: 79.3% **SWD: 75.8% Hispanic: 87.4% White: 91% 2024 Graduation Rate - Liberty HS All Students: 79.6% **English Learners: 66.7% Low-SES: 78.8% Foster: No Data Reported Homeless: 77.4% SWD: 73.1% Hispanic: 77.4% White: 85.3% College and Career Indicator: 2024 Data All Students: 21.3% English Learners: 2.3% Low-SES: 15.6% Foster: Not Reported Homeless: 6.1% SWD: 4.4% Hispanic: 15% White: 28.6% Liberty High School CCI: 2024 All Students:	$953,523.17	Yes

Action #	Title	Description	Total Funds	Contributing
		2.3% **English Learners: 0% Low-SES: 2.5% Foster: No Data Reported Homeless: 3.7% **SWD: 0% Hispanic: 2.1% White: 3.0%		
2.2	Advancement for Individual Determination (AVID 7-12)	Advancement via Individual Determination (AVID) is a program intended to improve percentage of students attending college with a particular emphasis on first-generation college goers and disadvantaged youth. This action funds the AVID training for the district, tutors, college trips, and AVID elective offerings at PRHS and LFJH.	$296,797.04	Yes
2.3	Algebra 1 Math Support	Additional FTE to reduce class size in Algebra at PRHS, math professional development, math tutors. Full-time Math/Science Teacher on Special Assignment to support 7th-12th grade. To address red indicators for the LEA on the CA school dashboard in the area of mathematics for English Learners, foster youth, homeless, and students with disabilities, the high school will provide support from a teacher on special assignment related to best instructional math practices as well as alignment of instruction and assessments in all algebra classes. Additionally, Algebra 1 classes at the high school will have a reduced class size maximum to provide more individualized and focused support to all students and especially our subgroups which demonstrate a disparity on the dashboard. LREBG Action: In response to the large number of students who we have determined to struggle in the comprehensive high school for a variety of reasons, additional staff is needed to support the influx of enrollment at Independence and Liberty High School sites with a large number of students struggling in mathematics. Research: The alternative education options in a continuation high school and independence High School prove to be very effective for many students through the alternative means of course completion and alternative means of attendance in the IHS design. California Dept. of Education Continuation Education webpage provides information about	$596,358.94	Yes

Action #	Title	Description	Total Funds	Contributing
		several resources for educational option programs which increase attendance and intervention options. https://www.cde.ca.gov/sp/eo/cd/resources.asp Metric: 1.2, 2.5 and 2.6 specifically for IHS and Liberty High Schools Funding: $139,301 of LREBG funds to be spent in funding an additional teacher at Alternative Education site. CAASPP Math Performance Data 2025 Paso Robles High School Met/Exceeded Grade Level Standards: All Students: 33.3% English Learners: 7% Students with Disabilities: 6% Socioeconomically Disadvantaged: 25% Hispanic: 23% Hispanic and Socioeconomically Disadvantaged: 20% Hispanic and NOT Socioeconomically Disadvantaged: 32% White and Socioeconomically Disadvantaged: 37% White and NOT Socioeconomically Disadvantaged: 54% Homeless: 16%		
2.4	Junior High ELA and Math Support	Reduced class size in both 7th and 8th grade math through increased FTE funded through this action. Two math paraeducators at LFJH. To address the red indicator on the dashboard for the LEA in English language arts and mathematics for English Learners, foster youth, students experiencing homelessness, and Students with disabilities as well as the following subgroups at Flamson, English Learners, Hispanic, low income, and Students with Disabilities an additional 50 minutes of instruction will be provided in ELA and math support classes. In addition, the math teacher on special assignment will provide support related to best instructional math practices as well as alignment of instruction and assessments in all math classes. Additionally, Math 8 classes at the junior high will have a reduced class size maximum to provide more	$553,459.11	Yes

Action #	Title	Description	Total Funds	Contributing
		individualized and focused support to all students and especially our subgroups which demonstrate a disparity on the dashboard. LREBG Action: Increased support in mathematics has been a high area of identified need across the district and particularly at the junior high and high school level. Embedded math support through in-class tutoring options funded with LREBG in the amount of $100,000. Research: Research from the National Student Support Accelerator site operated by Stanford University explains the significant impact of high-impact tutoring for students. https://nssa.stanford.edu/research Metric: 2.6 Funding: $100,000 of LREBG funds will be used through 2027-2028 to support high dosage math tutoring/support in the class and outside of the school day.		
2.5	College and Career Industry Trips, Awareness, and Education	College and Career Field Trips for Unduplicated Students an Families, Collaborative learning spaces in library/career center College and Career Center upgrades to expand educational opportunities and resources for all students. In alignment with the district effort to build college and career awareness K-12, supplemental funds will be used to support the expansion of college and career trips to the elementary level as well as expand the awareness and resources related to college and career readiness through designated locations on campus. Additionally, this action will support the enhancement and improvement of College and Career center locations at secondary sites to maximize the resource accessibility for students in designing a most academic and approachable space for students to explore their options post high-school.	$2,224,768.40	Yes
2.6		In response to the "Red" performance level on the CA School Dashboard for the College and Career Indicator (CCI)—specifically for English/Multilingual Learners, Homeless students, and Students with Disabilities (SWD) at both the district level and Paso Robles High School—PRJUSD continues to provide zero period access for credit recovery and original coursework. This strategic scheduling allows unduplicated students to bypass barriers created by mandated ELD or Special Education support	$24,744.00	No

Action #	Title	Description	Total Funds	Contributing
		classes, which often limit their ability to enroll in elective and enrichment courses during the regular school day. Impact on College and Career Readiness: Access to zero period courses serves as a critical Tier 1 support by alleviating scheduling constraints, thereby increasing student connectivity, engagement, and overall graduation rates. Based on the district's recent CCI measures and extensive input from Educational Partners, this remains a priority area for ensuring equitable access to post-secondary pathways. 2024–2025 College and Career Indicator Outcomes (Year 2): The most recent data demonstrates the continued need for targeted interventions as well as areas of significant growth: All Students: 41% (an increase from 39.9% in 2023–24) English/Multilingual Learners: 10.3% (a significant increase from 4.9%) Low-Income (SES): 34.5% (an increase from 31.8%) Homeless: 17.6% (an increase from 11.8%) Students with Disabilities (SWD): 9.8% (an increase from 8.3%) Hispanic: 31.7% White: 55.3% Foster Youth: Not Reported due to small subgroup size Anticipated Outcomes: By sustaining this action, the district expects to move these priority subgroups out of the "Red" indicator by providing the flexibility needed to complete CTE pathways and A-G requirements, ensuring every student is valued, empowered, and ready to thrive. LREBG Action: Funds are allocated to provide zero period and summer access to Career Technical Education and other elective courses which will increase the opportunity for students to meet the CCI, particularly our most impacted populations including those listed above. Research: Research from the US Dept of Education article, "Achieving Dramatic School Improvement: An Exploratory Study" outlines the importance of shared data to identify needs. Our LREBG needs assessment showed us the discrepancy between pathway completer data across subgroups. chrome-		

Action #	Title	Description	Total Funds	Contributing
		extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.ed.gov/sites/ed/files/rschstat/eval/other/dramatic-school-improvement/exploratory-study.pdf Metric: 1.2, 2.5, 2.6		
2.7	Academic Support for Dual-Identified English Learners and Students with Disabilities	One full-time Teachers on Special Assignment (TOSA) is maintained to support dual-identified students with disabilities, as well as to provide professional development in best practices for co-teaching. One Coordinator to support programs for EL and SWDs and One Education Specialist to support the coaching and oversight of highly effective IEP development for our dual-identified students. Performance data continues to indicate a discrepancy between students with disabilities and other subgroups in both graduation rates and overall achievement. Because over 60% of our students with disabilities are dual-identified as English Learners or low-income, these positions provide critical support with IEP development, coaching, and instructional strategies to address specific barriers to student success. 2024-2025 Graduation Rate Data: The overall graduation rate for all students is 90.8%. For English Learners, the rate is 74.5%, and for students from low-SES backgrounds, it is 83.1%. The graduation rate for Students with Disabilities (SWD) is 85.7%, while Hispanic students graduated at a rate of 81.3% and White students at 97.3%. Foster youth data was not available due to the small size of the student group. 2024-2025 CAASPP Math Performance Data (7th-11th Grade). 2024-2025 Mathematics Data: All Students at 12.75%, English Learners at 1.67%, Low-SES at 7.2%, Students with Disabilities (SWD) at 1.1%, and Long-term English Learners (LTEL) at 0%. For students who Met Standard, the results are: All Students at 17.23%, English Learners at 1.67%, Low-SES at 12.4%, Students with Disabilities (SWD) at 1.0%, and LTEL at 1.5%.	$458,992.07	Yes

Action #	Title	Description	Total Funds	Contributing
		In the Nearly Met category, the results are: All Students at 25.83%, English Learners at 25.00%, Low-SES at 26.1%, Students with Disabilities (SWD) at 12.5%, and LTEL at 8.2%. For students scoring in the Standard Not Met (Far Below) category, the results are: All Students at 44.19%, English Learners at 71.67%, Low-SES at 54.3%, Students with Disabilities (SWD) at 85.4%, and LTEL at 90.3%. Source: 2024 CAASPP Reporting (CDE/ETS).		
2.8	Extended Support for Students: Afterschool, Summer School, SAT and AP Prep	Extended support Secondary schools afterschool tutoring during the school year, Summer school program for students in grades 1-12, Saturday school support for SAT and AP prep, PSAT for all students). Additionally, to address the red indicator on the dashboard for graduation rate of SWD, PRHS will explore the expansion of offerings with Edgenuity for SWD in grades 9-12, targeting Grade 9 students who are non-promotes and upperclassmen who have failed more than one class to provide equitable access to this resource for all students. LREBG Action: Summer school is being funded with LREBG funds at approximately $300,000 a year for the next three years in this action. Edgenuity is a research-based credit recovery program utilized in the summer session for students who need to retake a course to stay on track for graduation. RESEARCH: The following article from Harvard Graduate School of Education provides reference to the research around summer programs and the impact it can have on student achievement. https://www.gse.harvard.edu/ideas/usable-knowledge/23/06/summerprograms-can-help-kids-catch-after-covid Metric: 1.2, 2.5, 2.6 Funding: $905,999 will be funded through LREBG funds to support the implementation of summer school for all grades 1-12 through the 2027- 2028 school year. Additionally, all students will be provided access to the PSAT assessment over the next three years and, lastly, high impact tutoring will be funded to implement through the aforementioned summer school programs	$625,419.60	Yes

Action #	Title	Description	Total Funds	Contributing
2.9	Intervention Support at PRHS through Credit Recovery	To address the red indicator on the dashboard for graduation rate of SWD, PRHS will Implement opportunities for SWD in grades 9-12, targeting Grade 9 students who are non-promotes and upperclassmen who have failed more than one class to access credit recovery options. LREBG Action: 5 sections of credit recovery option included in the master schedule using LREBG funds to address the graduation rate and CCI by embedding opportunities at the comprehensive high school to keep students on track for graduation. These funds include a total of 5 sections in the master schedule each year for three years. Research: Logic models and LEA studies per the Edgenuity webpage (https://www.imaginelearning.com/research-and-evaluation/) provide research around the impact on online credit recovery programs. We know that our English Learners, Long-Term English Learners, and SWD have higher fail rates than other subgroups and hope to interrupt this trend by embedding intervention options into the school day. Metric: 2.1, 2.5, 2.6 Funding: $280,632 to be spent through 2027-2028	$130,210.67	No
2.10	Mentorship for Homeless-identified Students	In response to the red indicator on the dashboard, Flamson Middle School later renamed Lewis Flamson Junior High will use district and/or Community based educational partners to support weekly mentorship and check ins to support increased attendance for students in the homeless subgroup	$200.00	No
2.11	Technology/Software Devices	Technology for students in grades K-12 provides access to the materials and supplies needed for supplemental instruction, intervention and development of 21st century skills. Devices and support are prioritized for low-income, foster youth, and English Learners based on need, but provided LEA-wide to reduce stigma and increase equitable access across all school sites. This universal approach also allows teachers and staff to implement consistent tools and	$650,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		instructional strategies, which is especially important for continuity of services for these students.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Every English Learner will Make Progress toward Reclassification Each Year.	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Targeted and focused support toward English language acquisition is a key component of improving outcomes for our English Learner students. Students who are fluent in English are more likely to be successful in school and find opportunities for work after high school or college. The California Department of Education recognizes this to be an important component for school districts to support by implementing designated and integrated English Language development upon enrollment in public schools. The actions listed under this goal will be implemented in an integrative manner to help achieve this goal for every child.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	English Language Proficiency Assessments for California (ELPAC) on the English Language Performance Index (ELPI)	2023 Summative ELPAC 48.1% ELs who progressed at least one ELPI level 2.7% ELs who maintained ELPI level 4 30.9% ELs who maintained ELPI levels 1,2L, 3L, 3H 18.3% ELs who decreased one level on ELPI	2024 Summative ELPAC 41.4% ELs who progressed at least one ELPI level 0.9% ELs who maintained ELPI level 4 36.9% ELs who maintained ELPI levels 1,2L, 3L, 3H 20.8% ELs who decreased one level on ELPI	2025 Summative ELPAC 43.1% ELs who progressed at least one ELPI level 1.4% ELs who maintained ELPI level 4 40.5% ELs who maintained ELPI levels 1-3 14.9% ELs who decreased one level	Desired Outcome 60% of EL students will progress at least one level or maintain at Level 4	Change from Baseline Progressed at least one ELPI level: -5.0 ppts Maintained ELPI level 4: -1.3 ppts Maintained ELPI levels 1, 2L, 3L, 3H: +9.6 ppts Decreased one level on ELPI: -3.4 ppts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: CA School Dashboard	Data Source: CA School Dashboard	Data Source: CA School Dashboard		
3.2	Rate of English Learner Students Making Progress Toward English Proficiency	2022-2023 English Learner Progress 50.9% making progress toward English language proficiency Data Source: CA School Dashboard	2023-2024 English Learner Progress 42.2% making progress toward English language proficiency Data Source: CA School Dashboard	2024-2025 English Learner Progress 44.5% making progress toward English language proficiency Data Source: CA School Dashboard	Desired Outcome 60% of students will make progress toward English language proficiency	Change from Baseline -6.4 percentage points
3.3	EL Reclassification Rate	2023-2024 Reclassification Rate: Overall: 12.3% Number of students reclassified: 102 Number of students w/4 on the 2023 Summative ELPAC: 208 49% of students w/4 on the Summative ELPAC reclassified Elementary: 50 Secondary: 52 Data Source: Aeries	2024-2025 Reclassification Rate Overall: 3.5% (45 of 1,265 ELs) Number of students reclassified: 45 Number of students w/4 on the 2024 Summative ELPAC: 177 25% of students w/4 on the Summative ELPAC reclassified Elementary: 21 Secondary: 24	2025-2026 Reclassification Rate (as of 04.20.2026) Overall: 12.3% (154 of 1,248 ELs on Census Day) Number of students reclassified: 154 Number of students w/4's on the 2025 Summative ELPAC: 165 46% of students w/4 on the Summative ELPAC reclassified Elementary: 96	Desired Outcome Increase the percentage of English Learner students reclassified each year by 3 percentage points	Change from Baseline Overall: 12.3% Elementary: +46 students Secondary: +6 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: Aeries	Secondary: 58 Because some Summative ELPAC scores are received after LCAP development, a reporting lag occurs. During any given year, some students are reclassified after the previous year's ELPAC while others are reclassified after the current year's ELPAC, while others, who do not yet meet all criteria, do not reclassify Data Source: Aeries		
3.5	Long-term English Language Learners (7 years or more) by Grade-span	2023-2024 Total # of LTELs: 266 Elementary: 0 Middle: 143 High School: 123 2023-2024: 1,272 English Learners on Census Day	2024-2025 Total # of LTELs: 231 Elementary: 0 Junior High: 101 High School: 130 2024-2025:	2025-2026 Total # of LTELs: 215 Elementary: 0 Junior High: 73 High School: 142 2025-2026:	Desired Outcome Decrease LTELs by 10% each year	Change from Baseline 21% LTELs to 17.23% LTELs = Decrease of 17.95%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		266/1,272 = 21% of ELs were LTELs Data Source: Aeries	1,296 English Learners on Census Day 231/1,296 = 17.8% of ELs were LTELs Data Source: Aeries	1,248 English Learners on Census Day 215/1,248 = 17.23% of ELs were LTELs Data Source: Aeries as of 03.26.2026		

Goal Analysis [2025-26]

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.

Action 3.1: English Language Development Teachers * Implementation Status: Fully Implemented.
Successes: ELD teachers were successfully assigned across all school sites to provide targeted instructional delivery to identified English Learners.
Challenges: Mid-year personnel shifts and hiring timelines resulted in localized spending tracking slightly below the initial budgetary allocation.
Action 3.2: EL Professional Development
Implementation Status: Fully Implemented.
Successes: Planned professional learning frameworks focused on research-based English Learner strategies were completely delivered to staff as scheduled.
Challenges: While the training was fulfilled as described, the district adjusted its funding mechanisms to utilize available federal resources rather than local LCAP funds to cover the final costs.
Action 3.3: EL Program Coordination and Oversight
Implementation Status: Fully Implemented.
Successes: Operational compliance reviews, student documentation tracking, and programmatic program oversight were continuously maintained by district administration.
Challenges: No significant structural or implementation barriers occurred during this cycle, allowing for a stable operational baseline.
Action 3.4: Newcomer Curriculum and Resources
Implementation Status: Fully Implemented.
Successes: Supplemental, specialized ELD curriculum items designed for students with limited or no initial English proficiency were successfully procured and delivered to sites.
Challenges: No significant logistical or implementation challenges were encountered during the procurement or setup phases.

Action 3.5: Bilingual Support in Class * Implementation Status: Partially Implemented.
Successes: The district successfully maintained its high-density instructional assistant model across key site classrooms to provide primary language scaffolding.
Challenges: Ongoing labor market shortages and recruitment barriers resulted in multiple vacant instructional assistant positions remaining unfilled throughout the cycle.
Action 3.6: EL Parent Engagement and PIQE
Implementation Status: Fully Implemented.
Successes: The Parent Institute for Quality Education (PIQE) series was established with high parent registration rates, expending $24,526 of the allocated $40,000 budget to date.
Challenges: Year-to-date fiscal expenditures are lower than initially projected, highlighting an operational opportunity to broaden family outreach methods during the remaining months of the term.
Action 3.7: Reclassification and Progress Monitoring
Implementation Status: Fully Implemented.
Successes: Student progress tracking structures were executed on schedule, expending $36,069 of the $51,024 allocation to manage reclassification portfolios.
Challenges: Aligning supplemental tracking protocols to target long-term English learners (LTELs) remained an operational focus, requiring refined administrative timelines to process criteria reviews uniformly across sites.
Action 3.8: Supplemental Materials for ELs and LTELs
Implementation Status: Implemented with Modifications.
Successes: Multiple auxiliary curriculum assets and software platforms were integrated into core classrooms to assist language learners.
Challenges: A budget variance occurred resulting in $0 expended from this specific LCAP line item because the district modified its accounting strategy to successfully leverage federal funds to acquire these resources.
Action 3.9: Bilingual Teachers Compensation to Promote Student Connection and Parent Engagement
Implementation Status: Fully Implemented.
Successes: The district completed the authorization processes required to issue specialized stipends to qualified bilingual and multilingual certificated educators.
Challenges: Although $25,512 was budgeted, a temporary $0 expenditure was recorded on the interim financial report due to standard administrative payroll schedules, as these stipends are structured for full payout during the June close-out cycle.

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.

Action 3.2 Professional Development for Teachers to Address English Learners and LTELs: $0 of the $30,000 specifically allocated in the LCAP was expended as some federal funds were already budgeted for this purpose at both the site and district level. This action will, however, continue as it is a priority across the district.
Action 3.3 $139,166 of the allocated $190,087 was been expended in this action area to support an EL Coordinator and part of a classified position to also support in this work.
Action 3.4 $10,000 was budgeted in the LCAP, $0 was expended from this specific fund during this fiscal year, however, it continues to be a priority in the district. Federal dollars have also been budgeted for this purpose.

Action 3.5 There is a material difference of $100,000 in this action which is due to the vacant bilingual paraeducator positions which were budgeted and flown all year but not filled.
Action 3.9 There are teachers who will receive the bilingual stipend but it has not yet been expended at this point in the year. We estimate $10,000 of the $25,000 budgeted to be expended.

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

Actions are grouped below by shared outcome, analyzed against their associated metrics, with the resulting decisions for the 2026-27 plan stated in each conclusion.

ELD instruction, professional development, and materials (Actions 3.1, 3.2, 3.4, 3.8) were partially effective. These actions were fully implemented or implemented with modifications — ELD teachers across all sites, English/Multilingual Learner-focused professional development, newcomer curriculum, and supplemental materials. The two language-progress metrics, however, declined from baseline: the share of English/Multilingual Learners progressing at least one ELPI level (Metric 3.1) fell from 48.1% to 43.1%, and the English/Multilingual Learner Progress Indicator (Metric 3.2) fell from 50.9% to 44.5%, both below the 60% target. The picture is not uniformly negative — fewer students dropped an ELPI level (18.3% to 14.9%) — but upward progress stalled, most acutely at the secondary level. We are maintaining.

ELD staffing and, under Action 3.1, adding 0.25 FTE of ELD support at Kermit King Elementary to meet its growing English/Multilingual Learner enrollment. Dually identified English/Multilingual Learners also benefit from the EL/SpEd Teacher on Special Assignment funded under Goal 2 (Action 2.7), an additional resource that bridges language and special-education instruction for this population.

Reclassification and LTEL monitoring (Actions 3.3, 3.7) were partially effective. Reclassification monitoring and progress-tracking systems were fully implemented. The reclassification rate (Metric 3.3) returned to its 12.3% baseline after a one-year dip caused by an ELPAC reporting lag, and the long-term English/Multilingual Learner count (Metric 3.5) fell from 266 to 215, exceeding the 10%-per-year reduction target. Both gains, however, were concentrated in the elementary and junior-high grades: elementary reclassifications far outpaced secondary, and high school long-term English/Multilingual Learners actually rose from 123 to 142, leaving secondary long-term learners as the central barrier. We are maintaining these monitoring structures with continued focus on secondary LTELs.

Bilingual in-class support and family engagement (Actions 3.5, 3.6, 3.9) were partially effective. Family engagement was fully implemented and effective — PIQE drew strong registration, all school sites were represented at DELAC, and parent surveys returned roughly 270 responses across English and Spanish. In-class bilingual support (Action 3.5) was only partially implemented, as labor-market shortages left multiple bilingual paraeducator positions vacant, limiting the primary-language scaffolding behind the progress measured in Metrics 3.1 and 3.3. We are adjusting Action 3.5 — removing one bilingual paraeducator position at PRHS that stayed vacant all year and refocusing resources on filled, high-impact roles — while maintaining PIQE and bilingual-staff stipends.

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.

Action 3.1: EL Support Staffing Adjustments: Following a review of the most recent CALPADS census data and enrollment trends for English/Multilingual Learners and Long-Term English Learners (LTEL), staffing has been adjusted for the 2026–2027 school year. To meet the needs of the growing English Learner population at Kermit King Elementary, support staffing for ELD teachers has been increased by

0.25 FTE. This targeted adjustment ensures the site has the necessary capacity to provide the linguistic supports essential for student progress.
Action 3.5: Bilingual Paraeducator Staffing: To ensure fiscal efficiency and the strategic allocation of person nel, the district has reduced one Bilingual Paraeducator position at Paso Robles High School. This position remained vacant throughout the 2025–2026 school year; its removal allows the district to focus resources on filled, high-impact roles that provide consistent and direct support to our English/Multilingual Learners, Low-Income, and Foster Youth.

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	English Language Development Teachers	To address the district level reds on the CA School Dashboard, 6.75 full-time ELD teachers proportionally allocated to elementary sites based upon EL enrollment numbers , Middle school and high school ELD classes within master schedule dependent upon enrollment numbers, newcomer classes and support based upon enrollment numbers of newcomer students.	$1,751,496.96	Yes
3.2	Professional Development for Teachers to Address English Learners and Long-Term English Language Learners	Sub release time for designated ELD, integrated ELD and the unique needs of Long-term English/Multilingual Learners in the classroom and school environment.	$30,000.00	Yes
3.3	English Language Development Coordination	ELD Coordinator and support - EL Coordinator (105,000)and ELD secretary (26,000) mileage 500 cellphone 500,	$190,855.71	Yes
3.4	Newcomer Support Curriculum	Supplemental Materials for Newcomer and ELD including parent resources and bilingual books	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Bilingual Support in Class	Eight Bilingual Paraeducators at PRHS (2), Lewis Flamson Junior High (2) Kermit King (1), Pat Butler (1), Virginia Peterson (1) and Glen Speck (1). Interpreter devices to support instruction and parent engagement To address the red indicator on the 2023 dashboard for ELPI at Pat Butler Elementary School and Virginia Peterson Elementary School, part time classified staff to provide targeted ELD and newcomer instructional support during the school day. The 2025 Summative ELPAC results district-wide further highlight the necessity of this action: 43.1% of ELs progressed at least one ELPI level. 1.4% of ELs maintained ELPI level 4. 40.5% of ELs maintained ELPI levels 1-3. 14.9% of ELs decreased at least one level on the ELPI. In 2024-2025, 44.5% of English Learner students made progress toward English language proficiency (per the 2025 CA School Dashboard). By providing targeted staffing at these specific sites, the district aims to improve language acquisition outcomes and ensure all English Learners have the opportunity to succeed academically.	$366,994.30	Yes
3.6	Parent Engagement Programs	Parent Institute for Quality Education (PIQE) and additional parent education opportunities	$40,000.00	Yes
3.7	ELPAC Testing	ELPAC Testing -Certificated and classified staff time	$51,024.00	Yes
3.8		English Language Development Supplemental Materials for English Learners and Long Term English Learners students. To better serve our English Learner (EL) and Long-Term English Learner (LTEL) populations, the district will invest in supplemental ELD curriculum	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and resources designed to augment our core instructional program. This curriculum provides targeted, evidence-based support to address the unique linguistic challenges faced by LTELs. By leveraging structured activities and built-in formative assessments, educators can monitor progress in real-time and deliver personalized, differentiated instruction. This comprehensive approach ensures that language acquisition is accelerated, allowing every student to access rigorous academic content and reach their full potential.		
3.9	Bilingual Teachers Compensation to Promote Student Connection and Parent Engagement	Certificated Stipends for parent engagement and student connection - bilingual teachers	$25,512.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	All TK-6th grade Students will Show Growth of 5% per year in English, Math, and Science as Measured by Local Assessments and the Annual CAASPP and CAST Assessments	Broad Goal

State Priorities addressed by this goal.

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.

Early intervention and opportunities for advancement are priorities in our academic structure. In addition, we continue to acknowledge that third grade literacy is a critical indicator of success for subsequent school years. Therefore, we are monitoring the performance of our TK-6th grade students in ELA, math, and science as it pertains to our tiers of intervention and support on our elementary school campuses to ensure support is provided in targeted areas during the elementary years.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Local Assessments for ELA K-6	iReady ELA Spring 2024 Results Grades K-5 (Grade 6 added next school year) Mid or Above Grade Level: All Students: 27% English Learners: 6% Low-SES: 12% Foster: No Data Homeless: No Data Early On Grade Level:	iReady ELA Spring 2025 Results Grades K-6 Mid or Above Grade Level: All Students: 28% English Learners: 6% Low-SES: 21% Foster: No Data Homeless: 24% Students with Disabilities: 10%	iReady ELA Winter 2026 Results Grades K-6 Mid or Above Grade Level All Students: 19% English Learners: 5% Low-Socioeconomic: 14% Foster: 14% Homeless: 7%	Increase by 5 percentage points each year students who are early on grade-level or above grade level toward the target of 55%. Decrease by 5 percentage points each year the students who are one year or more	Change from Baseline Grades K-6 However, Spring to Spring to Winter: Mid or Above Grade Level: All Students: -8.0 ppts English Learners: -1.0 ppts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students: 22% English Learners: 13% Low-SES: 23% Foster: No Data Homeless: No Data One Grade Level Below: All Students: 31% English Learners: 36% Low-SES: 31% Foster: No Data Homeless: No Data Two or Three Grade Levels Below: All Students: 24% English Learners: 45% Low-SES: 34% Foster: No Data Homeless: No Data Data Source: iReady Reports	Early On Grade Level: All Students: 21% English Learners: 14% Low-SES: 20% Foster: No Data Homeless: 35% Students with Disabilities: 12% One Grade Level Below: All Students: 30% English Learners: 37% Low-SES: 33% Foster: No Data Homeless: 14% Students with Disabilities: 26% Two or Three Grade Levels Below: All Students: 22% English Learners: 43% Low-SES: 26% Foster: No Data Homeless: 27% Students with Disabilities: 52% Data Source: iReady Reports	Students with Disabilities: 7% Early on Grade Level All Students: 17% English Learners: 10% Low-Socioeconomic: 14% Foster: 0% Homeless: 10% Students with Disabilities: 7% One Grade Level Below All Students: 39% English Learners: 41% Low-Socioeconomic: 42% Foster: 43% Homeless: 46% Students with Disabilities: 29% Two or Three Grade Levels Below All Students: 25% English Learners: 44%	below grade level to a target of no more than 45% of students below grade level.	Low-Socioeconomic: +2.0 ppts Foster Youth: N/A (Baseline Year) Homeless: -17.0 ppts Students with Disabilities (SWD): -3.0 ppts Early on Grade Level: All Students: -5.0 ppts English Learners: -3.0 ppts Low-Socioeconomic: -9.0 ppts Foster Youth: N/A (Baseline Year) Homeless: -25.0 ppts Students with Disabilities (SWD): -7.0 ppts One Grade Level Below: All Students: +8.0 ppts English Learners: +5.0 ppts Low-Socioeconomic: +11.0 ppts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Low-Socioeconomic: 30% Foster: 43% Homeless: 37% Students with Disabilities: 57% Data Source: iReady Reports		Foster Youth: N/A (Baseline Year) Homeless: N/A (Baseline Year) Students with Disabilities (SWD): +3.0 ppts Two or Three Grade Levels Below: All Students: +1.0 ppts English Learners: -1.0 ppts Low-Socioeconomic: -4.0 ppts Foster Youth: N/A (Baseline Year) Homeless: +10.0 ppts Students with Disabilities (SWD): +5.0 ppts
4.2	Local Assessments for Math K-6	iReady Math Spring 2024 Results Grades K-5 (Grade 6 added next school year) Mid or Above Grade Level: All Students: 15% English Learners: 4% Low-SES: 7% Foster: No Data	iReady Math Spring 2025 Results Grades K-6 Mid or Above Grade Level: All Students: 20% English Learners: 7% Low-SES: 15%	iReady Math Winter 2026 Results Grades K-6 Based on the iReady diagnostic data for Winter 2025-2026, here is the formatted	Increase by 5 percentage points each year students who are early on grade-level or above grade level toward the target of 45%. Decrease by 5 percentage points	Change from Baseline Grades K-6 However, Spring to Spring to Winter. See Goal Analysis Mid or Above Grade Level:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless: No Data Early On Grade Level: All Students: 18% English Learners: 11% Low-SES: 14% Foster: No Data Homeless: No Data One Grade Level Below: All Students: 47% English Learners: 55% Low-SES: 48% Foster: No Data Homeless: No Data Two or Three Grade Levels Below: All Students: 19% English Learners: 30% Low-SES: 30% Foster: No Data Homeless: No Data Data Source: iReady Reports	Foster: No Data Homeless: 23% Students with Disabilities: 8% Early On Grade Level: All Students: 21% English Learners: 15% Low-SES: 19% Foster: No Data Homeless: 51% Students with Disabilities: 10% One Grade Level Below: All Students: 43% English Learners: 52% Low-SES: 47% Foster: No Data Homeless: 15% Students with Disabilities: 41% Two or Three Grade Levels Below: All Students: 15% English Learners: 27% Low-SES: 18% Foster: No Data Homeless: 11%	information for you to copy and paste: Mid or Above Grade Level: All Students: 15% English Learners: 4% Low-Socioeconomic: 9% Foster: 6% Homeless: 11% Students with Disabilities: 5% Early Grade Level: All Students: 18% English Learners: 12% Low-Socioeconomic: 16% Foster: 0% Homeless: 10% Students with Disabilities: 9% One Grade Level Below: All Students: 40% English Learners: 42% Low-Socioeconomic: 41% Foster: 43%	each year the students who are one year or more below grade level to a target of no more than 55% of students below grade level.	All Students: 0.0 ppts English Learners: 0.0 ppts Low-Socioeconomic: +2.0 ppts Foster Youth: N/A (Baseline Year) Homeless: N/A (Baseline Year) Students with Disabilities (SWD): N/A (Baseline Year) Early Grade Level: All Students: No change English Learners: Increased 1 percentage point Low-Socioeconomic: Increased 2 percentage points Foster: 0% (No baseline) Homeless: 10% (No baseline) Students with Disabilities: Decreased 1 percentage point One Grade Level Below:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students with Disabilities: 41% Data Source: iReady Reports	Homeless: 46% Students with Disabilities: 38% Two or Three Grade Levels Below: All Students: 27% English Learners: 42% Low-Socioeconomic: 34% Foster: 51% Homeless: 33% Students with Disabilities: 48% Data Source: iReady Reports		All Students: 0.0 ppts English Learners: +1.0 ppts Low-Socioeconomic: +2.0 ppts Foster Youth: N/A (Baseline Year) Homeless: N/A (Baseline Year) Students with Disabilities (SWD): -1.0 ppts Two or Three Grade Levels Below: All Students: +8.0 ppts English Learners: +12.0 ppts Low-Socioeconomic: +4.0 ppts Foster Youth: N/A (Baseline Year) Homeless: +22.0 ppts Students with Disabilities (SWD): +7.0 ppts
4.3	State Assessment for ELA 3rd-6th	CAASPP ELA Performance Data Spring 2023 Grades 3-6	CAASPP ELA Performance Data Spring 2024 Grades 3-6	CAASPP ELA Performance Spring 2025 Grades 3-6	Increase each student group by 5 percentage points each year toward a target of 55%	Change from Baseline Grades 3-6 Exceeded:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Exceeded: All Students: 16.93% English Learners: 0.51% Low-SES: 10.27% Foster: 9.09% (All foster not just 3-6) Homeless: 5.4% Met: All Students: 22.43% English Learners: 7.59% Low-SES: 20.45% Foster: 18.18% (All foster not just 3-6) Homeless: 17.12% Nearly Met: All Students:24.06% English Learners:21.26% Low-SES: 25.35% Foster: 9.09% (All foster not just 3-6) Homeless: 17.12% Far Below: All Students:36.58% English Learners: 70.63% Low-SES: 43.94% Foster: 63.64% (All foster not just 3-6) Homeless: 60.36% Data Source: Data	Exceeded: All Students: 17.47% English Learners: 0.8% Low-SES: 11.67% Foster: No Data Homeless: 7.65% SWD: 4.13% LTEL: 0% Hispanic: 11.1% Met: All Students: 24.43% English Learners: 11.17% Low-SES: 22.24% Foster: No Data Homeless: 15.93% SWD: 7.34% LTEL: 7.89% Hispanic: 21.11% Nearly Met: All Students: 21.7% English Learners: 17.29% Low-SES: 23.25% Foster: No Data Homeless: 17.83% SWD: 11.47% LTEL: 13.16% Hispanic: 22.89% Far Below:	Exceeded: All Students: 16.3% English Learners (12mo+): 0.6% Low-SES: 10.4% Foster: No Data Homeless: 4.75% SWD: 4.3% LTEL (7+ years): 0% Hispanic: 9.2% Met: All Students: 24.6% English Learners (12mo+): 6.8% Low-SES: 25.5% Foster: No Data Homeless: 18.8% SWD: 7.1% LTEL (7+ years): 16.3% Hispanic: 22.3% Nearly Met: All Students: 24.1% English Learners (12mo+): 16.3% Low-SES: 25.3% Foster: No Data Homeless: 16.6% SWD: 17.6% LTEL (7+ years): 22.4%	students who met or exceeded standards Decrease each student group by 5 percentage points each year toward a target of 45% of students who have Nearly Met or are Far Below	All Students: -0.63 ppts English Learners (12mo+): +0.09 ppts Low-SES: +0.13 ppts Foster Youth: N/A (No data) Homeless: -0.65 ppts Students with Disabilities (SWD): 0.0 ppts LTEL (7+ years): 0.0 ppts Hispanic: -1.9 ppts Met: All Students: +2.17 ppts English Learners (12mo+): -0.79 ppts Low-SES: +5.05 ppts Foster Youth: N/A (No data) Homeless: +1.68 ppts Students with Disabilities (SWD): -0.24 ppts LTEL (7+ years): +8.41 ppts Hispanic: +1.2 ppts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Quest - https://caaspp-elpac.ets.org/caaspp/	All Students: 35.61% English Learners: 70.74% Low-SES: 42.85% Foster: No Data Homeless: 58.60% SWD: 77.06% LTEL: 78.95% Hispanic: 44.90% Data Source: Data Quest - https://caaspp-elpac.ets.org/caaspp/	Hispanic: 26% Far Below: All Students: 35% English Learners (12mo+): 76.3% Low-SES: 38.8% Foster: No Data Homeless: 59.9% SWD: 71% LTEL (7+ years): 61.2% Hispanic: 42.5% Data Source: Data Quest - https://caaspp-elpac.ets.org/caaspp/		Nearly Met: All Students: +0.04 ppts English Learners (12mo+): -4.96 ppts Low-SES: -0.05 ppts Foster Youth: N/A (No data) Homeless: -0.52 ppts Students with Disabilities (SWD): +5.86 ppts LTEL (7+ years): +9.24 ppts Hispanic: +3.11 ppts Far Below: All Students: -1.58 ppts English Learners (12mo+): +5.67 ppts Low-SES: -5.14 ppts Foster Youth: N/A (No data) Homeless: -0.46 ppts Students with Disabilities (SWD): -6.06 ppts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						LTEL (7+ years): -17.75 ppts Hispanic: -2.4 ppts
4.4	State Assessment for Math 3rd-6th	CAASPP Math Performance Data Spring 2023 Grades 3-6 Exceeded: All Students: 13.37% English Learners: 0.25% Low-Socio: 7.56% Foster: 0% (All foster not just 3-6) Homeless: 3.45% Met: All Students: 19.88% English Learners: 4.72% Low-Socio: 17.51% Foster: 27.27% (All foster not just 3-6) Homeless: 12.07% Nearly Met: All Students: 29.76% English Learners:25.56% Low-Socio: 32.26% Foster: 18.18% (All foster not just 3-6) Homeless: 26.73% Far Below: All Students: 36.99%	CAASPP Math Performance Data Spring 2024 Grades 3-6 Exceeded: All Students: 14.32% English Learners: 1.43% Low-Socio: 8.97% Foster: NA Homeless: 4.47% Students with Disabilities: 3.65% LTEL: 2.63% Hispanic: 8.02% Met: All Students: 18.77% English Learners: 5.97% Low-Socio: 16.34% Foster: NA Homeless: 14.53% Students with Disabilities: 5.02% LTEL: 0% Hispanic: 15.76% Nearly Met: All Students:	CAASPP Math Performance Data Spring 2025 Grades 3-6 Exceeded: All Students: 14% English Learners (12mo+): 0.8% Low-Socio: 9.4% Foster: No data Homeless: 6.1% Students with Disabilities: 3.3% LTEL (7+ years): 0% Hispanic: 7.8% Met: All Students: 18.2% English Learners (12mo+): 6.4% Low-Socio: 15.5% Foster: No data Homeless: 12.2% Students with Disabilities: 7.1% LTEL (7+ years): 2% Hispanic: 15.5% Nearly Met: All Students:	Increase each student group by 5 percentage points each year toward a target of 45% students who met or exceeded standards Decrease each student group by 5 percentage points each year toward a target of 55% of students who have Nearly Met or are Far Below	Change from Baseline Grades 3-6 Exceeded: All Students: +0.63 ppts English Learners (12mo+): +0.55 ppts Low-Socioeconomic: +1.84 ppts Foster Youth: N/A (No data) Homeless: +2.65 ppts Students with Disabilities (SWD): -0.35 ppts LTEL (7+ years): -2.63 ppts Hispanic: -0.22 ppts Met: All Students: -1.68 ppts English Learners (12mo+): +1.68 ppts Low-Socioeconomic: -2.01 ppts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: 69.48% Low-Socio: 42.68% Foster: 54.55% (All foster not just 3-6) Homeless: 57.76% Data Source: Data Quest - https://caaspp-elpac.ets.org/caaspp/	29.18% English Learners: 26.49% Low-Socio: 29.93% Foster: NA Homeless: 28.49% Students with Disabilities: 16.44% LTEL: 15.79% Hispanic: 29.13% Far Below: All Students: 37.73% English Learners: 66.11% Low-Socio: 44.76% Foster: NA Homeless: 52.51% Students with Disabilities: 74.88% LTEL: 81.58% Hispanic: 47.09% Data Source: Data Quest - https://caaspp-elpac.ets.org/caaspp/	28.6% English Learners (12mo+): 26.4% Low-Socio: 29.1% Foster: No data Homeless: 24.2% Students with Disabilities: 15.7% LTEL (7+ years): 20.4% Hispanic: 28.5% Far Below: All Students: 39.2% English Learners (12mo+): 66.4% Low-Socio: 46% Foster: No data Homeless: 57.5% Students with Disabilities: 73.8% LTEL (7+ years): 77.6% Hispanic: 48.2% Data Source: Data Quest - https://caaspp-elpac.ets.org/caaspp/		Foster Youth: N/A (No data) Homeless: +0.13 ppts Students with Disabilities (SWD): +2.08 ppts LTEL (7+ years): +2.0 ppts Hispanic: -0.26 ppts Nearly Met: All Students: -1.16 ppts English Learners (12mo+): +0.84 ppts Low-Socioeconomic: -3.16 ppts Foster Youth: N/A (No data) Homeless: -2.53 ppts Students with Disabilities (SWD): -0.74 ppts LTEL (7+ years): +4.61 ppts Hispanic: -0.63 ppts Far Below: All Students: +2.21 ppts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						English Learners (12mo+): -3.08 ppts Low-Socioeconomic: +3.32 ppts Foster Youth: N/A (No data) Homeless: -0.26 ppts Students with Disabilities (SWD): -1.08 ppts LTEL (7+ years): -3.98 ppts Hispanic: +1.11 ppts
4.5	State Assessment for Science	2022-2023 CAST Performance Data Grade 5 Exceeded: All Students: 11.27% English Learners:0 Low-SES: 4.14% Foster: No data Homeless: 0 SWD: 1.52% Met: All Students: 21.6% English Learners: 2.94% Low-SES: 19.55% Foster: No data Homeless:9.68%	2023-2024 CAST Performance Data Grade 5 Exceeded: All Students: 9.89% English Learners:0 Low-SES: 4.68% Foster: No data Homeless: 0 SWD: 0% LTEL: NA Hispanic: 2.94% Met: All Students: 19.33% English Learners:	2024-2025 CAST Performance Data Grade 5 Exceeded: All Students: 13.9% English Learners (12mo+): 0% Low-SES: 7.9% Foster: No data Homeless: 6.3% SWD: 2.4% LTEL (7+ years): 0% HISP: 7.3% Met: All Students: 24%	Increase by 5 percentage points each students group each year to meet the target of 40% met or exceeded standards in CAST	Change from Baseline CAST Performance Data Grade 5 Exceeded: All Students: +2.63 ppts English Learners (12mo+): 0.0 ppts Low-Socioeconomic: +3.76 ppts Foster Youth: N/A (No data) Homeless: +6.3 ppts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 7.58% Nearly Met: All Students: 52.58% English Learners:56.86% Low-SES: 59.02% Foster: No data Homeless:61.29% SWD: 48.48% Far Below: All Students:14.55% English Learners:40.20% Low-SES: 17.29% Foster: No data Homeless:29.03% SWD: 42.42% Data Source: Data Quest - https://caaspp-elpac.ets.org/caaspp/	2.65% Low-SES: 16.39% Foster: No data Homeless: 12.5% SWD: 7.69% LTEL: NA Hispanic: 14.34% Nearly Met: All Students: 51.24% English Learners: 58.41% Low-SES: 56.86% Foster: No data Homeless: 57.14% SWD: 40% LTEL: NA Hispanic: 56.62 Far Below: All Students:19.55% English Learners: 38.94% Low-SES: 22.07% Foster: No data Homeless: 30.36% SWD: 52.31% LTEL: NA Hispanic: 26.1% Data Source: Data Quest - https://caaspp-elpac.ets.org/caaspp/	English Learners (12mo+): 2.7% Low-SES: 18.6% Foster: No data Homeless: 0% SWD: 9.8% LTEL (7+ years): 2.9% Hispanic: 18.8% Nearly Met: All Students: 47.2% English Learners (12mo+): 51.4% Low-SES: 53.8% Foster: No data Homeless: 60.4% SWD: 39% LTEL (7+ years): 44.1% Hispanic: 53.9% Far Below: All Students: 14.9% English Learners (12mo+): 45.9% Low-SES: 19.7% Foster: No data Homeless: 33.3% SWD: 48.8% LTEL (7+ years): 52.9% Hispanic: 20% Data Source: Data		Students with Disabilities (SWD): +0.88 ppts LTEL (7+ years): 0.0 ppts Hispanic: +4.36 ppts Met: All Students: +2.4 ppts English Learners (12mo+): -0.24 ppts Low-Socioeconomic: -0.95 ppts Foster Youth: N/A (No data) Homeless: -9.68 ppts Students with Disabilities (SWD): +2.22 ppts LTEL (7+ years): +2.9 ppts Hispanic: +4.46 ppts Nearly Met: All Students: -5.38 ppts English Learners (12mo+): -5.46 ppts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Quest - https://caaspp-elpac.ets.org/caaspp/		Low-Socioeconomic: -5.22 ppts Foster Youth: N/A (No data) Homeless: -0.89 ppts Students with Disabilities (SWD): -9.48 ppts LTEL (7+ years): N/A (Baseline Year) Hispanic: -2.72 ppts Far Below: All Students: +0.35 ppts English Learners (12mo+): +5.7 ppts Low-Socioeconomic: +2.41 ppts Foster Youth: N/A (No data) Homeless: +4.27 ppts Students with Disabilities (SWD): +6.38 ppts LTEL (7+ years): N/A (Baseline Year) Hispanic: -6.1 ppts
4.6	3rd Grade Literacy	iReady ELA Spring 2024 Results	iReady ELA Spring 2025 Results	iReady ELA Winter 2026 Results	Increase by 3 percentage points	Change from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 3 Mid or Above Grade Level: All Students: 26% English Learners: 6% Low-SES: 12% Foster: No data Homeless: No data SWD: 10% Early On Grade Level: All Students: 30% English Learners:12% Low-SES: 34% Foster: No data Homeless: No data SWD: 17% One Grade Level Below: All Students: 32% English Learners: 26% Low-SES: 25% Foster: No data Homeless: No data SWD: 15% Two or Three Grade Levels Below: All Students: 23% English Learners: 56% Low-SES: 30% Foster: No data Homeless: No data SWD: 58%	Grade 3 Mid or Above Grade Level: All Students: 25% English Learners: 3% Low-SES: 20% Foster: No data Homeless: 30% SWD: 4% Early On Grade Level: All Students: 28% English Learners:20% Low-SES: 26% Foster: No data Homeless: 15% SWD: 20% One Grade Level Below: All Students: 21% English Learners: 27% Low-SES: 23% Foster: No data Homeless: 20% SWD: 5% Two or Three Grade Levels Below: All Students: 27%	Grade 3 Mid or Above Grade Level: All Students: 25% English Learners: 3% Low-SES: 18% Foster: 0% Homeless: 0% SWD: 6% Early On Grade Level: All Students: 19% English Learners: 10% Low-SES: 16% Foster: 0% Homeless: 10% SWD: 8% One Grade Level Below: All Students: 37% English Learners: 43% Low-SES: 37% Foster: 50% Homeless: 50% SWD: 31% Two or Three Grade Levels Below: All Students: 20%	each year for each student group the number of students earning Mid or Above Grade Level and Early On Grade Level	Grade 3 iReady Reading Mid or Above Grade Level: All Students: -1.0 ppts English Learners: -3.0 ppts Low-SES: +6.0 ppts Foster Youth: N/A (Baseline Year) Homeless: -30.0 ppts Students with Disabilities (SWD): -4.0 ppts Early On Grade Level: All Students: -11.0 ppts English Learners: -2.0 ppts Low-SES: -18.0 ppts Foster Youth: N/A (Baseline Year) Homeless: -5.0 ppts Students with Disabilities (SWD): -9.0 ppts One Grade Level Below:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: iReady Reports	English Learners: 51% Low-SES: 31% Foster: No data Homeless: 35% SWD: 72% Data Source: iReady Reports	English Learners: 44% Low-SES: 29% Foster: 50% Homeless: 40% SWD: 55% Data Source: iReady Reports		All Students: +5.0 ppts English Learners: +17.0 ppts Low-SES: +12.0 ppts Foster Youth: N/A (Baseline Year) Homeless: +30.0 ppts Students with Disabilities (SWD): +16.0 ppts Two or Three Grade Levels Below: All Students: -3.0 ppts English Learners: -12.0 ppts Low-SES: -1.0 ppts Foster Youth: N/A (Baseline Year) Homeless: +5.0 ppts Students with Disabilities (SWD): -3.0 ppts

Goal Analysis [2025-26]

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.

Action 4.1: Reading Intervention Teachers and Reading and Math Paraeducators TK-6th Grade

Implementation Status: Fully Implemented.
Successes: The district successfully deployed 9 reading intervention teachers and 9 paraeducators across elementary school sites to provide focused instructional support for English Learners, foster youth, and students experiencing homelessness.
Challenges: Navigating labor market constraints and completing the hiring process to promptly fill vacant positions when personnel shifts occurred mid-year.
Action 4.2: Extended Learning Opportunities Outside School Day - Expanded Library Access
Implementation Status: Fully Implemented.
Successes: Additional operational hours for site library staff were fully funded and scheduled, expanding student access to literacy resources and library services during after-school program hours for students participating in after-school programs.
Challenges: Managing multi-site schedule coordination to optimize student turnout and maximize utilization of the extra library hours.
Action 4.3: Additional Academic Support - Strategic Support Curriculum / Data Support
Implementation Status: Fully Implemented.
Successes: The district successfully procured the i-Ready diagnostic framework and Parsec data disaggregation platform, supported operationally by a dedicated Data and Assessment Administrator.
Challenges: Establishing comprehensive, ongoing professional development for site leadership teams to ensure data is used uniformly across sites. Logistically, implementation required continuous technical monitoring and vendor collaboration to manage system compatibility, data accuracy, and platform utilization.
Action 4.5: Early Literacy Support and Library Techs
Implementation Status: Fully Implemented.
Successes: Library technician positions were maintained at 100% of elementary sites, facilitating the roll-out of targeted reading incentives, book fairs, and integrated after-school enrichment activities to ensure greater access to students, including English/Multilingual Learners, Socioeconomically Disadvantaged students, and Foster Youth.
Challenges: Managing fiscal allocations to ensure campus library collections are continuously updated, structurally diverse, and aligned to the reading interests of all student demographics.
Action 4.6: Instructional Coaches to Support Best Instructional Practices for English Learners, Low-Income and Foster Youth
Implementation Status: Partially Implemented.
Successes: Active elementary instructional coaches successfully executed planned coaching cycles, directed monthly professional development modules, anchored data reviews, and provided direct onboarding support for new teaching staff.
Challenges: Caseload capacity and geographical allocation presented a continual challenge, as a team of only two elementary coaches was responsible for coordinating and splitting services across six distinct elementary school sites due to an unfilled vacancy that persisted throughout the entire school year.
Action 4.7: Targeted Professional Development
Implementation Status: Implemented with Modifications.
Successes: Professional learning pathways designed to support unduplicated student groups were executed via a WestEd partnership. The district successfully utilized a Trainer of Trainers delivery model, overseen by 50% of the Director of Curriculum and Instruction's operational time.
Challenges: Releasing classroom teaching staff from direct instructional time to participate in the intensive WestEd Professional Learning Community (PLC) modules was a persistent hurdle. Furthermore, implementation required a structural accounting adjustment, modifying the action to leverage Learning Recovery Emergency Block Grant (LREBG) resources and alternative state funds to cover the core contract costs rather than the central LCAP line item.

Action 4.9: Educational Technology to Support Instruction
Implementation Status: Fully Implemented.
Successes: The district successfully completed the allocation and procurement processes to expand secondary classroom technology tools, specifically acquiring digital translation utilities and closed-captioning capabilities.
Challenges: Aligning software deployment timelines with secondary site schedules to ensure classroom-level integration proceeded uniformly.

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.

Action 4.1: Reading Intervention Teachers and Reading and Math Paraeducators TK-6th Grade
Planned expenditures for reading intervention and paraeducators were $2,365,905.00, while estimated actual expenditures were $1,931,927. The district successfully implemented 9 teachers and 9 paraeducators to provide focused reading intervention for English Learners, foster youth, and students experiencing homelessness. The expenditure gap reflects the ongoing challenge of staffing and vacant positions.
Action 4.6: Instructional Coaches to Support Best Instructional Practices for English Learners, Low-Income and Foster Youth
Budgeted expenditures for instructional coaches were $545,680.69, with actual expenditures of $390,220. These coaches focused on best instructional practices for unduplicated students, and a full-time mentor supported new teachers with differentiation strategies. The material difference between planned and actual expenditures reflects a vacancy all year of one instructional coach.
Action 4.7: Professional Development for Unduplicated Students. Action 4.7 shows a significant discrepancy: $1,049,091.62 was planned, but only $365,800 was expended. While the LCAP covered 50% of the Director of Curriculum and Instruction's salary for professional development oversight, LREGB funds were utilized for the partnership with WestEd, which was our Professional Development/PLC partner. Other state funds were also used to fund this supplemental support to our sites and PD plan.
Action 4.10: Pat Butler Classified Intervention Staff. While $40,000.00 was budgeted in the LCAP, the Annual Update Table shows $0.00 in LCAP expenditures. This action was fully implemented as intended; however, the intervention staff were funded through site SPSA funds rather than the central LCAP budget.
Action 4.11: MTSS Data Retreats - Virginia Peterson. Planned LCAP expenditures for this action were $14,041.50, with $0.00 recorded as LCAP actuals. These MTSS data retreats were fully implemented and led to improved student outcomes, but the costs were covered using site SPSA funds.

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

Actions are grouped below by shared outcome, analyzed against their associated metrics, with the resulting decisions for the 2026-27 plan stated in each conclusion.

Because the local iReady diagnostics (Metrics 4.1, 4.2, 4.6) report Year 2 as a mid-year Winter administration that is not comparable to the Spring baselines, the analysis below draws its measurable outcomes from the state CAASPP and CAST results (Metrics 4.3–4.5).

Reading intervention and early literacy (Actions 4.1, 4.5) were effective. The district fully implemented nine reading intervention teachers and nine paraeducators and maintained library technicians at every elementary site. On the state ELA assessment (Metric 4.3, grades 3–6), proficiency rose about 1.5 points overall, with larger gains for Low-Income students (about +5 points) and long-term English/Multilingual Learners (about +8 points), though results were flat for Students with Disabilities and newcomer English/Multilingual Learners. We are

maintaining library technicians and, under Action 4.1, shifting toward Tier 2 in-class literacy support through the UFLI program while reducing several paraeducator positions tied to enrollment declines.

Instructional coaching, professional development, and data systems (Actions 4.3, 4.6, 4.7) were partially effective. The district fully deployed its iReady and Parsec diagnostic and data-disaggregation systems, but instructional coaching (Action 4.6) was only partially implemented — two coaches split across six elementary sites, with one vacancy unfilled all year — and the WestEd Professional Learning Community work (Action 4.7) was constrained by the persistent difficulty of releasing teachers from instruction. The outcomes mirror that unevenness: state ELA (Metric 4.3) and science (Metric 4.5, CAST, up about 5 points) improved, while math (Metric 4.4) stayed essentially flat. For the coming year we are strengthening this engine: under Action 4.7 we are adding three secured substitutes stationed at the elementary sites to release teachers for the WestEd PLC work and implement the professional-development plan to fidelity, with funding shifted to Supplemental and Concentration carryover; and under Action 4.3 adding 20% of the SIS Database Manager's time for data disaggregation — with coaching, PLCs, and Universal Design for Learning concentrating on math.

Extended learning, technology, and site-based supports (Actions 4.2, 4.9, 4.10, 4.11) were effective. Expanded after-school library access, instructional technology (translation and closed-captioning tools), MTSS data retreats, and site-based intervention staffing widened access and support for unduplicated students, reinforcing the literacy gains above. We are maintaining these supports and adjusting their funding and scope for the coming year: Action 4.2 shifts the added library-technician hours to ELOP funding, Action 4.9 adds secondary technology aligned with Universal Design for Learning, and Action 4.10 initiates a review of classified intervention staffing at Pat Butler Elementary.

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.

Action 4.1: Reading Intervention Teachers and Reading and Math Paraeducators TK-6th Grade: Reduced two second-grade paraeducator positions at Glen Speck and Winifred Pifer in response to budgetary realignments and a strategic shift toward Tier 2 interventions within the general education setting. With the implementation of the UFLI program, staff are providing targeted literacy support in the classroom, supplemented by site-specific funding sources. Additionally, two kindergarten paraeducator positions were eliminated due to decreased enrollment and a corresponding reduction in sections.
Action 4.2: Extended Learning Opportunities Outside School Day - Expanded Library Access: Shifted funding for the additional two hours of elementary library technician time to Expanded Learning Opportunities Program (ELOP) funds. This transition ensures increased access to library resources and literacy support specifically for students enrolled in afterschool programs.
Action 4.3: Additional Academic Support - Strategic Support Curriculum / Data Support: Adjusted to include 20% of the Student Information System (SIS) Database Manager’s salary. This allocation supports the enhanced data reporting and disaggregation necessary to monitor student progress and drive efforts toward building equitable outcomes across the district.
Action 4.7 Three secured subs were added to this goal and action in addition to a shift of funding for PD using S&C carryover funds. The secured substitute positions will be stationed at the elementary school to help ensure professional development efforts, as outlined in our strategic plan and this LCAP, are implemented to fidelity.
Action 4.9 Additional funds are added in this goal and action to support the upgrade of technology at the secondary level in alignment with our priorities around a Universal Design for Learning in every classroom.

Action 4.10: Pat Butler Classified Intervention Staff. Site-Based Support Review: Initiated a review of classified support at Pat Butler Elementary. This follow-up ensures that staffing levels remain responsive to the needs identified by the 2023 baseline red indicator for the site.

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	Reading Intervention Teachers and Reading and Math Paraeducators TK-6th Grade	7.50 Reading Intervention Teachers serving K-6th grade (.5 FTE for KK, 1 each for PB, VP, 1.25 for W. Pifer, 1.75 for GS, and 2.0 for GB) Paraeducators TK, K, at all school sites. To address the red indicator for LEA in ELA for English Learners, Long-term English Learners and homeless identified students, PRJUSD will provide focused reading intervention teachers. Reading intervention teachers will participate in MTSS review process around data to ensure these subgroups are highlighted and students in these subgroups are individually reviewed and supported.	$1,828,868.07	Yes
4.2	Extended Learning Opportunities Outside School Day - Expanded Library Access	Extended learning opportunities including, but not limited to afterschool and summer extension of library hours at each site and elementary tutoring	$145,888.45	Yes
4.3	Additional Academic Support - Strategic Support Curriculum	Strategic Support Curriculum and assessment for math and reading District Assessment Support position to assist with disaggregation of data and intervention support for English/Multilingual Learners, low-income and foster youth.	$647,886.23	Yes

Action #	Title	Description	Total Funds	Contributing
4.5	Early Literacy Support and Library Techs	Research tells us that many of our underserved students lack literacy resources in the home. These staff members will support increasing access to literacy resources beyond the regular school day. Library techs at each school site provide access to independent reading material, a language rich-environment, and differentiated leveled readers for all learners.	$666,356.32	Yes
4.6	Instructional Coaches to Support Best Instructional Practices for English Learners, Low-Income and Foster Youth	Three instructional coaches will focus on best instructional practices for student learning with a focus on English Learners, low SES, and foster youth. Additionally, a full-time TIP mentor for new teachers will support new hires with best instructional practices and differentiation strategies to meet the needs of all students through best instructional teaching practices.	$551,419.60	Yes
4.7	Professional Development to Address the Best Practices in Meeting Needs of Unduplicated Students in the Classroom	Professional Development to address the best practices in meeting needs of unduplicated students in the classroom specific to the range of students in grades TK-6 as it aligns to early literacy and mathematics. 50% of Director of Curriculum and Instruction position is funded through this action as the role supports site leaders and teachers with the training and implementation of differentiated instruction to improve outcomes for our English Learners, low-income and foster youth. Funding: $700,000 will be spent in 2026-2027 from LREBG funds to support the implementation of West Ed across the district. Three secured sub positions will be added at the elementary level in this goal and action to support the implementation of professional development efforts with fidelity. Sub shortages are consistent challenges during onboarding and continual training of staff throughout the year. These positions will help to remedy that issue. Professional Development as it relates to most effective practices for best instruction of unduplicated students and professional learning communities. Additional professional development in the LETRS foundations of literacy program for all teachers new to the district as well	$2,012,231.74	Yes

Action #	Title	Description	Total Funds	Contributing
		as compensation for the completion of this program. RESEARCH: Collective Teacher Efficacy has the highest effect size on student achievement according to the research of John Hattie. https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/ Additionally, staff input has indicated a need for additional support in the area of training for professional learning communities. Metric: 2.5, 2.6, 4.3, and 4.4		
4.9	Educational Technology to Support Instruction for English Learner, Low-Income, and Foster Youth	Education Technology to Support Instruction for English Learner, low-income and foster youth to enhance instruction, access, and embedded supports for unique learning needs. This is an LEA-wide goal that is written broadly to address the unique needs of our English Learner, low-income and foster youth students in and outside of the classroom but on our school campuses. Through both communication and engaging instruction, students feel welcomed in their school environment, therefore, this action is important to the broad spectrum of resources in designing a supportive school environment for our students.	$700,000.00	Yes
4.10	Pat Butler Classified Intervention Staff	To address the red indicators on the dashboard for English Learner and Students with Disabilities in the area of English Language Arts, classified staff to identify, screen, determine the appropriate intervention for, provide pull-out targeted intervention support to, and track the process for and progress of students identified as intervention candidates.	$40,000.00	No
4.11	MTSS Data Retreats - Virginia Peterson	MTSS Data Retreats- Release days for teachers including intervention teachers and Special Education teachers for grade level assessment data analysis and planning Federal funds to release teachers for data review and progress monitoring in ELA with specific progress monitoring in English Language Arts with a focus on students with disabilities.	$14,041.50	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Liberty High School students will improve Graduation rates for English Learners (60.9% to 70%) as well as College and Career Readiness for English Learners, Hispanic and low SES (2.1% to 7.5%) as measured by the annual CA school dashboard.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal is required within the framework of Equity Multiplier Funding. These state funds are specifically directed to school sites with high instability rates and are intended to provide intensive, targeted support for student subgroups identified as "Red" (the lowest performance level) on the California School Dashboard.
The focus of these funds at Liberty Continuation High School has shifted based on recent performance trends:

2023 Dashboard Baseline: Originally, funds were allocated to address "Red" indicators in the College and Career Indicator (CCI) for English Learners, Hispanic students, and Socioeconomically Disadvantaged students, as well as the Graduation Rate for English Learners.
2024 Dashboard Update: Current data shows significant progress in student persistence. No subgroups are currently in the "Red" indicator for Graduation Rate. However, the College and Career Indicator (CCI) remains a critical area of need, with both Hispanic students and Socioeconomically Disadvantaged students remaining in the "Red" category.

In response to these findings, the actions outlined for the 2026-2027 LCAP were developed through collaborative consultation with educational partners. These strategies prioritize high-impact interventions designed to bridge the opportunity gap in post-secondary readiness.

While Metric 5.2 serves as the primary measure for the College and Career Indicator, we have intentionally included Metrics 5.3 and 5.4, as both are foundational components necessary for students to successfully meet the CCI criteria.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Graduation Rate	2022-2023 All Students: 74.1% English Learners: 64.5% Low-SES: 73.1% Foster: No Data Homeless: 66.7% SWD: 62.5% Hispanic: 74.5% White: 76.9% Source: CA Dashboard - Graduation Rate	2023-2024 All Students: 79.6% English Learners: 66.7% Low-SES: 78.8% Foster: No Data Homeless: 77.4% SWD: 73.1% Hispanic: 77.4% White: 85.3% Source: CA Dashboard - Graduation Rate	2024-2025 All Students: 80.1% English Learners: 83.9% Low-SES: 81.1% Foster: No Data Homeless: 81.8% SWD: 69.6% Hispanic: 83.2% White: 69% Source: CA Dashboard - Graduation Rate	Increase the graduation rate by 2.5 percentage points each year in each student group.	Change from Baseline: All Students: +6.0 ppts English Learners: +19.4 ppts Low-SES: +8.0 ppts Foster Youth: N/A (No data) Homeless: +15.1 ppts Students with Disabilities (SWD): +7.1 ppts Hispanic: +8.7 ppts White: -6.9 ppts
5.2	College and Career Indicator	2022-2023 All Students: 5.32% English Learners: 3.3% Low-SES: 6% Foster: No Data Homeless: 3.7% SWD: 6.7% Hispanic: 5.8% White: 4% Source: CA Dashboard - CCI	2023-2024 All Students: 2.3% English Learners: 0% Low-SES: 2.5% Foster: No Data Homeless: 3.7% SWD: 0% Hispanic: 2.1% White: 3.0% Source: CA Dashboard - CCI	2024-2025 All Students: 11.8% English Learners: No Data Reported Low-SES: 11% Foster: No Data Reported Homeless: No Data Reported SWD: No Data Reported Hispanic: 10.9% White : No Data Reported	Increase the College and Career Indicator by 5 percentage points each year in each student group.	Change from Baseline: All Students: +6.48 ppts English Learners: -3.3 ppts Low-SES: +5.0 ppts Foster Youth: N/A (No data) Homeless: 0.0 ppts Students with Disabilities (SWD): -6.7 ppts Hispanic: +6.9 ppts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Source: CA Dashboard - CCI		White: -1.0 ppts
5.3	CTE Pathway Completion Rate	2022-2023 All Students: 2.2% (3) English Learners: 0 Low-SES: 1.7% (2) Foster: No Data Homeless: 0 SWD: 0 Hispanic: 1.9% (2) White: 3.8% (1) Source: CA Schools Dashboard Additional Reports - CTE Pathway Completion Report	2023-2024 All Students: 3.05% (4) English Learners: 0 Low-SES: 3.28 (4)% Foster: No Data Homeless: 7.4% (2) SWD: 0 Hispanic: 3.13% (3) White: 3.03% (1) Source: CA Schools Dashboard Additional Reports - CTE Pathway Completion Report	2024-2025 All Students: 11.8% English Learners: 7.4% Low-SES: 11% Foster: No Data Reported Homeless: No Data Reported SWD: No Data Reported Hispanic: No Data Reported White : No Data Reported Source: CA Schools Dashboard Additional Reports - CTE Pathway Completion Report	Increase the CTE Pathway Competition Rate by 5 percentage points each year in each student group.	Change from Baseline: All Students: +9.6 ppts English Learners: +7.4 ppts Low-SES: +9.3 ppts Foster Youth: N/A (No data) Homeless: +7.4 ppts Students with Disabilities (SWD): 0.0 ppts Hispanic: +1.4 ppts White: 0.0 ppts
5.4	College Credit Course Completion	2022-2023 All Students: 2/135 (1.4%) English Learners: 0/30 (0%) Low-SES: 2/116 (1.7%) Foster: No Data Homeless: 0/27 (0%) SWD: 0/15 (0%)	2023-2024 All Students: 1/131 (0.76%) English Learners: 0/23 (0%) Low-SES: 1/122 (0.81%) Foster: No Data	2024-2025 All Students: 0% ELs: 0% Low-SES: 0% Foster: No Data Reported Homeless: No Data Reported	Increase the College Credit course Completion rate by 5 percentage points each year in each student group.	Change from Baseline: All Students: -1.4 ppts English Learners: 0.0 ppts Low-SES: -0.89 ppts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 2/103 (1.9%) White: 0/25 (0%) Source: CA Dashboard Additional Reports - College/Career Levels and Measures Report	Homeless: 1/27 (3.7%) SWD: 0/21 (0%) Hispanic: 1/96 (1%) White: 1/33 (3%) Source: CA Dashboard Additional Reports - College/Career Levels and Measures Report	SWD: No Data Reported Hispanic: No Data Reported White : No Data Reported Source: CA Dashboard Additional Reports - College/Career Levels and Measures Report		Foster Youth: N/A (No data) Homeless: +3.7 ppts Students with Disabilities (SWD): 0.0 ppts Hispanic: -0.9 ppts White: +3.0 ppts

Goal Analysis [2025-26]

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.

Action 5.1: Mental Health Support
Implementation Status: Fully Implemented.
Successes: The district successfully maintained a dedicated, year-round Mental Health Therapist on site at Liberty High School, embedding the position directly into the campus's Tier 2 and Tier 3 counseling and wellness framework.
Challenges: Alternative education environments carry inherently high student mobility and socio-emotional instability rates. Managing this volatility required the therapist to continuously pivot administrative hours between long-term therapeutic caseload structures and immediate, high-volume crisis triage operations.
Action 5.2: Parent Connectivity and Family Advocacy
Implementation Status: Fully Implemented.
Successes: The specialized bilingual family advocate position was fully operationalized, providing consistent direct outreach to bridge communications between alternative education families and the site administration.
Challenges: Overcoming historical patterns of institutional disconnection and establishing stable communication lines with households experiencing sudden economic or housing instability required intensive, repeating cycles of individual outreach.
Action 5.3: Academic Support (Paraeducator Intervention)
Implementation Status: Fully Implemented.
Successes: Direct academic intervention was successfully executed through a dedicated instructional paraeducator, who provided targeted push-in and pull-out small group structures at Liberty High School.

Challenges: Because alternative education settings serve student cohorts carrying highly varied, individualized credit deficiencies, the paraeducator was forced to logistically manage a broad array of concurrent curriculum levels within single intervention blocks. This highlighted an ongoing operational need for uniform diagnostic tracking systems.
Action 5.4: Career Technical Education (CTE) Access
Implementation Status: Partially Implemented.
Successes: The district successfully completed the initial phase of its multi-year CTE expansion plan by fully launching a Healthcare training pathway on site at Liberty High School.
Challenges: Although the Healthcare pathway was successfully deployed, additional pathways wwere not possible during this cycle due to infrastructural hurdles, specifically regarding securing dedicated classroom facilities.

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.

The 2024-2025 plan for the use of Equity Multiplier funds at Liberty High School closely aligns to the plan listed below with no material differences.

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

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

This Equity Multiplier Focus Goal concentrates resources at Liberty High School (Continuation). Actions are grouped below by shared outcome, analyzed against their associated metrics, with the resulting decisions for the 2026-27 plan stated in each conclusion.

Graduation and wraparound supports (Actions 5.1, 5.2, 5.3) were highly effective. Liberty fully implemented its Equity Multiplier-funded supports — a year-round on-site Mental Health Therapist, a bilingual family advocate, and an intervention paraeducator providing push-in and pull-out small-group instruction. Graduation rates (Metric 5.1) rose sharply for the students these supports target: English/Multilingual Learners climbed from 64.5% to 83.9%, surpassing the goal's 70% target, while Homeless students rose from 66.7% to 81.8%, Low-Income students from 73.1% to 81.1%, and Students with Disabilities from 62.5% to 69.6%. We are increasing the Mental Health Therapist's on-campus time under Action 5.1 and maintaining the bilingual family advocate and the intervention paraeducator, while shifting that academic support from a pull-out to a push-in model that prioritizes strong Tier 1 instruction.

Career and college readiness (Action 5.4) was partially effective. During the reporting year the district operated a single on-site career-technical pathway at Liberty, in Healthcare, as facility constraints limited additional offerings. CTE pathway completion (Metric 5.3) rose substantially — from 2.2% to 11.8% overall, with English/Multilingual Learners moving from 0% to 7.4% and Low-Income students from 1.7% to 11% — and the College/Career Indicator (Metric 5.2) rose from 5.32% to 11.8% for the site. The higher-bar postsecondary measures, however, lagged: college-credit course completion (Metric 5.4) fell to 0%, and "Prepared" designations on the CCI remained near zero for most student groups. Broad pathway exposure alone is not moving students into "Prepared" status, so for the coming year we are maintaining CTE access and adding a Public Safety pathway, with facility adjustments underway this summer to house it. A specific aim of this expansion is to widen CTE access for English/Multilingual Learners, whose participation has historically been constrained by scheduling, alongside the dual-enrollment and capstone sequences the state indicator requires.

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.

Action 5.1 Increased funds in this action to increase time for mental health therapist to be on campus supporting students at LHS.

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	Mental Health Support	Mental Health Therapist: To remove social-emotional barriers impeding the English/Multilingual Learner, Socioeconomically Disadvantaged, and Hispanic student groups, the Mental Health Therapist will provide frequent check-ins, individual counseling/therapy, and small group support/activities. Data review indicates that low attendance—often driven by mental health challenges—has been a major contributor to the performance gaps in graduation rates and CCI readiness. This position specifically targets those underlying issues to improve engagement and academic persistence.	$76,561.32	No
5.2	Parent Connectivity	Maintain bilingual family advocate: To improve attendance and graduation rates that impact our target metrics of graduation percentage and CCI scores, the Bilingual Family Advocate will provide frequent check-ins, one-on-one student support, and direct communication with parents. Specifically, the advocate will connect students and parents with essential resources, including addressing transportation issues, providing bus passes and clothing vouchers, making medical referrals, and connecting with the School Attendance Review Board (SARB) on behalf of English/Multilingual Learner, Socioeconomically Disadvantaged, and Hispanic student groups. Maintain bilingual paraeducator: The Bilingual Paraeducator will support all students while maintaining a specific focus on the targeted student groups highlighted in the CA Dashboard related to the College and Career Indicator. This includes providing academic tutoring in English and Math to help students complete course credits toward graduation and improve	$72,685.04	No

Action #	Title	Description	Total Funds	Contributing
		CAASPP test-taking skills, which are critical components of moving the Hispanic and Socioeconomically Disadvantaged student groups out of the "Red" indicator. Campus Assistant: To further support student attendance—a foundational requirement for both graduation and CCI success—the Campus Assistant will provide home visits, attendance monitoring, parent communication, mentoring, and transportation support. Strategic Rationale: The intent of these actions is to address the discrepancies found in the 2025 data through a comprehensive system of support. While the schoolwide graduation rate has improved to 80.1%, the Hispanic student group (78.9%) and Socioeconomically Disadvantaged student group (79.5%) still require targeted intervention to bridge the gap toward post-secondary readiness. By addressing non-academic barriers (Advocate/Campus Assistant) alongside academic support (Paraeducator), the district is deploying the most impactful strategies based on educational partner input and data review.		
5.3	Academic Support	While graduation rates have improved and no student groups remain in the "Red" for that category, the College and Career Indicator (Metric 5.2) remains a mandatory area of focus. Currently, the Hispanic and Socioeconomically Disadvantaged student groups remain in the "Red" indicator for CCI. Strategic Action: Maintain academic and counseling wraparound support to bridge these performance gaps and bilingual paraeducators to provide targeted tutoring in English and Math. This support includes pull-out sessions, classroom assistance, and after-school tutoring designed to help students complete credits toward graduation while simultaneously improving CAASPP performance—a key factor in moving out of the "Red" CCI status. The intent of this action is to provide a comprehensive system of support that increases counselor accessibility for students and families. By aligning tutoring with increased counseling, we aim to address the discrepancies	$34,187.74	No

Action #	Title	Description	Total Funds	Contributing
		found in the 2025 data, where despite the schoolwide graduation rate of 80.1%, certain populations like Students with Disabilities (69.6%) and Homeless youth (81.8%) require continued, targeted intervention to reach full post-secondary readiness. We will continue to use Metrics 5.3 (CTE Pathway Completion) and 5.4 (College Credit Completion) as secondary measures to ensure students are meeting the rigorous criteria required for a "Prepared" status on the state dashboard		
5.4	Career Technical Education	50% CTE Teacher (Health Care Pathway): To directly improve the College and Career Indicator (CCI) for all students and student groups identified in ATSI, a 0.5 FTE CTE teacher will establish a Health Care CTE pathway. By providing a high-interest, industry-aligned sequence of courses, the school aims to move students from "Not Prepared" to "Prepared" through CTE pathway completion. College and Career Technician: This position will provide direct support for student goal-setting, coordinate career and college campus trips, and facilitate FAFSA completion. These high-touch services are designed to ensure that the Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities (SWD) groups—who currently show 0% to 2.1% readiness—have the logistical support necessary to meet CCI criteria.	$183,643.01	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Students at Independence High School will Improve Graduation Rates by 2.5% each year for English Learner Populations and low SES populations as well as College and Career Indicator Rates by 5% each year for English Learner, Hispanic, and Low-socioeconomic Students.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Independence High School became eligible for Equity Multiplier funds during 2024-2025 in the areas of graduation rate as well as the college and career indicator. Aligned with the guidance for the use of these funds is the development of a focused goal in the LEA LCAP plan. Because of the size of the school and subsequent subgroups, the eligibility in these areas is listed on the schoolwide basis and represented as such below. The targeted actions listed below were developed in combination with educational partner input and data review. From that process, these were determined to the best actions to improve outcomes for students in the above referenced areas. Independence High School (IHS) was deemed no longer eligible for the specific Equity Multiplier funds during 2026-2027.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Graduation Rate	2022-2023 All Students: 90% English Learners: No Data Low-SES: 90.5% Foster: No Data Homeless: No Data SWD: No Data	2023-2024 All Students: 87.9% English Learners: No Data Low-SES: 87.0% Foster: No Data	2024-2025 All Students: 88.4% English Learners: No data Low-SES: 91.4% Foster: No Data	Increase the graduation rate by 2 percentage points each year in each student group.	Change from Baseline: All Students: -1.6 ppts English Learners: N/A (No data) Low-SES: +0.9 ppts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 92.9% White: 86.7% Source: CA Dashboard - Graduation Rate	Homeless: No Data SWD: No data Hispanic: 87.5% White: 86.7% Source: CA Dashboard - Graduation Rate	Homeless: No Data SWD: No Data Hispanic: 87.1% White: No data Source: CA Dashboard - Graduation Rate		Foster Youth: N/A (No data) Homeless: N/A (No data) Students with Disabilities (SWD): N/A (No data) Hispanic: -5.8 ppts White: 0.0 ppts
6.2	College and Career Indicator	2022-2023 All Students: 3.3% English Learners: No Data Reported Low-SES: 4.8% Foster: No Data Reported Homeless: No Data Reported SWD: No Data Reported Hispanic: 7.1% White: 0% Source: CA Dashboard - CCI	2023-2024 All Students: 9.1% English Learners: No Data Reported Low-SES: 8.7% Foster: No Data Reported Homeless: No Data Reported SWD: No Data Reported Hispanic: 12.5% White: 6.7% Source: CA Dashboard - CCI	2024-2025 All Students: 14% English Learners: No Data Reported Low-SES: No Data Reported Foster: No Data Reported Homeless: No Data Reported SWD: No Data Reported Hispanic: 12.9% White: No Data Reported Source: CA Dashboard - CCI	Increase the College and Career Indicator by 5 percentage points each year in each student group.	Change from Baseline: All Students: +10.7 ppts English Learners: N/A (No data) Low-SES: +3.9 ppts Foster Youth: N/A (No data) Homeless: N/A (No data) Students with Disabilities (SWD): N/A (No data) Hispanic: +5.8 ppts White: +6.7 ppts
6.3	CTE Pathway Completion Rate	2022-2023 All Students: 3.33% English Learners: No Data Reported Low-SES: 0% Foster: No Data Reported	2023-2024 All Students: 9.09% English Learners: No Data Reported Low-SES: 8.7% Foster: No Data Reported	2024-2025 All Students: 14% ELs: Not reported Low-SES: 11.4% Foster: No Data Reported Homeless: No Data Reported	Increase the College Credit course Completion rate by 5 percentage points each year in each student group.	Change from Baseline: All Students: +10.7 ppts English Learners: N/A (No data) Low-SES: +11.4 ppts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless: No Data Reported SWD: No Data Reported Hispanic: 0% White: 6.67% Source: CA Schools Dashboard Additional Reports - CTE Pathway Completion Report	Homeless: No Data Reported SWD: No Data Reported Hispanic: 6.25% White: 13.3% Source: CA Schools Dashboard Additional Reports - CTE Pathway Completion Report	SWD: No Data Reported Hispanic: 12.9% White: No Data Reported Source: CA Schools Dashboard Additional Reports - CTE Pathway Completion Report		Foster Youth: N/A (No data) Homeless: N/A (No data) Students with Disabilities (SWD): N/A (No data) Hispanic: +12.9 ppts White: +6.63 ppts
6.4	College Credit Course Completion (One Semester)	2022-2023 All Students: 0% English Learners: No Data Reported Low-SES: 0% Foster: No Data Reported Homeless: No Data Reported SWD:No Data Reported Hispanic: 0% White: 0% Source: CA Dashboard Additional Reports - College/Career Levels and Measures Report	2023-2024 All Students: 3.03% English Learners: No Data Reported Low-SES: 4.35% Foster: No Data Reported Homeless: No Data Reported SWD:No Data Reported Hispanic: 0% White: 6.7% Source: CA Dashboard Additional Reports - College/Career Levels and Measures Report	2024-2025 All Students: 0% English Learners: 0% Low-SES: 0% Foster: 0% Homeless: 0% SWD: 0% Hispanic: 0% White: 0% Source: CA Dashboard Additional Reports - College/Career Levels and Measures Report	Increase the College Credit course Completion rate by 5 percentage points each year in each student group.	Change from Baseline: All Students: 0.0 ppts English Learners: 0.0 ppts Low-SES: 0.0 ppts Foster Youth: 0.0 ppts Homeless: 0.0 ppts Students with Disabilities (SWD): 0.0 ppts Hispanic: 0.0 ppts White: 0.0 ppts

Goal Analysis [2025-26]

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.

Goal 6 is being eliminated for the upcoming 2026-2027 year as Independence High School (IHS) is no longer eligible for the specific Equity Multiplier funds. However, the following reflects the implementation of the actions during the current cycle.

Action 6.1: Mental Health Support (Equity Multiplier)
Successes: Fully implemented. Using Equity Multiplier funds, the district successfully provided a Mental Health Therapist to support the unique socio-emotional needs of students at the alternative education site. This has ensured that students have immediate access to crisis intervention and ongoing therapeutic support.
Action 6.2: Positive School Culture and Climate - Campus Assistant (Equity Multiplier)
Successes: Fully implemented. The Campus Assistant has been a vital presence in maintaining a safe, secure, and welcoming environment, which is essential for student re-engagement in an alternative setting.
Action 6.3: Bilingual Support for Students and Families (Equity Multiplier)
Successes: Fully implemented. The Bilingual Family Advocate has successfully improved communication with Spanish-speaking families, helping to reduce barriers to attendance and participation for dually identified and high-needs students.
Action 6.4: CTE Teacher and College/Career Technician
Successes: Fully implemented. By utilizing funding sources outside of the specific LCAP Goal 6 allocation, the district successfully provided a part-time CTE teacher and a College and Career Technician. This has allowed students at the alternative site to access vocational pathways and post-secondary planning resources equivalent to their peers at the comprehensive high school.
Challenges: Coordinating part-time schedules between different sites can be logistically difficult, and ensuring that alternative education students have full access to all CTE opportunities remains an ongoing priority.

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.

Goal 6 is being eliminated for the upcoming 2026-2027 year as Independence High School (IHS) is no longer eligible for the specific Equity Multiplier funds. However, the following reflects the implementation of the actions during the current cycle.
All monies shown represent carryover funds from 2025-2026. The carryover funds listed are due to the delayed hiring and/or overestimation of salary/benefits for some of the referenced positions.

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

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Goal 6 was the Equity Multiplier Focus Goal for Independence High School (alternative education/independent study, grades 9–12), targeting a 2.5-percentage-point annual gain in graduation rate for English/Multilingual Learner and Low-Income students and a 5-percentage-point annual gain in the College/Career Indicator for English/Multilingual Learner, Hispanic, and Low-Income students — the two areas in which

the site qualified for Equity Multiplier funding in 2024-25. All four actions were fully implemented, but their effectiveness against the goal's measurable targets was limited.

Engagement and graduation supports (Actions 6.1 Mental Health Therapist, 6.2 Campus Assistant, 6.3 Bilingual Family Advocate) were fully implemented but did not improve graduation. They delivered crisis intervention and ongoing therapy, a more stable and welcoming climate, and consistent Spanish-language family outreach, addressing the attendance and participation barriers the site had identified as obstacles to persistence. Those supports did not move the graduation metric (Metric 6.1): the schoolwide rate fell from 90% to 88.4% (-1.6 ppts), the Hispanic rate fell from 92.9% to 87.1% (-5.8 ppts), and the Low-Income rate was essentially flat at 90.5% to 91.4% (+0.9 ppts) — short of the 2.5-ppts-per-year target. English/Multilingual Learner results were suppressed for small cohort size, so progress for the goal's primary target group could not be measured. Against the graduation target, these actions were not effective.

College- and career-readiness support (Action 6.4 CTE Teacher and College/Career Technician) raised participation but did not lift the site out of the lowest performance band. Funded outside the Goal 6 allocation, the part-time CTE teacher and College/Career Technician expanded access to vocational pathways and post-secondary planning, and the participation rates rose: the College/Career Indicator (Metric 6.2) increased from 3.3% to 14% for All Students (+10.7 ppts) and CTE Pathway Completion (Metric 6.3) increased from 3.33% to 14% (+10.7 ppts), with Low-Income completers up +11.4 ppts. The gains did not, however, reach the goal's targets where it mattered most: the increases for the named target groups fell short of the +5-ppts-per-year standard (Hispanic CCI +5.8 ppts and Low-Income CCI +3.9 ppts over two years), the school remained in the "Red" performance level for the schoolwide CCI on the California School Dashboard, and College Credit Completion (Metric 6.4) returned to 0% in Year 2 after a brief uptick. The added exposure did not translate into the post-secondary readiness the goal required.

In sum, the Goal 6 actions were fully implemented and addressed real engagement and safety-net needs at the site, but they were largely ineffective against the goal's measurable targets: graduation declined rather than rising, the College/Career Indicator stayed in the "Red," and college-credit completion remained at zero, even as raw CCI and CTE participation rates increased.

Goal 6 is being discontinued for 2026-27 because Independence High School no longer qualifies for Equity Multiplier funding: with its enrollment now more stable, the site no longer meets the enrollment-instability threshold the eligibility formula requires. That outcome is driven by eligibility, not by the results above. Where the district determines that specific supports remain effective — the mental health therapist, bilingual family advocate, and CTE supports among them — it will pursue alternative ways to fund them for Independence High School's students, and carryover funds from the 2025-26 cycle are already being directed toward this purpose.

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.

Goal 6 is being eliminated for the upcoming 2026-2027 year as Independence High School (IHS) is no longer eligible for the specific Equity Multiplier funds.
However, the following reflects the implementation of the actions during the current cycle.

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
6.1	Mental Health Support	In response to the discrepancy in graduation rate and College and Career Indicator, a mental health therapist is available to support students at Independence High School. 10% of a full-time FTE to support Independence High School students.		No
6.2	Positive School Culture and Climate	In an effort to increase connectedness to school and a sense of relevance and connectedness on campus, IHS will have a 6 hour campus assistant to provide ongoing support and presence to students for on-campus instruction. The campus assistant is a continual and welcoming presence to students upon arriving at school.		No
6.3	Bilingual Support for Students and Families	Bilingual Family Advocate will provide frequent check-ins, one-on-one student support, communicates with parents, and connect students/parents with resources to improve attendance rates and graduation rates negatively impacting our target metrics of graduation percentage and CCI scores. (Specifically, the bilingual family advocate will address transportation issues, bus passes, clothing vouchers, medical referrals, and connect with SARB resources. Bilingual paraeducator will support all students including English Learners with academic support for IHS classes online and in-person.		No
6.4	Access to Career Technical Education	Part-time CTE teacher to create and expand access to a Health Care CTE pathway to improve CCI for all students at Independence High School. College and Career Technician to support with FAFSA, college and career trips and goal setting.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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.

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Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
8		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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

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Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
9		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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.

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Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
10		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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.

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Actions

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$17,609,894	$1,743,491

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
24.550%	13.229%	$8,900,075.94	37.779%

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:** Social Emotional Support **Need:** The metric section for Goal 1, Action 1 demonstrates that our students feel connected in the elementary grades and the feeling of connectedness to school decreases as students progress through junior high and then high school.	District-wide data analysis reveals significant discrepancies in student outcomes and performance metrics for our Low-Income students, Foster Youth, English/Multilingual Learners, and Long-Term English Learners (LTEL) when compared to the 'All Students' group. Specifically, CA School Dashboard and internal Aeries data indicate that chronic absenteeism rates for Homeless Youth, Foster Youth, and Low-Income students remain higher than state averages.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8 Attendance rate; Chronic Absenteeism rate; parent engagement through volunteerism, meeting attendance, conference attendance, Parent University attendance, and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	A needs assessments revealed that parents and staff feel that motivation is a factor in student connectedness and performance in school. As part of the needs assessment, PRJUSD examined the root causes of the connectedness issue particularly as students progress through the secondary grades. Access to counseling is a continued area for further support from both a social-emotional and academic lens. Data post-covid indicates continued discrepancy in the chronic absenteeism indicator for foster youth as compared to other subgroups. Counselors and site teams will monitor the attendance and connect with foster-identified students to understand needs and reduce barriers to school. District Attendance and chronic absenteeism rates are reference in Metric 1.1 above with disaggregated data. See also: Engaging Educational Partners, Reflections, and Metrics sections. **Scope:** LEA-wide	To address these disparities, PRJUSD provides comprehensive counseling and mental health services. This team—comprised of 3.5 elementary counselors, 1.5 mental health specialists, and two wellness room counselors—provides the necessary interventions to improve achievement outcomes while decreasing suspension and chronic absenteeism rates. Elementary counselors work in collaboration with school psychologists, family advocates, and site staff to promote positive behavior and assist families in resolving underlying needs that impact attendance. Feedback from parents and educational partners emphasizes a critical need for increased school connectedness and student motivation. While these services are targeted to close the achievement gap for unduplicated pupils, the action is implemented on an LEA-wide basis, as fostering a supportive and inclusive school climate is a district-wide priority. We anticipate that increased access to these support programs will reduce behavioral incidents and significantly improve attendance and engagement rates across all sites.	event attendance, especially among English Learners (ELs), Students with Disabilities (SWD), students who are Socioeconomically Disadvantaged (SED), and foster and unhoused youth; Social Emotional Learning (SEL) screener results; Healthy Kids Survey results; local survey results; and suspension rates and expulsion rates
1.2	**Action:** Staff Training and Coaching to Meet the Needs of English Learners, Long-Term	Based on the identified needs of our English/Multilingual Learners, Low-Income students, and Foster Youth, PRJUSD will coordinate targeted, data-driven professional	1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8

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
	English Learners, Low Income and Foster Youth **Need:** In response to staff and student survey data, PRJUSD will prioritize professional learning focused on the specific needs of unduplicated student groups. This action includes refined training in Tier 1 instructional best practices and the expansion of Professional Learning Community (PLC) capacity to support students experiencing homelessness, trauma, or dual-identification, as well as English Learners and newcomers. Data above in metric 1.2, 1.2 and 1.6 provides disaggregation of student groups for attendance, chronic absenteeism and student survey data in identifying this need. See also: Engaging Educational Partners, Reflections, and Metrics sections. **Scope:**	development for certificated staff. This action is designed to increase staff capacity to address the unique academic and socio-emotional requirements of unduplicated student populations through Tier 1 instructional practices and differentiated support frameworks. While primarily intended to support unduplicated students, this action will be implemented on an LEA-wide basis. We believe that cultivating a welcoming and inclusive district culture—where staff are universally equipped to support students experiencing trauma, homelessness, or dual-identification—is a systemic necessity. We anticipate that this comprehensive training will result in improved performance outcomes in English Language Arts (ELA) and Mathematics achievement metrics, as well as increased Graduation Rates.	Attendance rate; Chronic Absenteeism rate; Social Emotional Learning (SEL) screener results; Healthy Kids Survey results; local survey results; suspension rates; expulsion rates and student achievement data Additionally we will use feedback from staff surveys and advisory committee surveys to determine if this increased training of staff has led to increased meeting to the unique needs of English Learner, low-income and foster youth
1.3	**Action:** Parent Connectedness to School **Need:** Over 60% of the PRJUSD enrollment is Latino with over 20% English Learners. We acknowledge the importance of student and parent connectedness to school and the positive correlation of these factors to student success. Several of the feedback groups referenced in the educational partners section	Based on parent engagement surveys and direct input from parent advisory committees, PRJUSD will implement expanded parent education and outreach initiatives. These efforts are designed to improve school connectedness and strengthen the educational partnership between the district and the families of our English/Multilingual Learners, Low-Income students, and Foster Youth. Recognizing that parent involvement is a primary driver of student motivation and success, these	1.3, 1.5 Parent engagement through volunteerism, meeting attendance, conference attendance, Parent University attendance, and event attendance, especially among English Learners (ELs), Students with

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
	of the plan summary reference the importance of bilingual staff to support students and families. % of students with a caring adult at school: 80.0% (1,327 students) in grades 4-12 report sometimes or always having a caring adult on campus. 88.8% (1,472 students) in grades 4-12 sometimes or always feel physically safe at school. 83.8% (1,389 students) in grades 4-12 feel sometimes or always connected to school. ******* 77.9% of students in grades 6-8 report sometimes or always having a caring adult on campus. 87.4% of students in grades 6-8 sometimes or always feel physically safe at school. 83.5% of students in grades 6-8 feel sometimes or always connected to school. ******* 79.9% (1,154 students) of students in grades 6-12 report sometimes or always having a caring adult on campus.	actions aim to bridge the gap between home and school environments. The necessity of this action is supported by a 2019 American Psychological Association (APA) meta-analysis of 448 independent studies, which concluded that active parental involvement correlates directly with higher academic achievement, increased school engagement, and stronger student motivation. By intentionally inviting families to participate as partners in their child's education, PRJUSD anticipates significant improvements in attendance rates, academic performance, and overall perceptions of school connectedness as reflected in our local climate surveys. This increased outreach is essential to ensuring our unduplicated student populations receive the comprehensive support system necessary for long-term success.	Disabilities (SWD), students who are Socioeconomically Disadvantaged (SED), and foster and unhoused youth Healthy Kids Survey results

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
	88.9% (1,283 students) of students in grades 6-12 sometimes or always feel physically safe at school. 83.9% (1,212 students) of students in grades 6-12 feel sometimes or always connected to school. ******* Among students in grades 9-12, 81.2% say they sometimes or always have a caring adult on campus. 89.7% report sometimes or always feeling physically safe at school. 84.2% feel sometimes or always connected to school. Data Source: Local Survey Winter (2025-2026) See also: Engaging Educational Partners, Reflections, and Metrics sections. **Scope:** LEA-wide		
1.4	**Action:** Basic Needs for Students Experiencing Homelessness, English Learners, Low-Income and Foster Youth **Need:**	In an effort to remove barriers to student learning, this action is being implemented on an LEA-wide basis. With a focus of ensuring access to school, the LEA provides bus passes, hygiene products, school supplies, backpacks, to ensure basic needs for school are met. In addition, hotspots for wifi	1.1, 1.2, 2.5, 2.6, 2.7, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 Through the Parent Advisory Committee, DELAC and Community

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
	Educational Partner Engagement and Student Advocacy At Paso Robles High School (PRHS), student advocacy—driven by peer surveys—transitioned from a two-lunch model to a single-lunch period. This shift was designed to increase school connectedness by ensuring equitable access to clubs and peer collaboration, which were previously fragmented across two periods. Support for High-Need Populations This focus on campus climate and basic needs is particularly vital at our high-needs sites. The Georgia Brown Dual Immersion (GBDI) program, currently expanding to a TK-8 model, serves a population that is nearly 75% unduplicated. Similarly, Glen Speck, a designated Community School, serves a population where over 80% of students are identified as English/Multilingual Learners, Low-Income, or Foster Youth. At these sites, universal access to on-campus meals is a fundamental component of student wellness and a primary driver of consistent attendance. Attendance and Engagement Data Analysis While PRJUSD has demonstrated incremental progress in attendance metrics, longitudinal data identifies a continued need for targeted focus. K-12 District Attendance Rates (2024–2025): The district average of 92.2% is outpaced by disparities among unduplicated groups, including English/Multilingual Learners (92%),	connectivity at home ensure access to digital based core and supplemental curriculum for homework and supplemental school programs. With nearly 68% of students identified as English Learner, low-income, or foster in the LEA, this indicates a significant number of students with unique circumstances or challenges which may impact their education. This action is designed to remove barriers to learning including transportation, basic school supplies, and digital access. This action directly impacts student achievement outcomes because we acknowledge that students need to be at school, with school supplies and basic needs met in order to be ready to learn.	Schools Steering Committee work, we have identified transportation and basic needs as a barrier to school attendance. Therefore, we acknowledge that this is an area for improved service to our English/Multilingual Learner, low-income and foster families.

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
	Foster Youth (91.8%), and Low-Income students (91.5%). Chronic Absenteeism (K-8) 2025 Dashboard Data: Evaluation of Metric 1.2 shows significant achievement gaps. While the 'All Students' rate is 20.1%, rates remain disproportionately high for English/Multilingual Learners (23.3%), Low-Income students (23.5%), and Foster Youth (31.6%). Connection to Achievement and Basic Needs Achievement data for Homeless Youth and unduplicated students continues to demonstrate significant disparities compared to the 'All Students' group (see Metrics 2.5, 2.6, 4.3, and 4.4). Furthermore, input from surveys and the Community School Steering Committee confirms that basic needs—specifically transportation and food security—directly impact student attendance. Consequently, these actions are principally directed toward our English/Multilingual Learners, Low-Income students, and Foster Youth to ensure that fundamental barriers to learning are removed. See also: Engaging Educational Partners, Reflections, and Metrics sections. **Scope:** LEA-wide		
1.5	**Action:** Connectivity to School Including Enrichment and Afterschool Sports	Based on a longitudinal analysis of attendance data and feedback from our Educational Partners, PRJUSD continues to prioritize the extension of	1.1, 1.3

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
	Need: Survey data indicates that student connectedness to school is an ongoing area of focus. Based on the 2026 LCAP survey results, 66% of parents report that their child always has at least one caring adult at school to rely on during challenging times, which is a strong indicator of feeling connected to school. An additional 27% of parents say this is true sometimes, while only 6% report that their child rarely or never has such a connection. Overall, the vast majority of parents perceive their children as having a meaningful connection to school, with nearly all respondents indicating at least some level of support and connectedness for their child. Extracurricular programs and afterschool sports provide access to enrichment programs and activities that unduplicated students may not have access to otherwise. The community feedback toward the LCAP development indicates interest in increased efforts particularly at the elementary and middle school levels. See also: Engaging Educational Partners, Reflections, and Metrics sections. **Scope:**	school supports and enrichment beyond the regular instructional day. Data from the 2024–2025 and 2025–2026 school years, as detailed in the metrics section of this LCAP, demonstrates a significant increase in both access to and participation in the Expanded Learning Opportunities Program (ELOP) and After School Education and Safety (ASES) programs. This expansion is a direct response to the identified needs of our English/Multilingual Learners, Low-Income students, and Foster Youth, who may otherwise lack access to the extracurricular opportunities critical for developing healthy lifestyles and strong school connectedness. By providing K-8 after-school materials, transportation, and specialized leadership release periods at PRHS, the district ensures that these enriching programs are accessible to our most vulnerable populations. We anticipate that the continued growth in participation documented between 2024 and 2026 will lead to further improvements in school connectedness and a sustained decrease in behavioral incidents and suspension rates for English/Multilingual Learners, Low-Income, and Foster Youth. The mentorship and character-building lessons provided through these programs—and the sports and enrichment activities they support—are essential to improving overall student outcomes by providing equitable opportunities for all.	PRJUSD continuously evaluates Educational Partner feedback and disaggregated participation data to ensure programs are successfully reaching English/Multilingual Learners, Low-Income students, and Foster Youth. This data-driven monitoring allows for real-time adjustments to ensure services remain principally directed toward our intended student populations.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
1.6	**Action:** Student Mentorship and Support for English Learners, Long-Term English Learners, Low-Income and Foster Youth **Need:** Analysis of the 2025 California School Dashboard identifies Foster Youth in the 'Red' indicator for Chronic Absenteeism, with English/Multilingual Learners, Homeless Youth, and Students with Disabilities in the 'Red' for Graduation Rate. Low-Income students performed in the 'Orange' for Graduation Rate. Despite these performance gaps, 2024–2025 local attendance data shows positive growth across all unduplicated groups. English/Multilingual Learners reached 92.88%, Low-Income students reached 92.28%, and Foster Youth showed the strongest gains, increasing 2.83 percentage points to 90.03%. Feedback from our Educational Partners emphasizes that fostering caring adult relationships and mentorship is critical to sustaining this momentum and increasing school connectedness for these priority populations. See also: Engaging Educational Partners, Reflections, and Metrics sections. **Scope:**	PRJUSD will implement targeted mentorship through a multi-tiered system of support, focusing on peer-to-peer mentoring, self-regulation, and social-emotional development. Analysis of the 2025 California School Dashboard reveals that while 2024–2025 local attendance data shows significant growth—specifically a 2.83 percentage point increase for Foster Youth—this group remains in the 'Red' indicator for Chronic Absenteeism. Furthermore, English/Multilingual Learners and Homeless Youth are in the 'Red' for Graduation Rate, while Low-Income students performed in the 'Orange.' Feedback from our Educational Partners confirms that these unduplicated populations require intensified mentorship to remove barriers to engagement. We anticipate that these interventions will sustain our positive attendance trajectory and improve graduation outcomes by addressing the performance discrepancies between these subgroups and the 'All Students' population.	1.7 , 1.8, 1.2, 2.12 PRJUSD continuously evaluates Educational Partner feedback and disaggregated participation data to ensure programs are successfully reaching English/Multilingual Learners, Low-Income students, and Foster Youth. This data-driven monitoring allows for real-time adjustments to ensure services remain principally directed toward our intended student populations.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
1.7	**Action:** Community School Support **Need:** PIQE Participation 2024-2025 Survey Results (LCAP Survey; 157 responses): 71.3% of parents reported their child feels connected to school 88.5% of parents reported their child has at least one caring adult they can go to at school Georgia Brown (Total EL students: 231, Total EL families: 194) (71) 37% of EL families participated (56) 79% of participants graduated Lewis Flamson Jr. High (Total EL students: 180, Total EL families: 174) (73) 42% of EL families participated (54) 74 % of participants graduated Community School Participation: 249 of 451 (55%) parent survey responses. However, 349 unique households. So, 71% survey participation. DATA SOURCE Local Parent Surveys; PIQE Reports; Aeries Participation of Low-income, English learner, and foster youth families at Glen Speck is an		1.2, 1.3, 1.7 for Glen Speck Elementary PRJUSD continuously evaluates Educational Partner feedback and disaggregated participation data to ensure programs are successfully reaching English/Multilingual Learners, Low-Income students, and Foster Youth. This data-driven monitoring allows for real-time adjustments to ensure services remain principally directed toward our intended student populations.

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
	area for growth particularly given the requirements for engagement at a community school. As the highest-poverty school in the district and a Community Schools grant recipient, Glen Speck faces unique challenges in engaging families who work nontraditional hours, speak languages other than English, or lack reliable transportation. Additionally, while the participation rate is essential to an effective community school, having on-campus locations to bring students and families together is an important necessity. **Scope:** Schoolwide		
1.8	**Action:** School Facilities With Extended Day and Enrichment Opportunities **Need:** The 2025–2026 Facility Inspection Tool (FIT) data reflects a strong district-wide commitment to high-quality learning environments, with a District Average FIT Score of 94.14%. Site-specific analysis shows that the majority of schools maintain a "Good" or "Exemplary" status, led by Glen Speck at 98.40% and Marie Bauer ECEC at 96.20%. High-performing sites also include Independence High/PRISC (95.86%), Virginia	Research consistently demonstrates that well-maintained school facilities are a fundamental component of student success. As noted in the Expert Report of Glen I. Earthman, there is a "strong positive relationship between overall building conditions and student achievement," a finding supported by Cash and Twilford (2009), who concluded that the cumulative condition of a school facility relates directly to student outcomes. To support these outcomes, PRJUSD has expanded Expanded Learning Opportunities Program (ELOP) and After School Education and Safety (ASES) offerings district-wide. These programs ensure that English/Multilingual Learners, Low-Income students, and Foster Youth have equitable access to the enrichment and	1.10 PRJUSD continuously evaluates Educational Partner feedback and disaggregated participation data to ensure programs are successfully reaching English/Multilingual Learners, Low-Income students, and Foster Youth. This data-driven monitoring allows for real-time adjustments to ensure services remain principally directed toward

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	Peterson (96.00%), and Pat Butler (95.46%). While Lewis Flamson Junior High (94.80%), Kermit King (93.53%), Winifred Pifer (93.38%), and Georgia Brown (92.71%) reflect solid facility standards, PRHS (91.23%) and Liberty High (84.85%) have been identified as priority areas for ongoing facility improvements to ensure all students have access to clean, safe, and functional grounds. Feedback from our Educational Partners reinforces the importance of these environments in fostering school connectedness. When combining all positive responses ('Mostly yes', 'Somewhat', and 'Yes, definitely'), 82.5% of high school students and 77.7% of middle school students feel their school facilities are clean, organized, welcoming, and conducive to learning. This highlights a strong majority of students at both levels reporting positive perceptions of their school environments. Beyond physical facilities, PRJUSD continues to see growth in ELOP and ASES participation. **Scope:** LEA-wide	academic supports necessary for school connectedness and achievement. 2025–2026 Facility and Engagement Data: Facility Conditions: Current 2025–2026 FIT data shows a District Average of 94.14%. While the majority of sites, such as Glen Speck (98.40%) and Marie Bauer ECEC (96.20%), maintain high standards, Liberty High (84.85%) and PRHS (91.23%) remain priority areas for improvement. Workload and Capacity: Feedback from our Educational Partners—specifically classified and certificated staff—indicates that while the expansion of services for English/Multilingual Learners, Low-Income, and Foster Youth is vital, it has significantly increased staff workload. Addressing these capacity needs is essential to maintaining the quality and quantity of support provided to students. Anticipated Outcomes: The district aims to sustain and increase FIT scores across all sites, ensuring every campus achieves a "Good" or "Exemplary" rating. By improving the physical environment and addressing staff capacity, we anticipate higher scores on Educational Partner surveys regarding campus safety and cleanliness, ultimately leading to improved academic and engagement outcomes for our unduplicated student populations.	our intended student populations.
1.9	**Action:** Behavior Support and Safe, Inclusive Learning Environment	An comprehensive MTSS system includes support for academics, behavior and social-emotional wellness. This action is administered on an LEA-wide basis to provide support to sites in a manner	1.7, 1.2 PRJUSD continuously evaluates Educational

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	Need: Higher suspension rates and chronic absenteeism rates at our schools with higher enrollment of low SES and Students with disabilities. Many of our students are dual-identified students. Suspension Rate (2025-04-30), Total: 2.8%, EL: 4.1%, Low Socio: 3.33%, Foster: 2.9%, African American: 17.9% Chronic Absenteeism Rate (K-8) 2023-24 Data All students: 20.1% English Learners: 23.3% Low Socioeconomic: 23.5% Foster youth: 31.6% Pupil Expulsion Rate: All Students: 0.07% English Learners: 0.15% Low Socioeconomic: 0.09% Foster youth: 0% Of those Expelled: EL's:40% (60% RFEP) Low SES: 80% Foster: 0% Student connectedness data directly correlates with decreased behavior at school. Staff survey data indicates that staff feel 56% of students are connected to school in some	which reflects the proportionality of unduplicated student needs. Data shows higher incidence of chronic absenteeism and suspension within our English learners, low income and foster youth subgroups and, therefore, we are strategically addressing this through a tiered support. the anticipated outcome is a reduction in suspension, chronic absenteeism and exclusion for English learners, low income and foster youth	Partner feedback and disaggregated participation data to ensure programs are successfully reaching English/Multilingual Learners, Low-Income students, and Foster Youth. This data-driven monitoring allows for real-time adjustments to ensure services remain principally directed toward our intended student populations.

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	form. Some of the feedback indicates challenges for English Learners to connect to school due to language barriers. Additionally, 71% of staff who responded to the survey indicated that they are concerned about their students' social-emotional health. Increased staff support will enhance opportunities for connectedness and feeling of safety on campus. The implementation of the Phone-Free Act is an identified need which greatly impacts our school sites. Student, staff and parent surveys demonstrate the impact of phones on the learning in the classroom. LREBG funds will be used to implement the integrated supports of Yondr bags at the junior high level for all students. This is the grade range where we see the greatest need related to connectedness and suspensions. See also: Engaging Educational Partners, Reflections, and Metrics sections. **Scope:** LEA-wide		
1.10	**Action:** Positive School Culture and Climate **Need:** Based on local survey data from the 2025–2026 school year, student connection remains highest at the primary level, with a notable increase in positive sentiment across	Based on the results of student survey, CA Healthy Kids survey, suspension and expulsion, it was determined that additional support was need for our low income students, many of whom are English learner. Establishing a positive school culture and climate lays the foundation for a healthy and welcoming learning environment. This is an LEA-wide action to implement and support schoolwide PBIS, attendance efforts, and	1.4, 1.5 PRJUSD continuously evaluates Educational Partner feedback and disaggregated participation data to ensure programs are successfully reaching

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	secondary grades compared to the previous year. Student Group Grades K–2 Grades 3–5 Grades 6–12 All Students 94.1% 82.3% 71.8% English/Multilingual Learners 95.2% 84.6% 71.5% Low-Income (SES) 93.8% 82.5% 71.5% Homeless 94.2% 83.1% 72.9% Foster Youth 96.0% 89.1% 87.2% Pupil Suspension & Expulsion Rates (Year 2 Outcomes)	discipline support systems with higher levels of support at our schools with higher enrollment of English learners and low income students. The anticipated outcome is an increase in feeling about school and a decrease in the suspension and expulsion rate.	English/Multilingual Learners, Low-Income students, and Foster Youth. This data-driven monitoring allows for real-time adjustments to ensure services remain principally directed toward our intended student populations.

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	The district has seen a significant decrease in suspension rates, particularly among high-needs student groups, as of the reporting period ending March 26, 2026. Student Group Suspension Rate (2025-26) All Students 1.3% 0.05% English/Multilingual Learners 1.4% 0.12% L ow-Income (SES) 1.5% 0.07% Foster Youth 15.0%* 0.00% African American 3.6% Pupil Expulsion Rate (2025-26) 1 student (a Foster Youth) was expelled during the 2025-2026 school year *Note: The Foster Youth suspension rate reflects a 3 percentage point increase from the baseline, despite representing a small number of students (4 out of 26).		

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	Expulsion Demographics & Analysis Of the students who underwent expulsion proceedings during the 2025–2026 year, the demographic breakdown highlights continued disparities for socioeconomically disadvantaged and Foster Youth. See also: Engaging Educational Partners, Reflections, and Metrics sections. **Scope:** LEA-wide		
1.11	**Action:** Transportation Support **Need:** Based on the 2026–2027 draft LCAP, the attendance and chronic absenteeism metrics have been updated to reflect the 2024–2025 Year 2 outcomes. Additionally, the district has identified specific transportation challenges through its Educational Partner engagement. Updated Attendance and Engagement Metrics (2024–2025) The district has seen consistent growth in attendance rates across nearly all student groups since the 2022–2023 baseline. District Attendance Rate (K-12) All Students 92.77% English/Multilingual Learners 92.88%	This is an LEA-wide action based upon the demonstrated need in attendance and chronic absenteeism data for English learners, low income and foster youth outlined in the needs section. Dependent upon the availability of bus drivers, this action provides access to/from tutoring and enrichment opportunities on campuses.	1.11, 1.12 In addition to Attendance and Chronic Absenteeism rates, we use ridership data to determine the impact of this action.

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	Low-Income 92.28% Foster Youth 90.03% Chronic Absenteeism Rate (K-8) All Students 20.5% English/Multilingual Learners 24.4% Low-Income 23.8% Foster Youth 25.8% Progress Note: Foster Youth showed the most significant growth in attendance, with a 2.83 percentage point increase from the baseline. Additionally, their chronic absenteeism rate saw a dramatic decrease of 25.8 percentage points since the 2022–2023 school year. Addressing Barriers to Attendance: Transportation Feedback from Educational Partners—including the Parent Advisory Committee, DELAC, and others—has identified transportation and basic needs as persistent barriers to regular school attendance. Community School Insights: At sites with a high enrollment of English/Multilingual Learners, Low-Income students, and Foster		

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	Youth, transportation has contined to be somewhat of a hurdle. District Commitment: To remove these barriers, PRJUSD provides increased and improved bus service, bus passes and more. This increased support has clearly made a positive impact. See also: Engaging Educational Partners, Reflections, and Metrics sections. **Scope:** LEA-wide		
1.12	**Action:** Drug, Alcohol and Trama Informed Practice **Need:** Research confirms a significantly higher incidence of trauma among unduplicated student populations, which often creates complex barriers to academic engagement and school connectedness. To address these systemic challenges, PRJUSD is investing in specialized consulted support to assist staff in cultivating a positive school climate and implementing evidence-based strategies to help students overcome trauma. Strategic Staffing and Specialized Intervention: Climate and Trauma Consultancy: The district has secured expert consultation to work directly with staff across K–12 sites. This role is critical in providing the professional development and site-level coaching	Targeted efforts related to mentoring of students in a tiered intervention response effort focused on the use of drugs and alcohol as well as trauma invested practices. This school-wide intervention is part of system of supports for students and our data indicates that English learners, low income and foster youth have a high incidence of trauma as compared to other groups. This Tier 3 intervention will support identified students with support to improve attendance and reduce suspension and expulsions	1.7, 1.4, 1.5 Additionally we will review participation data and climate data associated with students who participate in this action

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	necessary to shift toward trauma-invested practices. By equipping staff with these skills, the district aims to improve the "Feelings About School" metrics, which currently show a need for increased connection at the secondary level (71.8% for All Students). Secondary Substance Abuse & Mental Health: Local data from Paso Robles High School continues to identify drug-related infractions as a primary disciplinary concern. To address this, the district provides contracted drug and alcohol intervention services. This specialized support is integrated with the work of a new high school Deputy Principal, who will work in tandem with the counseling team to manage intensive social-emotional and mental health needs. Counseling Realignment: As the district transitions its counseling model—moving from six elementary counselors to fewer and incorporating two mental health trainees—the role of external consultation becomes vital in ensuring staff maintain the capacity to support our English/Multilingual Learners, Low-Income students, and Foster Youth. Anticipated Outcomes: Through this blend of expert consultation and targeted administrative support, PRJUSD expects to see a reduction in the "Red" and "Orange" indicators for Chronic Absenteeism and Graduation Rates on the CA School Dashboard. By fostering a more positive school climate and directly addressing student		

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	trauma, we aim to sustain the recent 2.83 percentage point attendance gain seen among Foster Youth and improve overall student wellness and engagement. See also: Engaging Educational Partners, Reflections, and Metrics sections. **Scope:** Schoolwide		
1.14	**Action:** PE Paraeducators **Need:** Based on an analysis of student engagement, school climate surveys, and localized student wellness diagnostics, our unduplicated student populations (English Learners, Low-Income, and Foster/Homeless youth) demonstrate a critical, data-driven need for enhanced adult support, visibility, and intentional relationship-building to foster deep school connectedness and active participation. Our district's Winter (2025–2026) Local Survey results indicate that district-wide, only 80.0% of students in grades 4–12 report feeling that they 'sometimes' or 'always' have a caring adult on campus, leaving a notable 20% margin of students feeling a lack of consistent, supportive adult presence. While parent perspectives remain high—with 94% believing their child has at least one caring adult at school—our internal student diagnostics reveal a starkly contrasting developmental trend.	By strategically assigning itinerant paraeducators to travel alongside our itinerant PE specialists, we are lowering the student-to-adult ratio during a critical instructional window. This targeted intervention ensures that unduplicated elementary pupils receive immediate social-emotional scaffolding, direct communicative proximity, and individualized behavioral coaching. The continuous, stabilizing presence of a familiar paraeducator traveling across their spaces builds an immediate bridge of trust—directly combating the '4th-grade slide' by elevating student safety, active physical participation, and measurable school connectedness.	1.4, 1.5, 1.6

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	Specifically, tracking via the California Healthy Kids Survey (CHKS) and the PASS Universal Screener establishes a significant performance pattern where student-reported connectivity, school attachment, and sense of belonging begin a distinct academic and emotional slide or decline starting exactly in the 4th grade and extending through the secondary years. This drop is further illuminated when examining elementary cohorts within the PASS Universal Screener data for 'Feelings About School'. While K–2nd grade students report a 93.2% positive baseline, that score drops sharply to an 82.3% positive average for 3rd–5th-grade students overall. When disaggregated for our unduplicated groups, the vulnerability is magnified: low-income (SES) 3rd–5th graders drop even lower to 80.7% positive, and elementary English Learners track at 82.6%. Because our elementary Physical Education (PE) program relies on itinerant teachers who must rotate across multiple school campuses, building deep, consistent, and organic daily rapport with these at-risk students proves structurally challenging. This logistical framework inherently creates high student-to-adult ratios in dynamic, fast-moving, outdoor environments. These non-traditional settings are exactly where vulnerable or language-bound students are most likely to emotionally disengage, experience social isolation, or		

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	present behavioral self-regulation challenges due to a lack of immediate, localized feedback. Educational partner feedback confirms that establishing steady, caring adult relationships is paramount to correcting these negative trends and sustaining our positive attendance trajectory. Furthermore, a 2019 American Psychological Association (APA) meta-analysis underscores that active relationship-building and targeted adult interventions correlate directly with higher academic achievement, increased school engagement, and stronger student motivation. By strategically assigning itinerant paraeducators to travel alongside our itinerant PE specialists, we are lowering the student-to-adult ratio during a critical instructional window. This targeted intervention ensures that unduplicated elementary pupils receive immediate social-emotional scaffolding, direct communicative proximity, and individualized behavioral coaching. The continuous, stabilizing presence of a familiar paraeducator traveling across their spaces builds an immediate bridge of trust—directly combating the '4th-grade slide' by elevating student safety, active physical participation, and measurable school connectedness. **Scope:** Schoolwide		

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2.1	**Action:** Secondary Academic and Counseling Support and Mentorship **Need:** 2024-2025 A-G Completion Rate: All Students: 17.3% English Learners: 3.0% Low-SES: 12.5% Foster: Not Reported Homeless: 5.4% SWD: 3.2% Hispanic: 10.6% White: 28.4% Source: CA Schools Dashboard Comparison & Trends While the 2023-2024 data (labeled "Year 1 Outcome") showed slow but positive movement, the 2024-2025 data ("Year 2 Outcome") reflects a downward trend in completion rates. Significant Decrease: Completion for "All Students" dropped from 21.3% in 2023-2024 to 17.3% in 2024-2025. Student Group Impact: The rate for Hispanic students fell from 15% to 10.6%, and the rate for Low-SES students fell from 15.6% to 12.5%.	Our current data indicate that English learners and low income students complete A-G requirements at a much lower rate than other subgroups. The shift in our counseling model is hoped to improve student outcomes.	2.1, 2.2, 2.5, 2.6, 2.7, 2.12, 1.4 Additionally student, parent and staff surveys are used to determine how a shift in counselor support may work to improve A-G and graduation completion.

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	Small Gain: English Learners saw a slight increase, moving from 2.3% in the prior year to 3.0% in 2024-2025. Strategic Response for 2026-2027 Due to these rates remaining significantly lower for high-needs student groups, the district has identified several targeted actions: Secondary Counseling: Maintaining 3.33 High School Counselors and a College and Career Assessment Program to support A-G progress. Expanded Course Offerings: For 2024/2025, the district expanded to 51 CTE courses across 15 pathways, including 37 A-G approved courses. Mentorship: Implementation of a PEER elective and a Tier 1 mentoring program to improve student motivation and graduation track consistency 2024-2025 Graduation Rate: All Students: 86.4% English Learners: 74.4% Low-SES (Socioeconomically Disadvantaged): 84.8% Foster: 51.7% Homeless: 75.0% SWD (Students with Disabilities): 73.5% Hispanic: 83.9% White: 89.1%		

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	Key Trends in the 2024-2025 Data: California's statewide graduation rate reached a record high of 87.5% in 2025. The San Luis Obispo COE (86.4%) performed slightly below the state average, which is typical for County Offices of Education that primarily serves high-need and alternative education student populations. Significant Improvement: English Learners saw a notable increase in graduation rates compared to the previous reporting cycle, rising from roughly 70% to 74.4%. (However, the graduation rate of English Learners is still a concern, requiring continued focus.) Areas for Focus: The Foster Youth graduation rate remains a critical area of concern at 51.7%, significantly lower than other student groups, triggering additional "Differentiated Assistance" support requirements under California’s accountability system. Updated survey results show that parents strongly prioritize college counseling and guidance (62.8%), career exploration and job shadowing (62.0%), and dual enrollment courses (59.6%) as the most important supports for college and career readiness. Financial aid and work-based learning opportunities are also highly valued. These findings highlight a continued need for academic counseling, career guidance, and real-world learning experiences to support student success after high school.		

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	See also: Engaging Educational Partners, Reflections, and Metrics sections. **Scope:** Schoolwide		
2.2	**Action:** Advancement for Individual Determination (AVID 7-12) **Need:** 2024-2025 Graduation Rate: All Students: 86.4% English Learners: 74.4% Low-SES (Socioeconomically Disadvantaged): 84.8% Foster: 51.7% Homeless: 75.0% SWD (Students with Disabilities): 73.5% Hispanic: 83.9% White: 89.1% Key Trends in the 2024-2025 Data: California's statewide graduation rate reached a record high of 87.5% in 2025. The San Luis Obispo COE (86.4%) performed slightly below the state average, which is typical for County Offices of Education that primarily serves high-need and alternative education student populations. Significant Improvement: English Learners saw a notable increase in graduation rates	Based on the identified needs of our English/Multilingual Learners, Low-Income students, and Foster Youth, the district will continue to provide Advancement via Individual Determination (AVID) courses. This action is strategically designed to address persistent performance gaps in college and career readiness and graduation rates identified on the CA School Dashboard. Strategic Justification and Data-Driven Needs: Identified Disparities: Local data from the 2024–2025 school year highlights significant discrepancies in the College and Career Indicator (CCI); while 41% of "All Students" were identified as "Prepared," only 10.3% of English/Multilingual Learners and 34.5% of Low-Income students met this threshold. Targeted Support: AVID serves as a critical intervention for first-generation college-going students by providing specialized funding for elective classes, intensive staff training, and organized university visitation trips. These resources are principally directed toward helping our most vulnerable student groups navigate A-G requirements and CTE pathways.	2.12, 2.5, 2.6, 2.7 We will also seek feedback from AVID students and staff regarding the support received from the AVID programs.

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	compared to the previous reporting cycle, rising from roughly 70% to 74.4%. (However, the graduation rate of English Learners is still a concern, requiring continued focus.) Areas for Focus: The Foster Youth graduation rate remains a critical area of concern at 51.7%, significantly lower than other student groups, triggering additional "Differentiated Assistance" support requirements under California's accountability system. Educational partner feedback indicates a need for increased support to students in high school to support improved student outcomes. See also Engaging Educational Partners and Metrics section **Scope:** LEA-wide	Anticipated Outcomes: We anticipate that these strategies will lead to sustained improvements in postsecondary readiness and college attendance. Recent outcomes already show positive movement, such as a notable increase in the English/Multilingual Learner graduation rate, which rose from approximately 70% to 74.4% in the most recent reporting cycle. LEA-Wide Implementation: While this action is principally directed to meet the needs of unduplicated student groups, it is provided on an LEA-wide basis. Fostering a college-bound culture and providing equal access to postsecondary opportunities benefits the entire student body, improving overall educational outcomes and ensuring that every student is valued, empowered, and ready to thrive.	
2.3	**Action:** Algebra 1 Math Support **Need:** While Paso Robles High School saw an increase of 4.1 percentage points on CAASPP in the area of mathematics from baseline to 2025, in 2025, Students with Disabilities were in the Red, English Learners in the Orange, Hispanic and Socioeconomically Disadvantaged students in the Yellow. All others were in the Green or Blue on the CA Dashboard.	Algebra 1 is a barrier to graduation for many students in vulnerable student groups. This schoolwide action provides coaching support for math teachers to implement strategies that engage Students with Disabilities, English Learners, Hispanic students and Socioeconomically Disadvantaged students, for example Universal Design for Learning, ELD strategies (comprehensible input, student discourse with sentence frames, et al).	2.5, 2.6, 2.7, 2.12, 2.13, 2.17 We will also review the pass rate for Algebra I students by subgroup

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	Moreoever, as of April, 2026, the F rate in Algebra 1 at Paso Robles High was 33%. Algebra support continues to be an area of need. A Math/Science Teacher on Special Assignment is included in this action to provide instructional coaching and alignment to the math team and in support of new teachers. **Scope:** Schoolwide		
2.4	**Action:** Junior High ELA and Math Support **Need:** The 2024-2025 CAASPP performance data for Grades 7 and 8 (Junior High), as reported in the "Year 2 Outcome" section of the 2026-2027 LCAP, shows the following proficiency levels: CAASPP Math Performance Data 2024-2025 (Grades 7 & 8) At the junior high level, the district continues to utilize smaller class sizes to facilitate Tier 3 math support and individualized instruction. Grade 7 Proficient (Met/Exceeded): 23.3% Grade 8 Proficient (Met/Exceeded): 25.2%	This schoolwide action will assist students who require additional math support the opportunity to receive more individualized instruction in a smaller class setting. Smaller math class sizes in both 7th and 8th grade prior to high school allow the teacher to provide greater support in preparing students for high school algebra which is required for graduation. In addition, this model of smaller class sizes in lieu of prep classes expands access for all students, particularly our English Learners and Long-term English Learners. The anticipated outcome is an increase on the iReady interim assessment, increase in the performance on the CAASPP ELA and math assessment and a decrease in the number of students who need a two year algebra program in 9th grade.	2.6, 2.17 iReady interim data and staff surveys

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	Subgroup Outcomes (Junior High Site - Lewis Flamson): Significant red indicators and performance disparities at the junior high site specifically for the following groups in Math: English Learners: 0% Exceeded / 2.1% Met Socioeconomically Disadvantaged: 9.2% Exceeded / 13.5% Met Students with Disabilities (SWD): 3.2% Exceeded / 2.6% Met Homeless Students: 3.1% Exceeded / 7.2% Met CAASPP ELA Performance Data 2024-2025 (Grades 7 & 8) Grade 7 Proficient (Met/Exceeded): 41.3% Grade 8 Proficient (Met/Exceeded): 40.9% Student Group Outcomes (Junior High Site - Lewis Flamson): The junior high is identified in the "Red" performance level for ELA for English Learners and Hispanic students. English Learners: 0% Exceeded / 0% Met Socioeconomically Disadvantaged: 17.1% Exceeded / 30.4% Met Students with Disabilities (SWD): 5.2% Exceeded / 8.6% Met Homeless Students: 9.3% Exceeded / 16.5% Met Long-Term English Learners (LTEL): 0% Exceeded / 3.7% Met		

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	Comparison to Elementary Performance The District notes a noticeable "performance dip" as students transition from the TK-6 elementary model into the single Grade 7-8 Junior High model. While 51% of elementary students performed at or near grade level in Reading, that figure aligns more closely with the 41-42% proficiency seen in junior high ELA assessments. Mathematics remains a more acute area of concern, with junior high proficiency roughly 10-15 percentage points lower than elementary averages. Educational Partner & Local Support Update: Parent Concerns: Based on 2026 survey data, academic quality remains a primary focus. For English-speaking parents, the top priorities are reducing class sizes and adding classroom aides or tutors. Spanish-speaking parents specifically requested clearer communication, more translation services, and bilingual family advocates to support English Learners. Strategic Shifts: To address the "Red" indicators on the CA Dashboard for Math and ELA, the district is utilizing unexpended Learning Recovery Emergency Block Grant (LREBG) funds for high-dosage small group tutoring (via Tutor.com and other formats) and specialized credit recovery teachers at the high school level.		

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	Counseling Support: While some elementary counseling positions were reduced to align with the general fund baseline, the district is maintaining targeted counseling at the secondary level and adding a Special Education Coordinator to support Universal Design for Learning (UDL) for dual-identified students. **Scope:** Schoolwide		
2.5	**Action:** College and Career Industry Trips, Awareness, and Education **Need:** 2024-2025 College and Career Indicator on the CA Dashboard: All Students: 41% English Learners: 10.3% Low-SES: 34.5% Foster: Not Reported Homeless: 17.6% SWD: 9.8% Hispanic: 31.7% White: 55.3% 2024-2025 CTE Pathway Completion All Students: 27.2% English Learners: 5.9% Low-SES: 23.9% Foster: Not Reported	The College and Career Indicator demonstrate that English learners, Socioeconomically Disadvantaged students, Students with Disabilities, Hispanic and Homeless students meet college and career readiness and CTE pathway completion at lower rates than other students. Analysis of LCAP surveys, DELAC educational partner feedback, and Aeries data identifies student motivation and opportunity as primary areas for improvement. In response, this schoolwide action provides English Learners and Low-Income students with college and vocational site visits—interventions that have historically proven effective in increasing academic engagement, and other strategies to invite and enhance College and Career awareness and participation.	2.1, 2.12 Additionally we will review feedback from participant survey, participation data and feedback from parents

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	Homeless: 11.8% SWD: 17.0% Hispanic: 18.7% White: 43.7% Exposure to college and career options post high school proves to be an effective mechanism toward inspiring and motivating students. In addition to trips, this includes education and awareness of the opportunities available to students beginning in the elementary grades. Based upon the district CCI measure and input from educational partners, this continues to be an area of focus for our district to engage all students. See also: Engaging Educational Partners, Reflections, and Metrics sections. **Scope:** Schoolwide		
2.7	**Action:** Academic Support for Dual-Identified English Learners and Students with Disabilities **Need:** To address the red indicators on the dashboard related to graduation of SWD as well as the math performance of SWD, English Learners, and Low SES students at the junior high level, the teacher on special assignment	The interim assessment and summative state assessment data indicate a need to improve outcomes for mathematics beginning in the upper elementary grades particularly for our unduplicated students and dual identified students. This LEA-wide position will focus on grades six through nine to strengthen the teaching of foundational skills needed for high school algebra and beyond.	2.6, 2.12 PRJUSD continuously evaluates Educational Partner feedback and disaggregated participation data to ensure programs are successfully reaching English/Multilingual

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	will focus on the barriers impacting unduplicated students as well as dual-identified students to improve success in mathematics and, subsequent, graduation rates. With four parents of SWD on the LCAP Parent Advisory Committee, the input was evident that increased attention and support to our students with disabilities as it relates to staying on-track for graduation and appropriate accommodations to access content was a priority. See also: Engaging Educational Partners, Reflections, and Metrics sections. **Scope:** LEA-wide		Learners, Low-Income students, and Foster Youth. This data-driven monitoring allows for real-time adjustments to ensure services remain principally directed toward our intended student populations.
2.8	**Action:** Extended Support for Students: Afterschool, Summer School, SAT and AP Prep **Need:** PRJUSD continues to address significant performance gaps reflected on the CA School Dashboard, where English/Multilingual Learners, Foster Youth, and Homeless students remain in the "Red" indicator for English Language Arts. Additionally, these three groups, along with Students with Disabilities (SWD), are in the "Red" indicator for Mathematics.	Feedback from our Educational Partners, specifically the parents of English/Multilingual Learners, indicates a significant need for academic support that extends beyond the traditional school day and year. This LEA-wide action addresses these needs through the provision of after-school tutoring, a comprehensive summer school program, and targeted test preparation for SAT and AP exams. While these resources are available to all students to foster a district-wide culture of academic excellence, they are principally directed toward improving outcomes for our English/Multilingual Learners, Low-Income students, and Foster Youth. By removing barriers to high-level test preparation and providing additional instructional time, the	2.2, 2.3, 2.5, 2.6, 2.7 PRJUSD continuously evaluates Educational Partner feedback and disaggregated participation data to ensure programs are successfully reaching English/Multilingual Learners, Low-Income students, and Foster Youth. This data-driven monitoring allows for real-time adjustments to ensure services remain

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	Stakeholder Feedback and Academic Concerns: Parent Perspectives: According to 2026 survey data, 50.6% of parents expressed concern regarding their child's academic progress. Among those concerned, the primary areas of focus were Reading on grade level, Mathematics, and student Motivation. Student Support Needs: Feedback from the Superintendent's Advisory Council at Paso Robles High School highlighted a critical need for after-school and summer support to ensure students stay on track for graduation. Students specifically identified a lack of academic assistance at home as a primary barrier to their success. Targeted Summer and Academic Interventions: To mitigate these barriers, the district utilizes Learning Recovery Emergency Block Grant (LREBG) funds to provide a "Summer Boost" program for 8th-grade students with multiple failed courses. See also: Engaging Educational Partners, Reflections, and Metrics sections. **Scope:** Schoolwide	district aims to close persistent achievement gaps and ensure that our most vulnerable populations are prepared for postsecondary success.	principally directed toward our intended student populations.
2.11	**Action:** Technology/Software Devices **Need:**	Access to technology is crucial for enhancing educational opportunities, especially for English Learners, low-income students and foster youth. Providing these students with the necessary	2.1, 2.5, and 2.6

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	Not all students have access to equitable experiences as it relates to technology and the ability to utilize supplemental programs for academic or language development outside of the school day. **Scope:** LEA-wide	technology tools not only improves their academic performance but is also essential for acquiring key 21st-century skills. To address this need, the district is committed to ensuring that both students and staff are well-equipped with the necessary devices.	
3.2	**Action:** Professional Development for Teachers to Address English Learners and Long-Term English Language Learners **Need:** Data in a variety of metrics across the LCAP plan demonstrate discrepancies in students outcomes for unduplicated students as compared to all students. Regular training for staff on the needs of our unduplicated students is a critical part of improving outcomes, particularly as our % of unduplicated students has increased every year. See also: Engaging Educational Partners, Reflections, and Metrics sections. **Scope:** LEA-wide	Survey data and input from teachers and the Certificated Bargaining Unit indicated that there was a need for LEA-wide professional development that focuses on building capacity of staff to serve the unique needs of Long-term English Language Learner students in addition to best instructional practices for English Learners. These professional development opportunities will be provided to both certificated and instructional paraeducators and focused on supporting students within academic classes as well as supporting them to reclassify. The expected outcome is teacher confidence in address the needs of English learners including long term English learners in the classroom as well as observation of techniques in the classroom	2.5 , 2.6, 2.7, 3.3, 3.5, 3.1 Additionally we will use staff surveys, input from the teachers, input from the Certificated Bargaining Unit, and classroom walkthroughs to determine the impact of the professional development.
3.6	**Action:** Parent Engagement Programs **Need:**	Input from the parents of English learners as well as the input from the DELAC committee indicates that they would like additional parent education opportunities. The district will provide LEA-wide	1.3, 2.14 To determine the effectiveness of the parent

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	As part of our needs assessment survey in the development of the LCAP, both parents and staff requested additional parent education opportunities. Particularly with digital-based communication and grade tracking, parents have requested training on the best way to stay connected with school and their child's progress. Lastly, with the new requirement of the FAFSA for all students, we hope to see an increased percentage of students attending college. Student input indicates that, sometimes, they are not aware of options to make post-secondary school affordable. Increased parent education about FAFSA could help this data. See also: Engaging Educational Partners, Reflections, and Metrics sections. **Scope:** LEA-wide	parent education courses through the Parent University program in areas of interest and need determined by surveys, past practice and educational trends. Priority will be given to topics identified by parents of English learner students or related to improving student outcomes for English learner, low income or foster youth. .	engaement programs, we will use participation data, participant survey data, and DELAC feedback.
4.1	**Action:** Reading Intervention Teachers and Reading and Math Paraeducators TK-6th Grade **Need:** CAASPP data beginning in the third grade continues to demonstrate a significant performance discrepancy between English/Multilingual Learners, low-income students, and foster youth as compared to their peers. To address these gaps, the district is prioritizing early intervention through	CAASPP and local iReady data continue to highlight a significant achievement gap for English/Multilingual Learners, low-income students, and foster youth beginning in K-3. To address this, the district provides schoolwide supplemental staffing—allocated based on unduplicated student counts—to facilitate early, targeted intervention. Reading intervention teachers utilize push-in models to provide intensive literacy support, while paraeducators deliver push-in differentiated small-group instruction in reading and mathematics.	4.1, 4.2, 4.3, 4.4, 4.5 To monitor this action's effectiveness, we will use student achievement scores, as demonstrated on iReady diagnostics, and educational partner input.

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	targeted, small-group instruction and real-time classroom support. Recent local assessment data from the Spring 2025 iReady ELA cycle underscores this need: while 49% of all K-6 students are performing "Early On" or "Mid/Above" grade level, only 20% of English/Multilingual Learners have reached these benchmarks. Conversely, 43% of English Learners are performing two or more grade levels below, compared to 22% of the general student population. The district's 2026 survey, which included 270 parent respondents, revealed distinct priorities: Instructional Environment, holistic support, English/Multilingual access to electives (which requires early reclassification as English proficient) See also: Engaging Educational Partners, Reflections, and Metrics sections. **Scope:** Schoolwide	Success will be measured by a reduction in the achievement gap, evidenced by individual growth on iReady diagnostic assessments and improved proficiency rates on the 3rd-grade CAASPP ELA and mathematics assessments. . The expected outcome is individual student improvement on iReady math and reading interim assessment and improved performance on the third grade CASSPP ELA and mathematics assessments.	
4.2	**Action:** Extended Learning Opportunities Outside School Day - Expanded Library Access **Need:** Educational partner input includes requests for additional support within and outside of the	In response to stakeholder requests for expanded academic and social-emotional supports, the district is continuing to support an increase in access to library services and after-school tutoring after school hours. Extended library hours provide a secure environment for students to prioritize literacy, directly aligning with district goals.	1.11, 1.12 To determine the effectiveness of this action, we will use ELOP participation data, library participation data, and

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	school day as it relates to connectivity to school and academics. Access to the library after school provides a safe space for students as well as opportunity to check out books and maintain a focus on literacy as it aligns with our district priorities. Afterschool tutoring continues to be well-attended, especially for math, and data from our formative iReady and State CAASPP assessments indicate this to be a continued area of need. See also: Engaging Educational Partners, Reflections, and Metrics sections. **Scope:** LEA-wide	Furthermore, sustained high attendance in after-school tutoring—particularly for mathematics—validates local iReady and CAASPP data identifying this as a critical area of need. This LEA-wide action increases library technician hours and tutoring availability to improve student connectivity and academic proficiency.	educational partner survey data.
4.3	**Action:** Additional Academic Support - Strategic Support Curriculum **Need:** Data indicates discrepancies between the state performance data for English/Multilingual learners, low income and foster youth compared to other student groups The ability to utilize strategic support curriculum to surface areas of deficiency and target those areas through an instructional lens is critical to the improvement of student outcomes.	Data indicates discrepancies between the state performance data for English learners, low income and foster youth compared to other subgroups. These strategic curriculum and assessment programs allow the district to disaggregate performance data throughout the year and provide differentiated support to students both in-school and outside of school. This action is implemented on an LEA-wide basis to support the administration of Illuminate and Iready assessments for students. These programs have become an integral part of our MTSS design and targeted efforts for student achievement in ELA and math.	4.1, 4.2, 4.3, 4.4, 4.5, 2.5, 2.6, 2.7 To monitor this action's effectiveness, we will use student achievement data and classroom walkthrough data.

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	Moreoever, it is necessary to maintain staff that support the collection, disaggregation and analysis of student achievement data. See also: Engaging Educational Partners, Reflections, and Metrics sections. **Scope:** LEA-wide		
4.5	**Action:** Early Literacy Support and Library Techs **Need:** Early intervention is a critical component to the improvement of student performance outcomes. iReady data shows that early intervention in PRJUSD has been critical to establish solid foundations of literacy for our youngest students. Additionally, parent input surveys continue to indicate a request for more outreach and education about how to support students at home. See also: Engaging Educational Partners, Reflections, and Metrics sections. **Scope:** Schoolwide	Local iReady data confirms that early intervention is foundational to establishing literacy for PRJUSD's youngest learners. Simultaneously, 2026 Educational Partner surveys indicate a strong desire from families for more targeted outreach and education on supporting their children's academic growth at home. To meet this need, the district is maintaining the Early Literacy Coordinator and Outreach positions. These LEA-wide roles bridge the gap between home and school by leading high-impact initiatives such as the Latino Literacy Project and campus-based reading circles. By facilitating collaborative literacy activities both on-site and within the broader community, these positions are designed to improve student literacy metrics while significantly increasing parent connectedness and engagement.	4.1 Todetermine the effectiveness of this action, we will use participation data and survey data.
4.6	**Action:** Instructional Coaches to Support Best Instructional Practices for English Learners, Low-Income and Foster Youth	State and local performance metrics continue to reveal significant achievement gaps for English Learners, low-income students, and foster youth. With nearly 68% of the PRJUSD student body identified within these unduplicated groups, the	4.1, 4.2, 4.3, 4.4, 4.5, 3.3 To monitor this action's effectiveness, we will use student achievement data,

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	Need: Both academic achievement data and educational partner input underscore a critical need for intensive instructional support for new staff and targeted coaching for veteran educators. Local Spring 2025 iReady ELA data highlights the urgency of this support, as a significant performance gap persists: while 49% of the general student population performed at "Early On" or "Mid/Above" grade level, only 20% of English/Multilingual Learners achieved the same benchmarks. Furthermore, 43% of English Learners are currently performing two or more grade levels below, compared to 22% of all students. To address these discrepancies, Instructional Coaches provide essential professional development and on-site mentoring. This action is further strengthened by the 2026-2027 bargained agreement, which provides a dedicated professional development day for coaches to train staff on evidence-based strategies specifically designed to accelerate outcomes for Multilingual Learners and low-income students. See also: Engaging Educational Partners, Reflections, and Metrics sections. **Scope:** LEA-wide	need for high-quality, differentiated instruction is paramount. To address this, the district utilizes Instructional Coaches to provide LEA-wide professional development, specialized training, and side-by-side coaching for both certificated and classified staff. A cornerstone of this action in the 2026-2027 cycle is the integration of a newly bargained professional development day. This dedicated time allows coaches to lead intensive training focused on the nuanced needs of Multilingual Learners and LTELs. By combining regular on-site coaching with collaborative data reviews of effective pedagogical practices, the district aims to accelerate student performance outcomes while simultaneously increasing teacher efficacy and retention at the elementary level.	classroom walkthrough data, and teacher survey data.

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4.7	**Action:** Professional Development to Address the Best Practices in Meeting Needs of Unduplicated Students in the Classroom **Need:** The achievement gap in mathematics—particularly the significant disparity between the general student population and our English Learner and Low-SES subgroups—underscores the critical necessity for ongoing, high-quality professional development. To address these inequities, the district is utilizing Instructional Coaches and dedicated professional development days to train staff in differentiated, evidence-based instructional strategies designed to improve core proficiency. CAASPP Math Performance Data (Spring 2025) Exceeded: All Students: 14.6% English Learners: 1.5% Low-SES: 9.2% Foster: [Data Suppressed for Privacy] Homeless: 4.6% SWD: 3.7% LTEL: 2.8% Hispanic: 8.2% Met: All Students: 19.1% English Learners: 6.1% Low-SES: 16.7%	To address the persistent achievement gaps identified in CAASPP and iReady data, the district will implement LEA-wide professional development specifically focused on mathematics and early literacy. These data-driven training efforts are designed to build staff capacity in delivering differentiated instruction that meets the unique linguistic and academic needs of our English Learners, low-income students, and foster youth. While this action is principally directed toward our unduplicated student groups, it is implemented on an LEA-wide basis to ensure a cohesive, districtwide culture of inclusion and high expectations. By equipping all staff with evidence-based pedagogical tools, the district aims to foster a welcoming environment where support is seamlessly integrated into the core curriculum. We anticipate that this intensified training will lead to measurable gains in ELA and mathematics proficiency across all grade levels, particularly for those students historically furthest from the benchmarks.	4.1, 4.2, 4.3, 4.4, 4.5 We will also seek input from staff and parents about their students' progress and areas for increased support.

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	Foster: [Data Suppressed for Privacy] Homeless: 14.8% SWD: 5.1% LTEL: 0.5% Hispanic: 16.1% This data reveals that while there has been marginal growth across several subgroups compared to the previous year, the proficiency gap remains substantial. Specifically, while 33.7% of "All Students" have met or exceeded standards in mathematics, only 7.6% of English Learners reached that same benchmark. This 26-point discrepancy validates the district's strategic shift to prioritize coaching and staff development focused specifically on math intervention and English Language Development (ELD) integration within the core curriculum. Source: Data Quest See also: Engaging Educational Partners, Reflections, and Metrics sections. **Scope:** LEA-wide		
4.9	**Action:** Educational Technology to Support Instruction for English Learner, Low-Income, and Foster Youth **Need:** Newcomer enrollment has increased significantly over the past three years,	To enhance core instruction and provide embedded supports for students with unique learning needs, the district will invest in specialized educational technology and digital resources. This action focuses on providing English Learners, low-income students, and foster youth with high-quality, interactive tools that facilitate language	4.1, 4.2, 4.3, 4.4, 4.5, 2.5, 2.6, 2.7, 1.1, 1.4 , 1.2 To monitor this action's effectiveness, we will utilize observation data, survey data, and

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	reaching 83 students in the 2025–2026 school year. To support this growth, the district has successfully deployed technology to assist with communication and language acquisition, providing critical navigation support when bilingual staff are unavailable. Furthermore, academic performance data reveals persistent discrepancies in ELA, mathematics, and science for these learners. In response to student needs surveys, which highlighted a demand for more engaging instruction, the district is prioritizing integrated technology to provide the differentiated support and diverse learning options necessary for student success. See also: Engaging Educational Partners, Reflections, and Metrics sections. **Scope:** LEA-wide	acquisition, offer differentiated content, and bridge communication gaps. This initiative is implemented on an LEA-wide basis to ensure a consistent and inclusive learning environment across all campuses. By integrating engaging digital platforms, the district fosters a sense of belonging and academic agency for our unduplicated student groups. This technology serves as a critical component of our supportive school environment, offering both real-time language support for our 83 newcomer students and personalized learning pathways that address the achievement discrepancies identified in 2025 CAASPP and iReady data. Ultimately, this broad-spectrum approach ensures that all students—regardless of their background—have the equitable access necessary to succeed in a modern academic setting.	Newcomer student achievement data.

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
1.2	**Action:** Staff Training and Coaching to Meet the Needs of English Learners, Long-Term	PRJUSD will implement targeted training efforts focused on the specific needs of English/Multilingual Learners, Low-Income students, and Foster Youth, as determined	2.5, 2.6, 4.3, 4.4 Additionally we will be using participant survey data and feedback from

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	English Learners, Low Income and Foster Youth **Need:** Educational partner input indicates significant need for connection to school as well as mental health supports from students, parents, and the community as well as self-reported CHKS, Universal PASS and Waypoints screeners administered internally. LCAP Metrics 4.3 and 4.4 in Goal 4 outline the discrepancies between subgroups in grades 3-6 on the annual CAASPP assessment. LCAP Metrics 2.5 and 2.6 in Goal 2 outline the discrepancies between subgroups in grades 7-12th grade on the annual CAASPP assessment. **Scope:** Limited to Unduplicated Student Group(s)	through annual needs assessments. In response to the increasing enrollment of these student groups over the past three years, feedback from surveys, advisory committees, and bargaining partners consistently indicates a high priority for expanded professional development. This training ensures staff can appropriately respond to the unique academic and socio-emotional needs of English/Multilingual Learners, Low-Income students, and Foster Youth. The data justifying this action disaggregates performance within English Language Arts (ELA) and demonstrates significant achievement disparities for these specific student groups. Consequently, providing evolving, data-driven staff training remains a primary request from our educational partners to close these equity gaps. This staff training and coaching is provided on an LEA-wide basis to ensure all personnel consistently employ modern best practices. Universal implementation is essential to fostering a cohesive instructional environment that effectively serves English/Multilingual Learners, Low-Income students, and Foster Youth across all school sites.	Educational Partners to determine the effectiveness of this action
3.1	**Action:** English Language Development Teachers **Need:** 2025 Summative ELPAC results districtwide: 43.1% of ELs progressed at least one ELPI level 1.4% of ELs maintained ELPI level 4 40.5% of ELs maintained ELPI levels 1-3	In an effort to implement high quality English Language Development, this LEA wide actions includes the hiring and training of designated ELD and coaching support to address the needs of English Learners and ensure best practices for instruction with our English Learner population are implemented in all core and designated ELD classroom.	3.1, 3.2, 3.3, and 3.5 Additionally we will use Feedback from DELAC and staff and student surveys to determine the effectiveness of the action

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	14.9% of ELs decreased at least one level on the ELPI In 2024-2025, 44.5% of English Learner students made progress toward English language proficiency (based on the 2025 CA School Dashboard). Additionally, PRJUSD served 231 long-term English Language Learners (LTELs) in the 2024-2025 school year. These are students who have been English Learners in the public school system for seven years or more. Data demonstrates a need for improved support in the area of designated and integrated ELD, a sentiment echoed in DELAC meetings and staff surveys. Additionally, more focused efforts with our LTEL students highlight the importance of best practices related to designated ELD through specialized teachers. **Scope:** Limited to Unduplicated Student Group(s)	By integrating this designated ELD program into the daily schedule for our English Learner identified students, we are committed to a comprehensive, thorough and compliant approach to language development, ensuring all our LTELs and EL students have the opportunity to succeed academically and achieve their full potential.	
3.3	**Action:** English Language Development Coordination **Need:** The coordination of designated ELD instruction, oversight of ELPAC testing, and coordination of integrated ELD instruction are critical components of the district's plan to improve outcomes for English Learners.2025 Summative ELPAC results districtwide:43.1%	This additional support for designated and integrated ELD is a critical part of the overall success of our English Learner students as well as supporting ELD protocols as it relates to primary language determination and ELPAC testing which provides more immediate feedback and information to the classroom and school site without loss of instructional time. This additional support will also provide more individualized information for English learner students and their	3.1, 3.2, 3.3, 3.5 The impact of ourinitiatives will be measured through a robust analysis of student performance metrics and engagement indicators. This evaluative process is bolstered by collaborative input from

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	ELs who progressed at least one ELPI level 1.4% ELs who maintained ELPI level 4 40.5% ELs who maintained ELPI levels 1-3 14.9% ELs who decreased at least one level on ELPI In 2024-2025, 44.5% of English Learner students made progress toward English language proficiency (based on Year 2 Outcomes in the 2026-2027 LCAP).Additionally, PRJUSD currently serves 231 long-term English Language Learners (LTELs) as of the most recent data reporting. These are students who have been English Learners in the public school system for seven years or more. The Parent Advisory Committee (PAC) and parent survey data from 2026 indicate that academic progress among English Learners remains an important focus, especially ensuring that English/Multilingual Learners are able to reclassify in time to participate in electives, such as theater and band, and Advanced Placement classes, Career Technical Education, Dual Enrollment and Early/Middle College. Focused ELD classes with small class sizes and robust integrated English Language Development instruction provide the opportunity to narrow our efforts with English Learner students to address these specific focus areas. **Scope:**	parents. Additionally, the coordination of professional development opportunities for certificated and classified staff is a crucial part of the improvement to EL student outcomes.	teachers and the Certificated Bargaining Unit, ensuring a stakeholder-driven approach. On-site classroom observations will provide critical evidence of instructional growth and the successful integration of professional development into daily practice

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
3.4	**Action:** Newcomer Support Curriculum **Need:** Educational partner input from students, staff, District English learner Advisory Committee as well as the Parent Advisory Committee indicate a need for more primary language support on campus. Enrollment trends in PRJUSD indicate increased newcomer students with limited to no English proficiency upon entering our district. Newcomer classes and support curriculum are essential to scaffolding instruction and learning English. In 2024-2025, 44.5% of English Learner students made progress toward English language proficiency. **Scope:** Limited to Unduplicated Student Group(s)	To address the needs of newcomer students, we will purchase supplemental ELD curriculum and materials. This curriculum is designed to enhance our existing ELD program, providing targeted support that addresses the specific challenges faced by newcomer students, specifically. By incorporating this supplemental curriculum, we aim to improve language proficiency by providing additional resources and structured activities to accelerate language acquisition for our newest students. By integrating supplemental supports for newcomer students, we are committed to providing a comprehensive and effective approach to language development, ensuring all our newcomer students have access to embedded support within their coursework to achieve their full potential.	3.2, 3.3, 3.5 The impact of our initiatives will be measured through a robust analysis of student performance metrics and engagement indicators. This evaluative process is bolstered by collaborative input from teachers and the Certificated Bargaining Unit, ensuring a stakeholder-driven approach. On-site classroom observations will provide critical evidence of instructional growth and the successful integration of professional development into daily practice
3.5	**Action:** Bilingual Support in Class **Need:** Educational partner input from students, staff, District English learner Advisory Committee as well as the Parent Advisory Committee indicate a need for primary language support on campus.	To address the needs of our English/Multilingual Learner and newcomer students, this is an LEA wide action to support our students in receiving real-time bilingual support to help navigate the school site, class expectations, and learning environment. Connection to school is a critical part of establishing stability for our newcomer and English Learner students to their school environment. Given the limited number of bilingual teachers on our campus, this action is an essential support to	3.1, 3.2, 3.3, 3.5 We will also seek feedback from staff and students about the bilingual support on campus.

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	In 2024-2025, 44.5% of English Learner students made progress toward English language proficiency. **Scope:** Limited to Unduplicated Student Group(s)	ensure a welcoming and supportive environment for our English/Multilingual students to be most successful. The impact of this action will improve student performance outcomes in English proficiency and state assessments as well as improved connectedness to school through the increased opportunities for engagement by reducing language barriers.	
3.7	**Action:** ELPAC Testing **Need:** In 2024-2025, 44.5% of English Learner students made progress toward English language proficiency. The Parent Advisory Committee (PAC) and parent survey data from 2026 indicate that academic progress among English Learners remains an important focus, especially ensuring that English/Multilingual Learners are able to reclassify in time to participate in electives, such as theater and band, and Advanced Placement classes, Career Technical Education, Dual Enrollment and Early/Middle College. Parents from the District English Learner Advisory Committee (DELAC) and LCAP PAC provided feedback emphasizing the need for expanded teacher training in ELD strategies. They believe targeted professional development will better support students in achieving English fluency and improving overall academic performance	To address the needs of our English Learner students and monitor the impact of our programs each year, ELPAC testing is conducted with an individual assessment to measure oral proficiency with a trained testing administrator. This action provides the staff resources and support on an LEA-wide basis to ensure all students are tested in a timeline manner by trained staff. It also provides the LEA with critical information about the progress of our students to reflect upon the supports in place on campus and in classrooms.	3.1, 3.2, 3.3, 3.5 We will use staff and Educational partner input to determine the effectiveness of this action.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
3.8	**Action:** **Need:** 2025 Summative ELPAC results districtwide: 43.1% ELs who progressed at least one ELPI level 1.4% ELs who maintained ELPI level 4 40.5% ELs who maintained ELPI levels 1-3 14.9% ELs who decreased one level on ELPI In 2024-2025, 44.5% of English Learner students made progress toward English language proficiency (per the 2025 CA School Dashboard). iReady ELA Spring 2025 Results (Grades K-6) The following data represents the Year 2 Outcomes (Spring 2025): Mid or Above Grade Level: All Students: 28% English Learners: 6% Early On Grade Level: All Students: 21% English Learners: 14% One Grade Level Below: All Students: 30% English Learners: 37%	To better serve English Learner (EL) and Long-Term English Learner (LTEL) populations, the district will invest in supplemental ELD curriculum to augment core instruction. This evidence-based program addresses the unique linguistic challenges of LTELs through structured activities and built-in formative assessments, allowing educators to monitor progress in real-time. By leveraging personalized, differentiated instruction, the district aims to accelerate language acquisition and ensure students can access rigorous academic content. This comprehensive approach provides the necessary support and challenge for all English Learners to succeed academically and achieve their full potential.	To monitor the effectiveness of these initiatives, the district will track the English Learner Reclassification rate, the reduction in Long-Term English Learner (LTEL) identification, and growth in Summative ELPAC and ELPI scores. Furthermore, we will actively solicit qualitative feedback from teachers, staff, students, and families to ensure a holistic evaluation of the program

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Two or Three Grade Levels Below: All Students: 22% English Learners: 43% Comparison Note Compared to the baseline year (2023-2024), the district saw a moderate increase in elementary students performing at "Mid or Above Grade Level" in Reading, rising from 24% to 28%. However, significant achievement gaps remain for vulnerable populations, particularly for English Learners in the "Two or Three Grade Levels Below" category. Educational partner feedback revealed the need to include supplemental materials in addition to core curriculum. See Engaging Educational Partners section **Scope:** Limited to Unduplicated Student Group(s)		
3.9	**Action:** Bilingual Teachers Compensation to Promote Student Connection and Parent Engagement **Need:** 2026 Parent Survey Results (270 respondents): 94% of parents reported their child has at least one caring adult at school.	With 21.9% English Learners according to the 2025 Dashboard, a significant majority of these students speak Spanish in their homes. Therefore, the ability to communicate fluently in Spanish and build authentic connections with families and students with limited English proficiency is critical to district success. In an effort to improve the connectedness of all students and families—particularly as 2026 Parent Survey data indicates that while 94% of parents	3.1, 3.2, 3.3, 3.5 PASS: Feelings about school for EL Subgroup, English learner Parent Participation to determine the effectiveness of this action, we will seek educational partner input

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	94% of parents reported feeling connected to school at least sometimes. 97% of parents reported feeling that their child is physically safe on campus at least sometimes. Comparison to 2024-2025 Local Data: While the number of parents reporting their child has a caring adult remains high at 94%, the district is monitoring specific trends where student-reported connectivity begins to decline starting in the 4th grade. The district's goal is to improve these metrics through strategic counseling and mental health services. **Scope:** Limited to Unduplicated Student Group(s)	feel a sense of connection, there remains a persistent need for targeted outreach—this action is implemented LEA-wide. It provides compensation to bilingual teachers who support the vital work of bridging communication gaps and conducting outreach to our Spanish-speaking students and families, directly supporting the district's goal of fostering a secure and inclusive environment. Data Reference Points used for this update: EL Enrollment: Increased from 20.1% (2022-23) to 21.9% (2024-25/2025 Dashboard). Connectedness: Referenced the 94% connectivity rate from the most recent parent surveys mentioned in the 2026-27 LCAP draft. Strategic Alignment: Integrated language from the "LCAP Shifts" document regarding the district's commitment to "Multi-Tiered Systems of Support (MTSS)" and "academic equity."	from students, staff and the community.

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.

N/A

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.

Each of our elementary schools has a paraeducator in grades TK and kindergarten. In our schools with a high percentage of unduplicated students we had a para in first and in two elementary schools we also have paraeducators in second grade. Based upon enrollment of English Learners, proportional resources have been added to each school site with bilingual paraeducators and English Language development teachers. Paraeducators, mental health support, and counselors are allocated in a proportional manner based upon % of unduplicated youth to serve schools with higher concentration of need. Additionally, academic support from math and English Language arts teachers were allocated to each school in alignment with our goals and targeted efforts with unduplicated populations.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	Elementary: 20.34:1 Junior: 37.3:1 High: 57.38:1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	Elementary: 19.47:1 Junior: 18.2:1 High: 18.5:1

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	71,731,293	17,609,894	24.550%	13.229%	37.779%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$22,531,650.99	$4,102,608.49	$0.00	$726,976.46	$27,361,235.94	$16,087,517.54	$11,273,718.40

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	Social Emotional Support		Yes	LEA-wide		All Schools	2024-2027	$1,174,692.39	$1,357,630.00	$2,138,580.94			$393,741.45	$2,532,322.39	
1	1.2	Staff Training and Coaching to Meet the Needs of English Learners, Long-Term English Learners, Low Income and Foster Youth	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	2026-2027	$1,464,578.35	$0.00	$1,464,578.35				$1,464,578.35	
1	1.3	Parent Connectedness to School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$754,305.73	$88,000.00	$842,305.73				$842,305.73	
1	1.4	Basic Needs for Students Experiencing Homelessness, English Learners, Low-Income and Foster Youth	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$2,056,000.00	$430,000.00	$1,626,000.00			$2,056,000.00	
1	1.5	Connectivity to School Including Enrichment and Afterschool Sports	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Georgia Brown, Glen Speck, Winifred Pifer, Virginia Peterson, Pat Butler, Kermit King, Lewis Middle School, and	2026-2027	$101,706.30	$175,000.00	$276,706.30				$276,706.30	

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
							Flamson Middle School 3rd - 8th grade									
1	1.6	Student Mentorship and Support for English Learners, Long-Term English Learners, Low-Income and Foster Youth	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Paso Robles High School, Flamson Middle School, Lewis Middle School, and Liberty High School 7th-12th	2024-2027	$242,018.38	$57,000.00	$299,018.38				$299,018.38	
1	1.7	Community School Support		Yes	School wide		All Schools Specific Schools: Glen Speck	2024-2027	$116,834.46	$850,000.00	$966,834.46				$966,834.46	
1	1.8	School Facilities With Extended Day and Enrichment Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Glen Speck Elementary School TK-6	2026-2027	$320,025.26	$0.00	$320,025.26				$320,025.26	
1	1.9	Behavior Support and Safe, Inclusive Learning Environment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Glen Speck, Winifred Pifer, Pat Butler, Virginia Peterson, Kermit King, Georgia Brown and Flamson Middle	2026-2027	$152,682.50	$0.00	$152,682.50				$152,682.50	

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
							School									
1	1.10	Positive School Culture and Climate		Yes	LEA-wide		Specific Schools: Glen Speck, Pat Butler, Virginia Peterson, Winifred Pifer, Kermit King, Georgia Brown K-6	2026-2027	$1,717,362.84	$185,000.00	$1,752,362.84	$150,000.00			$1,902,362.84	
1	1.11	Transportation Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$91,938.86	$0.00	$91,938.86				$91,938.86	
1	1.12	Drug, Alcohol and Trama Informed Practice	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$0.00	$200,000.00	$50,000.00	$150,000.00			$200,000.00	
1	1.13	Cultural Sensitivity, Inclusion and Acceptance	African American, Hispanic, English Learner, and SWD	No			All Schools	2024-2027	$0.00	$50,000.00		$50,000.00			$50,000.00	
1	1.14	PE Paraeducators	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Kermit King, Georgia Brown, Glen Speck, Pat Butler, Virginia Peterson, Winifred Pifer 4-6	2026-2027	$252,335.88	$0.00	$252,335.88				$252,335.88	
2	2.1	Secondary Academic and Counseling Support and Mentorship		Yes	School wide		Specific Schools: Paso Robles High	2024-2027	$893,523.17	$60,000.00	$953,523.17				$953,523.17	

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
							School, Liberty High School, Flamson Middle School 7th-12th grade									
2	**2.2**	Advancement for Individual Determination (AVID 7-12)		Yes	LEA-wide		Specific Schools: PRHS, Flamson Middle School, Georgia Brown Elementary	2026-2027	$211,797.04	$85,000.00	$296,797.04				$296,797.04	
2	**2.3**	Algebra 1 Math Support		Yes	School wide		Specific Schools: Paso Robles High School	2026-2027	$494,858.94	$101,500.00	$462,572.98	$133,785.96			$596,358.94	
2	**2.4**	Junior High ELA and Math Support		Yes	School wide		Specific Schools: George Flamson Middle School 7th-8th grade	2026-2027	$451,959.11	$101,500.00	$453,459.11	$100,000.00			$553,459.11	
2	**2.5**	College and Career Industry Trips, Awareness, and Education		Yes	School wide		All Schools	2026-2027	$165,759.40	$2,059,009.00	$2,224,768.40				$2,224,768.40	
2	**2.6**		All English Learners EL, homeless, and SWD	No		English Learners	All Schools Specific Schools: Paso Robles High SchoolPRHS, LHS, and IHS	2026-2027	$24,744.00	$0.00		$24,744.00			$24,744.00	
2	**2.7**	Academic Support for Dual-Identified English Learners and Students with Disabilities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: Flamson, PRHS	2026-2027	$443,992.07	$15,000.00	$458,992.07				$458,992.07	

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
						Low Income	7th-12th grade									
2	**2.8**	Extended Support for Students: Afterschool, Summer School, SAT and AP Prep		Yes	School wide		Specific Schools: PRHS	2026-2027	$461,419.60	$164,000.00	$57,420.00	$567,999.60			$625,419.60	
2	**2.9**	Intervention Support at PRHS through Credit Recovery	All	No			Specific Schools: PRHS	2024-2027	$130,210.67	$0.00		$130,210.67			$130,210.67	
2	**2.10**	Mentorship for Homeless-identified Students	Homeless	No			Specific Schools: Lewis Flamson Junior High	2024-2027	$200.00	$0.00				$200.00	$200.00	
2	**2.11**	Technology/Software Devices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$0.00	$650,000.00	$650,000.00				$650,000.00	
3	**3.1**	English Language Development Teachers	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools K-12	2026-2027	$1,751,496.96	$0.00	$1,751,496.96				$1,751,496.96	
3	**3.2**	Professional Development for Teachers to Address English Learners and Long-Term English Language Learners	English Learners	Yes	LEA-wide	English Learners	All Schools	2024-2027	$0.00	$30,000.00	$30,000.00				$30,000.00	
3	**3.3**	English Language Development Coordination	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2026-2027	$190,605.64	$250.07	$190,855.71				$190,855.71	
3	**3.4**	Newcomer Support Curriculum	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners		2026-2027	$0.00	$10,000.00	$10,000.00				$10,000.00	
3	**3.5**	Bilingual Support in Class	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners		2024-2027	$336,994.30	$30,000.00	$366,994.30				$366,994.30	

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
					cated Student Group(s)											
3	3.6	Parent Engagement Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$0.00	$40,000.00	$40,000.00				$40,000.00	
3	3.7	ELPAC Testing	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2026-2027	$51,024.00	$0.00	$51,024.00				$51,024.00	
3	3.8		English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2026-2027	$0.00	$0.00	$0.00				$0.00	
3	3.9	Bilingual Teachers Compensation to Promote Student Connection and Parent Engagement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2026-2027	$25,512.00	$0.00	$25,512.00				$25,512.00	
4	4.1	Reading Intervention Teachers and Reading and Math Paraeducators TK-6th Grade	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Kermit King, Georgia Brown, Glen Speck, Pat Butler, Winifred Pifer, Virginia Peterson	2024-2027	$1,828,868.07	$0.00	$1,828,868.07				$1,828,868.07	
4	4.2	Extended Learning Opportunities Outside School Day - Expanded Library Access	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Glen Speck, Winifred Pifer, Virginia Peterson,	2026-2027	$145,888.45	$0.00	$43,097.30	$102,791.15			$145,888.45	

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
							Pat Butler, Kermit King, and Georgia Brown TK-6									
4	4.3	Additional Academic Support - Strategic Support Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$147,886.23	$500,000.00	$647,886.23				$647,886.23	
4	4.5	Early Literacy Support and Library Techs	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Marie Bauer, Glen Speck, Pat Butler, Virginia Peterson, Winifred Pifer, Kermit King, TK-5	2026-2027	$416,356.32	$250,000.00	$666,356.32				$666,356.32	
4	4.6	Instructional Coaches to Support Best Instructional Practices for English Learners, Low-Income and Foster Youth	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Glen Speck, Georgia Brown, Winifred Pifer, Virginia Peterson, Kermit King, Pat Butler TK-5	2026-2027	$545,919.60	$5,500.00	$272,426.09			$278,993.51	$551,419.60	
4	4.7	Professional Development to Address the Best Practices in Meeting Needs of Unduplicated Students in the Classroom		Yes	LEA-wide		All Schools	2024-2027	$597,231.74	$1,415,000.00	$1,312,231.74	$700,000.00			$2,012,231.74	
4	4.9	Educational Technology to Support Instruction for English Learner, Low-Income, and Foster Youth		Yes	LEA-wide		All Schools	2026-2027	$0.00	$700,000.00	$700,000.00				$700,000.00	
4	4.10	Pat Butler Classified Intervention Staff	All English Learners,	No			Specific Schools:	2026-2027	$40,000.00	$0.00				$40,000.00	$40,000.00	

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
			Students with Disabilities				Pat ButlerPat Butler									
4	**4.11**	MTSS Data Retreats - Virginia Peterson	English Learners, SWD	No			Specific Schools: Virginia Peterson	2026-2027	$14,041.50	$0.00				$14,041.50	$14,041.50	
5	**5.1**	Mental Health Support	All	No			Specific Schools: Liberty High School 10-12	2026-2027	$74,561.32	$2,000.00		$76,561.32			$76,561.32	
5	**5.2**	Parent Connectivity	Low-socioeconomic, English Learners and Hispanic students	No			All Schools Specific Schools: Liberty High SchoolLiberty High School 10-1210-12	2026-2027	$70,685.04	$2,000.00		$72,685.04			$72,685.04	
5	**5.3**	Academic Support	English Learner and Low Socioeconomic studentds	No				2026-2027	$33,187.74	$1,000.00		$34,187.74			$34,187.74	
5	**5.4**	Career Technical Education	All English Learners Low Income	No		English Learners Low Income	Specific Schools: Liberty High School 10-12	2026-2027	$150,313.68	$33,329.33		$183,643.01			$183,643.01	
6	**6.1**	Mental Health Support	All	No			Specific Schools: Independence High School	Discontinue								
6	**6.2**	Positive School Culture and Climate	All	No			All Schools Specific Schools: Independ	Discontinue								

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
							ence High School 9-12									
6	**6.3**	Bilingual Support for Students and Families	All	No				Discontinue								
6	**6.4**	Access to Career Technical Education	All	No			Specific Schools: Independence High School	Discontinue								

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
71,731,293	17,609,894	24.550%	13.229%	37.779%	$22,531,650.99	0.000%	31.411 %	**Total:**	$22,531,650.99
								LEA-wide Total:	$10,179,326.60
								Limited Total:	$3,860,461.32
								Schoolwide Total:	$8,491,863.07

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**	Social Emotional Support	Yes	LEA-wide		All Schools	$2,138,580.94	
1	**1.2**	Staff Training and Coaching to Meet the Needs of English Learners, Long-Term English Learners, Low Income and Foster Youth	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$1,464,578.35	
1	**1.3**	Parent Connectedness to School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$842,305.73	
1	**1.4**	Basic Needs for Students Experiencing Homelessness, English Learners, Low-Income and Foster Youth	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$430,000.00	
1	**1.5**	Connectivity to School Including Enrichment and Afterschool Sports	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Georgia Brown, Glen Speck, Winifred Pifer,	$276,706.30	

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 (%)
						Virginia Peterson, Pat Butler, Kermit King, Lewis Middle School, and Flamson Middle School 3rd - 8th grade		
1	1.6	Student Mentorship and Support for English Learners, Long-Term English Learners, Low-Income and Foster Youth	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Paso Robles High School, Flamson Middle School, Lewis Middle School, and Liberty High School 7th-12th	$299,018.38	
1	1.7	Community School Support	Yes	Schoolwide		All Schools Specific Schools: Glen Speck	$966,834.46	
1	1.8	School Facilities With Extended Day and Enrichment Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Glen Speck Elementary School TK-6	$320,025.26	
1	1.9	Behavior Support and Safe, Inclusive Learning Environment	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Glen Speck, Winifred Pifer, Pat Butler, Virginia Peterson, Kermit King, Georgia Brown and Flamson Middle School	$152,682.50	
1	1.10	Positive School Culture and Climate	Yes	LEA-wide		Specific Schools: Glen Speck, Pat Butler, Virginia Peterson, Winifred Pifer, Kermit King, Georgia Brown K-6	$1,752,362.84	

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	1.11	Transportation Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$91,938.86	
1	1.12	Drug, Alcohol and Trama Informed Practice	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
1	1.14	PE Paraeducators	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Kermit King, Georgia Brown, Glen Speck, Pat Butler, Virginia Peterson, Winifred Pifer 4-6	$252,335.88	
2	2.1	Secondary Academic and Counseling Support and Mentorship	Yes	Schoolwide		Specific Schools: Paso Robles High School, Liberty High School, Flamson Middle School 7th-12th grade	$953,523.17	
2	2.2	Advancement for Individual Determination (AVID 7-12)	Yes	LEA-wide		Specific Schools: PRHS, Flamson Middle School, Georgia Brown Elementary	$296,797.04	
2	2.3	Algebra 1 Math Support	Yes	Schoolwide		Specific Schools: Paso Robles High School	$462,572.98	
2	2.4	Junior High ELA and Math Support	Yes	Schoolwide		Specific Schools: George Flamson Middle School 7th-8th grade	$453,459.11	
2	2.5	College and Career Industry Trips, Awareness, and Education	Yes	Schoolwide		All Schools	$2,224,768.40	
2	2.6				English Learners	Specific Schools: Paso Robles High School		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.7	Academic Support for Dual-Identified English Learners and Students with Disabilities	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Flamson, PRHS 7th-12th grade	$458,992.07	
2	2.8	Extended Support for Students: Afterschool, Summer School, SAT and AP Prep	Yes	Schoolwide		Specific Schools: PRHS	$57,420.00	
2	2.11	Technology/Software Devices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$650,000.00	
3	3.1	English Language Development Teachers	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools K-12	$1,751,496.96	
3	3.2	Professional Development for Teachers to Address English Learners and Long-Term English Language Learners	Yes	LEA-wide	English Learners	All Schools	$30,000.00	
3	3.3	English Language Development Coordination	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$190,855.71	
3	3.4	Newcomer Support Curriculum	Yes	Limited to Unduplicated Student Group(s)	English Learners		$10,000.00	
3	3.5	Bilingual Support in Class	Yes	Limited to Unduplicated Student Group(s)	English Learners		$366,994.30	
3	3.6	Parent Engagement Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,000.00	
3	3.7	ELPAC Testing	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$51,024.00	
3	3.8		Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$0.00	
3	3.9	Bilingual Teachers Compensation to Promote	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$25,512.00	

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 (%)
		Student Connection and Parent Engagement						
4	4.1	Reading Intervention Teachers and Reading and Math Paraeducators TK-6th Grade	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Kermit King, Georgia Brown, Glen Speck, Pat Butler, Winifred Pifer, Virginia Peterson	$1,828,868.07	
4	4.2	Extended Learning Opportunities Outside School Day - Expanded Library Access	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Glen Speck, Winifred Pifer, Virginia Peterson, Pat Butler, Kermit King, and Georgia Brown TK-6	$43,097.30	
4	4.3	Additional Academic Support - Strategic Support Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$647,886.23	
4	4.5	Early Literacy Support and Library Techs	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Marie Bauer, Glen Speck, Pat Butler, Virginia Peterson, Winifred Pifer, Kermit King, TK-5	$666,356.32	
4	4.6	Instructional Coaches to Support Best Instructional Practices for English Learners, Low-Income and Foster Youth	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Glen Speck, Georgia Brown, Winifred Pifer, Virginia Peterson, Kermit King, Pat Butler TK-5	$272,426.09	
4	4.7	Professional Development to Address the Best Practices in Meeting Needs of Unduplicated Students in the Classroom	Yes	LEA-wide		All Schools	$1,312,231.74	

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 (%)
4	4.9	Educational Technology to Support Instruction for English Learner, Low-Income, and Foster Youth	Yes	LEA-wide		All Schools	$700,000.00	
4	4.10	Pat Butler Classified Intervention Staff				Specific Schools: Pat Butler		
5	5.2	Parent Connectivity				All Schools Specific Schools: Liberty High School 10-12		
5	5.4	Career Technical Education			English Learners Low Income			

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$25,799,496.89	$17,845,779.93

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**	Social Emotional Support	Yes	$1,935,388.94	$1,070,726.29
1	**1.2**	Staff training and coaching to meet the needs of English Learners, Long-term English Learners, low income and foster youth	Yes	$591,004.17	$421,585.24
1	**1.3**	Parent connectedness to school	Yes	$631,886.00	$664,172.51
1	**1.4**	Basic needs for students experiencing homelessness, English Learners, low-income and foster youth	Yes	$2,206,000.00	$888,289.31
1	**1.5**	Connectivity to school including Enrichment and afterschool sports	Yes	$316,766.00	$167,566.78
1	**1.6**	Student mentorship and support for English Learners, Long-term English Learners, low-income and foster youth	Yes	$320,236.91	$179,649.34
1	**1.7**	Community School Support	Yes	$965,834.45	$909,506.16
1	**1.8**	School facilities with extended day and enrichment opportunities	Yes	$316,818.56	$313,231.67
1	**1.9**	Behavior Support And Safe, Inclusive learning environment	Yes	$750,148.49	$526,105.92
1	**1.10**	Positive School Culture and Climate	Yes	$1,672,558.91	$1,277,828.56

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	Transportation Support	Yes	$97,855.50	$92,651.28
1	1.12	Drug, Alcohol and Trama Informed Practice	Yes	$200,000.00	$92,778.06
1	1.13	Cultural Sensitivity, Inclusion and Acceptance	No	$50,000.00	$8,065.44
1	1.14	Health Instructional Assistant	Yes	$69660.22	$47,893.82
2	2.1	Secondary Academic and Counseling Support and Mentorship	Yes	$1,066,416.82	974,790.75
2	2.2	Advancement for Individual Determination (AVID 7-12)	Yes	$285,643.47	$227,227.12
2	2.3	Algebra 1 Math Support	Yes	$603,840.29	$476,926.47
2	2.4	Junior High ELA and Math Support	Yes	$732,588.47	$407,917.24
2	2.5	College and Career Industry Trips, Awareness, and Education	Yes	$1,809,281.19	$1,161,332.70
2	2.6	Academic Support for Dual-Identified Students with Disability	No Yes	$173,757.57	$34,821.36
2	2.7	Extended Support for Students: Afterschool, Summer School, SAT and AP prep	Yes	$292,536.44	$140,867.16
2	2.8	Access to Zero Period and Summer Original Credit Offerings for English Learners, Students Experiencing	Yes	$1,127,419.40	$137,854.62

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)
		Homelessness, and Students with Disabilities			
2	**2.9**	Intervention Support at PRHS through credit recovery	Yes	$420,948.00	$14,646.03
2	**2.10**	Mentorship for Homeless-identified Students	No	$200.00	0.00
2	**2.11**	Technology/Software Devices	Yes	$650,000.00	$711,460.61
3	**3.1**	English Language Development Teachers	Yes	$1,439,132.98	$1,579,853.69
3	**3.2**	Professional Development for Teachers to Address English Learners and Long-Term English Language Learners	Yes	$30,000.00	$0.00
3	**3.3**	English Language Development Coordination	Yes	$190,087.86	$138,877.93
3	**3.4**	Newcomer support curriculum	Yes	$10,000.00	2000.00
3	**3.5**	Bilingual Support in Class	Yes	$444,246.47	$345,323.55
3	**3.6**	Parent Engagement Programs	Yes	$40,000.00	$24,526.81
3	**3.7**	ELPAC Testing	Yes	$51,024.00	$49,906.15
3	**3.8**	English Language Development Supplemental Materials for English Learners and Long Term English Learners students	No	$0.00	$0.00
3	**3.9**	Bilingual teachers compensation to promote student connection and parent engagement	Yes	$25,512.00	$0.00

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)
4	4.1	Reading Intervention teachers and reading and math paraeducators TK-6th grade	Yes	$2,365,905.00	$1,931,927.42
4	4.2	Extended learning opportunities outside school day	Yes	$148,906.32	$137,320.75
4	4.3	Additional Academic Support - Strategic Support curriculum	Yes	$654,061.53	$612,426.72
4	4.5	Early literacy support and library techs	Yes	$675,410.12	$617,015.35
4	4.6	Instructional Coaches to support best instructional practices for English Learners, low-income and foster youth	Yes	$545,680.69	$390,253.80
4	4.7	Professional Development to address the best practices in meeting needs of unduplicated students in the classroom	Yes	$1,049,091.62	$419,065.87
4	4.9	Education Technology to Support Instruction for English Learners, Low-income and foster youth	Yes	$350,000.00	$297,016.25
4	4.10	Pat Butler classified intervention staff	No	$40,000.00	$0.00
4	4.11	MTSS Data Retreats - Virginia Peterson	No	$14,041.50	$0.00
5	5.1	Mental Health support	No	$57,855.41	$66,440.98
5	5.2	Parent Connectivity	No	$56,515.50	$44,267.02
5	5.3	Academic support	No	$37,843.62	$23,354.95

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)
5	**5.4**	Career Technical Education	No	$112,785.47	$71,671.90
6	**6.1**	Mental Health support	No	$6,387.00	$7,382.33
6	**6.2**	Positive School Culture and Climate	No	$15,786.00	$13,856.32
6	**6.3**	Bilingual Support for Students and Families	No	$55,908.00	$60,596.36
6	**6.4**	Access to Career Technical Education	No	$96,526.00	$64,801.34

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)
$21,447,377	$20,870,567.02	$17,009,655.79	$3,860,911.23	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	Social Emotional Support	Yes	$1,935,388.94	$1,070,726.29		
1	1.2	Staff training and coaching to meet the needs of English Learners, Long-term English Learners, low income and foster youth	Yes	$591,004.17	$421,585.24		
1	1.3	Parent connectedness to school	Yes	$631,886.00	$662,977.99		
1	1.4	Basic needs for students experiencing homelessness, English Learners, low-income and foster youth	Yes	$580,000.00	$888,049.31		
1	1.5	Connectivity to school including Enrichment and afterschool sports	Yes	$316,766.00	$166,961.36		
1	1.6	Student mentorship and support for English Learners, Long-term English Learners, low-income and foster youth	Yes	$320,236.91	$179,649.34		
1	1.7	Community School Support	Yes	$965,834.45	$909,506.16		
1	1.8	School facilities with extended day and enrichment opportunities	Yes	$316,818.56	$313,231.67		
1	1.9	Behavior Support And Safe, Inclusive learning environment	Yes	$750,148.49	$526,105.92		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.10	Positive School Culture and Climate	Yes	$1,522,558.91	$1,277,353.67		
1	1.11	Transportation Support	Yes	$97,855.50	$92,651.28		
1	1.12	Drug, Alcohol and Trama Informed Practice	Yes	$50,000.00	$92,778.06		
1	1.14	Health Instructional Assistant	Yes	$81,551.93	$47,893.82		
2	2.1	Secondary Academic and Counseling Support and Mentorship	Yes	$1,066,416.82	$974,790.75		
2	2.2	Advancement for Individual Determination (AVID 7-12)	Yes	$285,643.47	$227,227.12		
2	2.3	Algebra 1 Math Support	Yes	$464,538.73	$451,495.54		
2	2.4	Junior High ELA and Math Support	Yes	$532,588.47	$407,845.83		
2	2.5	College and Career Industry Trips, Awareness, and Education	Yes	$1,809,281.19	$1,062,478.49		
2	2.6	Academic Support for Dual-Identified Students with Disability	Yes	$292,536.44	$34,821.36		
2	2.7	Extended Support for Students: Afterschool, Summer School, SAT and AP prep	Yes	$57,420.00	$140,867.16		
2	2.8	Access to Zero Period and Summer Original Credit Offerings for English Learners, Students Experiencing Homelessness, and Students with Disabilities	Yes	$233,033.45	$137,854.62		
2	2.9	Intervention Support at PRHS through credit recovery	Yes	$650,000.00	$14,646.03		
2	2.11	Technology/Software Devices	Yes		$711,460.61		
3	3.1	English Language Development Teachers	Yes	$1,439,132.98	$1,579,853.69		

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)
3	3.2	Professional Development for Teachers to Address English Learners and Long-Term English Language Learners	Yes	$30,000.00	$0.00		
3	3.3	English Language Development Coordination	Yes	$190,087.86	$138,877.93		
3	3.4	Newcomer support curriculum	Yes	$10,000.00	$0.00		
3	3.5	Bilingual Support in Class	Yes	$444,246.47	$345,323.55		
3	3.6	Parent Engagement Programs	Yes	$40,000.00	$24,526.81		
3	3.7	ELPAC Testing	Yes	$51,024.00	$49,906.15		
3	3.9	Bilingual teachers compensation to promote student connection and parent engagement	Yes	$25,512.00	$0.00		
4	4.1	Reading Intervention teachers and reading and math paraeducators TK-6th grade	Yes	$2,365,905.00	$1,931,927.42		
4	4.2	Extended learning opportunities outside school day	Yes	$148,906.32	$137,320.75		
4	4.3	Additional Academic Support - Strategic Support curriculum	Yes	$654,061.53	$612,426.72		
4	4.5	Early literacy support and library techs	Yes	$675,410.12	$617,015.35		
4	4.6	Instructional Coaches to support best instructional practices for English Learners, low-income and foster youth	Yes	$545,680.69	$390,220.09		
4	4.7	Professional Development to address the best practices in meeting needs of unduplicated students in the classroom	Yes	$349,091.62	$365,799.71		
4	4.9	Education Technology to Support Instruction for English	Yes	$350,000.00	$3,500.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		Learners, Low-income and foster youth					

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)
67,275,060	$21,447,377	6.633%	38.513%	$17,009,655.79	0.000%	25.284%	$8,900,075.94	13.229%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

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

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

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

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 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 32627(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 32627(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 32627(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[e][1]). Engagement of educational partners is an ongoing, annual process.

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

Requirements

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 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

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 32627(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 32627(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 32627(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[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on 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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