

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Paso Robles Joint Unified School District

CDS Code: 40 75457 6043145

School Year: 2024-25

LEA contact information:

Erin Haley

Assistant Superintendent, Educational Services

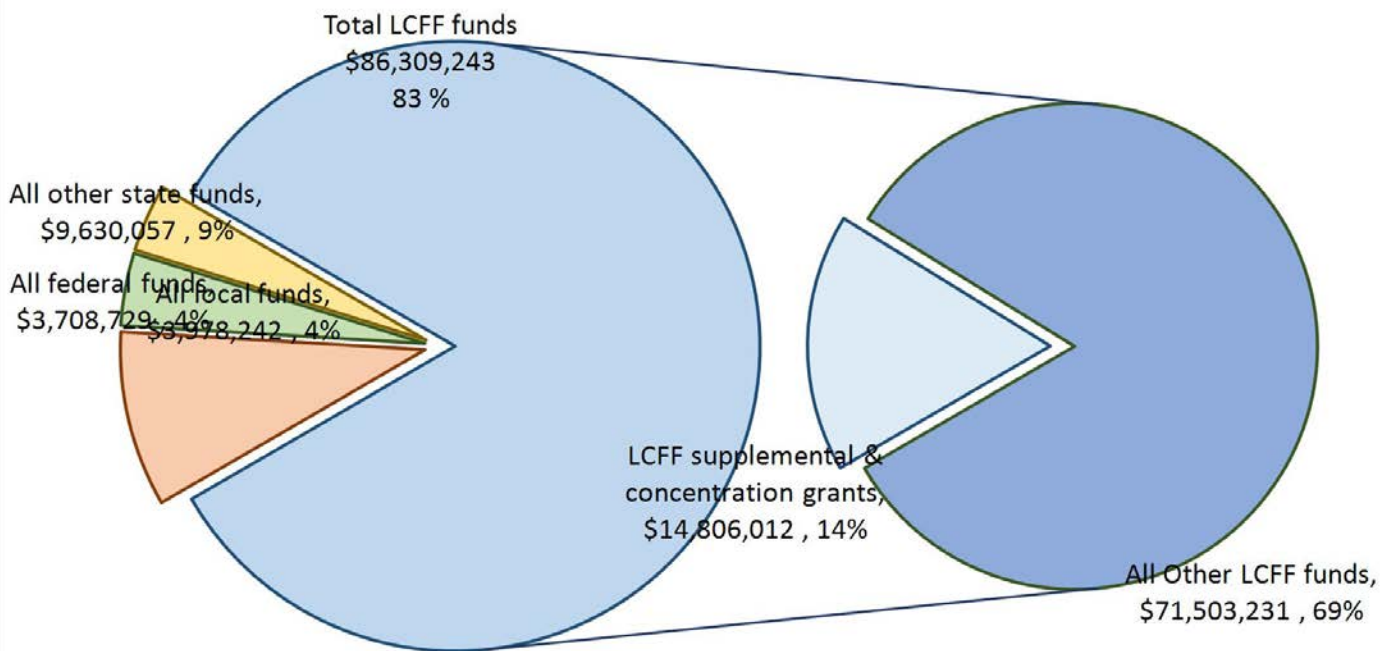
Educational Services

(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 2024-25 School Year

Projected Revenue by Fund Source

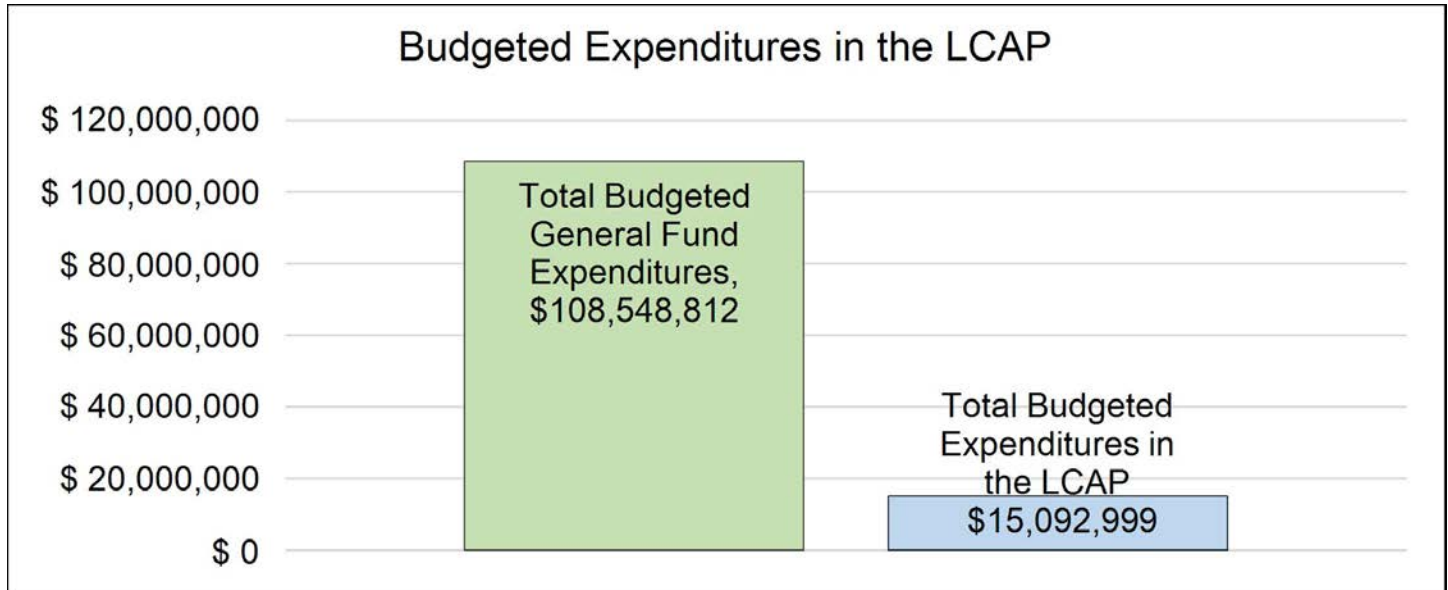


This chart shows the total general purpose revenue Paso Robles Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Paso Robles Joint Unified School District is \$103,626,271, of which \$86,309,243 is Local Control Funding Formula (LCFF), \$9,630,057 is other state funds, \$3,978,242 is local funds, and \$3,708,729 is federal funds. Of the \$86,309,243 in LCFF Funds, \$14,806,012 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 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Paso Robles Joint Unified School District plans to spend \$108,548,812 for the 2024-25 school year. Of that amount, \$15,092,999 is tied to actions/services in the LCAP and \$93,455,813 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

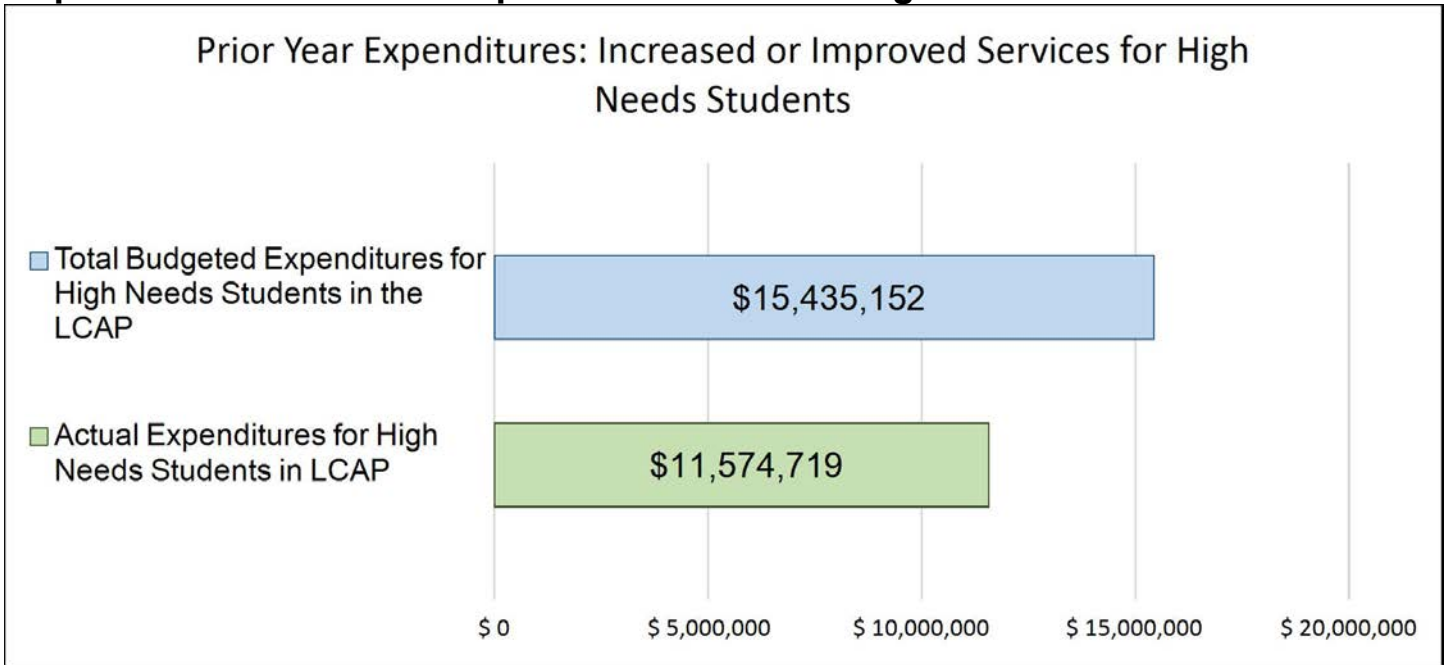
General fund budget expenditures which are not included in the LCAP included baseline district needs including classroom teachers, maintenance and operations support, technology, and general administrative staff.

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

In 2024-25, Paso Robles Joint Unified School District is projecting it will receive \$14,806,012 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 \$14,806,012 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what 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 2023-24, Paso Robles Joint Unified School District's LCAP budgeted \$15,435,152.00 for planned actions to increase or improve services for high needs students. Paso Robles Joint Unified School District actually spent \$11,574,719.00 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-3,860,433 had the following impact on Paso Robles Joint Unified School District's ability to increase or improve services for high needs students:

The difference between the total actual expenditures for actions and services to increase or improve services for high needs students in 2023-2024 is less than the budgeted expenditures due to a variety of challenges with staffing positions in the original budget as well as the need to expend one-time COVID funds which had a spending deadline in the 2024 year.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Paso Robles Joint Unified School District	Erin Haley Assistant Superintendent, Educational Services	Ehaley@pasoschools.org (805) 769-1000 x30401

Goals and Actions

Goal

Goal #	Description
1	All students and families will be connected to school and engaged in learning as demonstrated by local parent and student surveys, CA Healthy Kids Survey, academic engagement measure (Chronic Absenteeism) and condition and climate measures (Suspension and Facilities Inspection Tool (FIT)) (Priority 3, Priority 5, Priority 6, Priority 7)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Healthy Kids Survey (CHKS) Connectedness	<p>2018-2019 CHKS indicate the following % of students feel safe at school: 5th: 86% 8th: 51% 11th: 38%</p> <p>2018-2019 CHKS indicate the following % of students feel connected to school: 5th: 81% 8th: 56% 11th: 43%</p>	<p>2020-21 CHKS indicate the following % of students feel safe at school: 5th: 86% 7th: 50% 9th: 43% 11th: 48%</p> <p>2021-22 CHKS indicate the following % of students feel connected to school: 5th: 77% 7th: 54% 9th: 45% 11th: 46%</p>	<p>CHKS not administered in the 2022-2023 school year.</p> <p>Will resume in the 2023-2024 school year.</p>	<p>School Connectedness grade 5: 72% School connectedness grade 6: 62% School connectedness grade 7: 48% School connectedness grade 9: 49% School connectedness grade 11: 40% School connectedness Alt. Ed. 63% School safety grade 5: 75% School safety grade 6: 64% School Safety grade 7: 51%</p>	<p>On CHKS Percentage of students who feel safe at school 5th: 95% 8th: 75% 9th: 60%</p> <p>On CHKS Percentage of students feel connected to school: 5th grade: 95% 8th grade : 75% 9th grade: 70%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				School safety grade 9: 53% School safety Grade 11: 47% School safety Alt. Ed. 79%	
LCAP Parent/Student Surveys regarding school connectedness	Surveys of parents and students pre pandemic indicated that between 88%-92% of students were connected to school or had one caring adult that they could go to at school if they needed help	<p>2021-2022 2022 Surveys of 6-8 Students indicated that 41% feel connected to school and 86% said that they have at least one caring adult they can go to at school if they need help</p> <p>2022 Surveys of 9-12 Students indicated that 42% feel connected to school and 91% have at least one caring adult they could go to at school if they needed help</p> <p>Surveys of parents and students indicate that between 76% of parents indicated that their child is connect to school and 86% indicated that they</p>	<p>2022-2023 Surveys 6-8 students indicated that 38% feel connected to school and 86.4% said that they have at least one caring adult that they can go to at school if they need help.</p> <p>Surveys 9-12 of students indicated that 37.6% feel connected to school and 90.8% said that they have at least one caring adult they can go to at school if they need help.</p> <p>Survey of parents indicated that 68% of parents feel that their child is connected to school and 88.3% indicated that they have at least one</p>	<p>2023-2024 Surveys 6-8 grade students 42.8% connected to school</p> <p>6-8 grade students - 86.1% indicated they have at least one caring adult</p> <p>9-12 grade students 41.7% connected to school</p> <p>9-12 grade students 91.4% with at least one caring adult</p> <p>Parents TK-12th grade 72.3% Feel their child is connected to school</p> <p>89.2% Feel their child has one caring adult they could go to at</p>	Surveys of parents and students indicate that 95% of students are connected to school and have at least one caring adult at school

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		have at least one care adult that they could go to at school if they needed help	caring adult that they could go to at school if they needed help.	school if they needed help.	
Chronic Absenteeism Rate	2019 CA Dashboard All Students 11.6% Chronic Absenteeism Rate Red- Foster Youth Orange - EL, Low Income Yellow - SWD	Chronic Absenteeism rate - May 2022 internal data All Students 31.6% English Learners 35.7% Low Income 33.1% Foster Youth 50% Students with Disabilities (SWD) 41.6%	Chronic Absenteeism rate- May 2023 All Students 19.6% English Learners 22.5% Low Income 23.1% Foster Youth 34.3% Students with Disabilities (SWD) 27.8%	Chronic Absenteeism rate All students: 26.2% English Learners: 25.5% Low Socioeconomic: 30.4% Foster youth: 51.6% Students with Disabilities: 36.2%	All Students 9% Green Status for all subgroups
Suspension Rate	6.6% suspension rate (all students who have been suspended at least once) Red Performance Level - Foster Youth, SWD Orange Performance Level- Low Income Yellow Performance Level - EL	Suspension Rate - May 2022 internal data All Students 5.01% English Learners 4.2% Low Income 6.6% Foster Youth 22.6% Students with Disabilities (SWD) 5.0%	Suspension Rate May 2023 internal data All Students 6.21% English Learners 16.45% Low Income 5.98% Foster Youth 0.99% Students with Disabilities (SWD) 26.18%	Suspension Rate 2024 Total: 3.2%, EL: 4.8%, Low Socio: 4.4%, Foster: 12.1% Students with Disabilities (SWD) 4.3%	3.3% suspension rate (all students) All subgroups assigned a Green Performance Level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion Rates	0.14% expulsion rate (10 students) in 2018-29	0.02% expulsion rate - May 2022 internal data	0.02% expulsion rate- February 2023 internal data	Pupil Expulsion Rate: All Students: 0.16%	0.06% expulsion rate (4 students)
Attendance	91% Attendance Daily Attendance (ADA) rate for all students	As of May 2022 91.34% district wide average ADA The lowest month was during the COVID surge in January which in which overall ADA was 85.81%	As of May 2023 92.60% district wide average ADA for all students	As of Jan 2024 91.30% district wide attendance percentage for all students	95% Average Daily Attendance (ADA) rate for all students
Middle School Dropout Rate	0 students	0 students	1 student	0 students	0 students
High School Dropout Rates	4.6% high school drop out rate	5% high school dropout rate	7.2% high school dropout rate	High School dropout rate Overall: 2.2%	3% high school dropout rate
Quality of Facilities	Facilities Inspection Tool (FIT) District Average: 88.9%	FIT District Average: 88.2%	FIT District Average: 87.23%	90.1%	FIT District Average: 90.4%
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LCAP Survey Questions regarding parent partnership and input for decision making	New Metric added in 2022-23 with Baseline data in 2022-23	LCAP Parent Survey Parent Participation at School 2022 LCAP/ESSER III Survey	LCAP Parent Survey Parent Participation at School 2023 LCAP/ESSER III Survey	LCAP Parent Survey 2024 Parent Participation at School	Winter LCAP/ESSER III Survey 95% said they attended school functions

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>90% said they attended school functions 26% said they attended a parent leadership meeting 19.5% said they attended a parent workshop or training</p> <p>LCAP Survey Question I use the following tools to get information regarding school activities and district event 2022 LCAP Survey Parent Square - 94.3% School/ District Newsletters - 55.3%</p> <p>LCAP Survey Questions The school seeks my input regarding students' educational experiences. Data from prepandemic LCAP Surveys indicated that 65% of parents</p>	<p>86.3% said they attended school functions, 21.6% said they attended a parent leadership meeting, 20% said they attended a parent workshop or training.</p> <p>LCAP Survey question: I use the following tools to get information regarding school activities and district events; 2023 LCAP Survey Parent Square- 94% School/District Newsletters- 45.6% LCAP Survey Question: The school seeks my input regarding students' educational experiences. 2023 LCAP Survey 52.2% of parents indicated that schools seek their input.</p>	<p>88.2% said they attended school functions, 22.9% said they attended a parent leadership meeting, 17.4% said they attended a parent workshop or training.</p> <p>LCAP Survey question: I use the following tools to get information regarding school activities and district events; 2024 LCAP Survey Parent Square- 94.6% School/District Newsletters- 51.4% LCAP Survey Question: The school seeks my input regarding students' educational experiences. 2024 LCAP Survey 49.3% of parents indicated that schools seek their input always and 39.2% of parents indicated that schools seek their input sometimes.</p>	<p>50% said they attended a parent leadership meeting 30% said they attended a parent workshop or training</p> <p>Winter LCAP/ESSER III Survey Get information from Parent Square - 99% Get information from School/District Newsletter - 75%</p> <p>Winter LCAP/ESSER III Survey Surveys indicated that 65% of parents indicated that schools seek their input</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		indicted that schools seek their input			
Parent Participation	New Metric added in 2022-23 with Baseline data in 2022-23	Parent Participation in IEPs Parent Participation in ELAC and DELAC Meeting	99.82% of 1,099 IEPs held this year, thus far, parents indicated they felt a part of the IEP process.	99.1% of 1,083 IEPs held this year, thus far, parents indicated they felt a part of the IEP process.	Parent Participation in IEPs Parent Participation in ELAC and DELAC meetings
Student participation in programs for unduplicated students	New Metric will be added in 2023-24 with Baseline data established in 2022-23	NA	<p>ASES participation %: W.Pifer: 93 students enrolled, 77% unduplicated V.Peterson: 97 student enrolled, 91% unduplicated G.Speck: 105 students enrolled, 89% unduplicated</p> <p>For 2022-23, as of the enrollment census date, 19.4% of unduplicated K-5 students were enrolled in ASES. For 2022-23, as of the enrollment census date, 11.9% of unduplicated K-6 students were enrolled in ELOP.</p>	<p>For 2023-24, as of May 2, 2024, 87% of students enrolled in ASES were unduplicated. For 2023-24, as of May 2, 2024, 63% of students enrolled in ELOP were unduplicated.</p> <p>For 2023-24, 32.5% of high school students, grades 9-12, participated in an after school athletic program.</p>	<p>25% of the student population will participate in afterschool athletic programs.</p> <p>50% Enrollment of unduplicated pupils in the ASES/ELOP afterschool programs for each school site.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			For 2022-23, 43.2% of high school students, grades 9-12, participated in an after school athletic program.		
Parent Participation in Programs for Individuals with Exceptional Needs	New Metric added in 2022-23 with Baseline data in 2021-22	99% of parents who attended IEPs indicated they felt they were part of the IEP process in 2021-2022 school year.	99.82% of parents who attended IEPs indicated they felt they were a part of the IEP process in the 2022-2023 school year.	99.1% of 1,083 IEPs held this year, thus far, parents indicated they felt a part of the IEP process.	100% of parents who attend IEPs will indicate they felt included in the IEP process.
Students Connect to School and School Safety Question from LCAP Students and Parents Survey and CA Healthy Kids Survey (CHKS)	LCAP Surveys of parents and students pre pandemic indicated that 88%-92% of students were connected to school and had one caring adult.	2022 Surveys of parents and students indicate that between 76% of parents indicated that their child is connect to school and 86% indicated that they have at least one care adult that they could go to at school if they needed help 2022 Surveys of 9-12 Students indicated that 42% feel connected to school and 91% have at least one caring adult they could go to at school if they needed help	2023 Surveys of parents and students indicate that 68% of parents indicated that their child is connected to school and 88.3% indicated that they have at least one care adult that they could go to at school if they needed help. 2022-2023 CHKS not administered in 2023.	CHKS to be administered in Feb/March 2024. 2024 Surveys 6-8 grade students 42.8% connected to school 6-8 grade students - 86.1% indicated they have at least one caring adult 9-12 grade students 41.7% connected to school 9-12 grade students 91.4% with at least one caring adult	LCAP Surveys of parents and students indicate that 95% of students are connected to school and have at least one caring adult at school On CHKS Percentage of students who feel safe at school 5th: 95% 8th: 75% 9th: 60% On CHKS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>2019-2020 CHKS indicate the following % of students feel safe at school: 5th: 86% 8th: 51% 11th: 38%</p> <p>2019-2020 CHKS indicate the following % of students feel connected to school: 5th: 81% 8th: 56% 11th: 43%</p>	<p>2022 Surveys of 6-8 Students indicated that 41% feel connected to school and 86% said that they have at least one caring adult they can go to at school is they need help</p> <p>2020-21 CHKS indicate the following % of students feel safe at school: 5th: 86% 7th: 50% 9th: 43% 11th: 48%</p> <p>2021-22 CHKS indicate the following % of students feel connected to school: 5th: 77% 7th: 54% 9th: 45% 11th: 46%</p>		<p>Parents TK-12th grade 72.3% Feel their child is connected to school</p> <p>89.2% Feel their child has one caring adult they could go to at school if they needed help.</p>	<p>Percentage of students feel connected to school: 5th grade: 95% 8th grade : 75% 9th grade: 70%</p>

Goal Analysis

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

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

Goal 1 is designed to improve student engagement outcomes particularly those that were directly impacted by the pandemic and school closures. The actions in Goal 1 are designed to build a complete system of support for students and families in the areas of engagement, behavior and mental health. Paso Robles Joint Unified School District using the following rating scale to determine its progress in implementing the actions to achieve the articulated goals. Ratings were based on an analysis of both input from educational partners and metrics. Rating Scale: 0 - Not Implemented 1 - Exploration and Research Phases; 2 - Initial Implementation; 3 - Partial Implementation or Implementation with Modifications; 4- Full Implementation; 5 - Full Implementation with Sustainability

Action 1- Social Emotional Supports - Partial Implemented. We were able to fully staff elementary counselors, develop a mentoring program for students in grades 5-12, implement a universal screener for social and emotional wellness and establish a Wellness Center at PRHS and Liberty. We were not able to staff all mental health therapists, but will be fully staff in 2024-25. We are using the universal screener to monitor progress and to identify the most effective use of the identified services.

Action 2 - Staff Training and Coaching on the Needs of Unduplicated Students - Implemented with Modifications in Delivery. While this action originally called for release time, we were able to negotiate professional development days and this resulted in a significant cost increase for this item. The days were used to support the needs of unduplicated students particularly English learners and Students with Disabilities. At the TK- 5 level, professional development focused on supporting unduplicated students to meet reading language arts standards. At the 6-12 level, professional development focused on supporting English learners through the PLC process and developing specific language targets within classroom lessons. College and Career software was also implemented with staff training to provide ongoing data regarding college and career readiness. Data collected following the professional development opportunities indicated that the professional development met the intended target.

Action 3 - Family Advocates including Family Outreach and Communication Support - Full Implementation with Sustainability. Each school has a family advocate and the district has established a Contract with the LINK. The district hired a specific Community Services Director who has successfully coordinated translations and interpretation services and conducted family and community outreach. The district provided interpretation services for Mixtecan families. The district has seen a reduction in complaints regarding translation services and an increase in parent participation. Input from educational partners indicates that having family advocates on site campuses has increased communication efforts. We have also had a significant increase in the number of parents, including Spanish Speaking families who have attended our Parent University and who have completed the Parent Institute for Quality Education (PIQE)

Action 4 - Support for Homeless and Foster Youth Services including Transportation for Low Income and Homeless/Foster Youth - Partial Implementation. Transportation services were provided, but there was a vacancy for the homeless and foster youth liaison that occurred over the summer. The position was reevaluated and a change in job description occurred and the position was hired mid year.

Action 5 - Extension of School Support Beyond the School Day and Enrichment - Full Implementation. While this action was fully implemented, some of the expenses were funded out of Expanded Learning Opportunity Program (ELOP) which resulted in carry over funds

in supplemental and concentration funds. Enrollment data indicates that the students who are served by ELOP are primarily unduplicated students and that we have increased the opportunity for extended learning including summer activities.

Action 6 - Community Partner School Model - Partial Implementation. Through a California Community School Partnership Program (CCSPP) planning grant, we were able to complete a District Community School Master Plan and apply for a site implementation grant for Glen Speck Elementary. The site community school coordinator was originally flown in spring of 2023 as a certificated position, but had no applicants. The position was revised as a classified position, with a new job description and the position was hired mid-year. The district received an implementation grant for Glen Speck which will begin on July 1, 2024

Action 7 - Custodian Support for Additional Staff and Student Programs - Partial Implementation. The original estimate was for eight FTE positions. It was determined through the year that six positions were needed. These positions were fully staffed by spring.

Action 8 - Additional Support for MTSS for All School Site - Initial Implemented. A BCBA was hired and has been providing coaching to support student trauma behaviors. Input from educational partners indicates that this service has support staff in learning strategies for responding to trauma and that more work is needed in this area.

Action 9 - Student Engagement and Connection- Initial Implementation. Five full-time Student Engagement and Connection Specialists were hired to support all six elementary schools to address the unduplicated inequities in behavior, absenteeism, and overall connectedness to school. Feedback from district staff has indicated that these positions have been critical to reducing suspensions and chronic absenteeism as well as increasing attendance and supporting positive climates on the campuses, particularly those with high populations of unduplicated students.

Action 10 - Technology Support for Learning at Home - Full Implementation with Sustainability. This provided hotspots to support unduplicated youth with internet connectivity outside of the school day with an emphasis on school-based learning programs. Feedback from parent surveys indicates that this is an ongoing need for our low income families.

Action 11 - Transportation - Not implemented. We have not been able to fill certified bus driver positions, however, we continue to advertise through the year as this is a well expressed need from our parents and staff. We would increase student attendance and participation if we could expand transportation services as we cover a large geographical area. We have been unable to hire qualified bus drivers even with the incentives of signing bonuses and paying for training.

Action 12 - Drug, Alcohol, Anger Management and Trauma Informed Practices - Initial Implementation. It has been difficult to secure the outside services required for drug and alcohol counseling and intervention programs. We were able to secure a contract mid-year for the remaining portion of the year and will be monitoring use of the program and its effectiveness this spring.

Action 13 - Behavior Paraeducators - Fully implemented (noncontributing) - Eight behavior paraeducators were hired to support positive behavior at school sites. Feedback from site staff indicate that these positions have supported effective implementation of PBIS and also support positive student behavior and are part of the trauma informed practices.

Action 14 - Visual and Performing Arts (VAPA) - Initial implementation (noncontributing) - The district has been in a planning year for the use of the Prop 28 VAPA block grant funds and has been using Extended Learning Opportunities Program (ELOP) funds to provide after school enrichment in the the arts. Educational partners continue to indicate the need to include additional VAPA opportunities for students.

CHALLENGES: First and foremost is hiring, training and sustaining new and expanded classification of staff including mental health therapists (Action 1), elementary school counselors (Action 1), family advocates (Action 3), homeless and foster youth support (Action 4), community school coordinator, (Action 6), behavior paraeducators (Action 13), Board Certified Behavior Analysts (Action 8), drug and alcohol supports (12), and Student Engagement Specialists (Action 9). Many of these positions are either new to our district or a change from previous assignments to better meet the needs of our unduplicated students. As with any new program or staff, it takes time to build the structural supports, operations, and procedures including communication among and between staff, parents and students to assure that students have access to these supports.

Another challenge has been the changing landscape of funding to schools and districts. As new or alternative sources of funding have been identified or introduced, we have reviewed our use of supplemental and concentration grant funding to maximize the impact of both the new funds and the supplemental and concentration grant fund. We have also been careful to assure that we are spending one time funds according to state and federal deadlines.

Our final challenge was protracted labor negotiations that were not completed until May 2024. This impacted the allocation of funds that were held to assure that we could meet salary and benefit obligations for personnel hired to provide LCAP services.

SUCSESSES: In our data we are beginning to see evidence of success including a significant increase in Average Daily Attendance (ADA), a reduction of suspensions, reduction of chronic absenteeism, increases in students indicating they have a caring adult at school and small increases in student connectedness data. We have now fully hired all positions and will be able to fully implement each action as we go forward. We know that there is a connection between clean and functional school spaces and student health and participation. The inclusion of additional custodian support due to the increase in facilities for extended learning time and additional staff for student support has led to an increase in our Facilities Inspection Tool (FIT) to meet our target of 91%.

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

There was a material difference between planned and estimated actual expenditures for the following actions:

Action 1- Social Emotional Supports - As mentioned in the challenges, consistent staffing has been an issue this year. In Action 1, we were unable to hire all the mental health positions that we identified in the LCAP. Currently these positions have still been identified as a need and

staff has been hired to begin in the 2024-25 school year. \$1,5483,885 was allocated and \$1,092,913 were expended. The remaining funding was used in to provide the increased costs of Action 2 Wellness counselor PRHS

Action 2, Staff Training and Coaching on the Needs of Unduplicated Students, there was a significant increase in cost from the allocated \$159,267 to the actual cost of \$376,000 due to the change in delivery method from release time to professional development days. The excess from Action 1 was used for Action 2.

Actions 4, Support for Homeless and Foster Youth Services including Transportation for Low Income and Homeless/Foster Youth and Action 6, Community Partner School Model positions were not filled until midway through the year. The intended services were provided by alternative staff to assure that support were provided to homeless and foster youth and to the community school development process. There was \$145,000 allocated in Action 4 with \$30,000 expended and in Action 6 \$95,000 was allocated and \$35,000 expended. The remaining funds will be part of the carryover identified in the 2024-24 LCAP plan.

Action 7, Custodial Support, we were able to complete the purchase of the identified equipment through COVID mitigation funds. In terms of staffing, we have continued to have open positions which have been filled this spring so we can begin with a complete staff. We had allocated \$687,000 and expended \$390,049. The remaining funds will be part of the carryover identified in the 2024-24 LCAP plan.

Action 10, Technology Support for Learning at Home, we provided hotspots and internet support to all low income families that requested support. We allocated \$90,000 for these services, but only spent \$38,142. As this remains a key support for our unduplicated families, the service will continue, but a reduced amount will be allocated to better match the need. The remaining funds will be part of the carryover identified in the 2024-24 LCAP plan.

Action 11, Transportation, was not implemented due a lack of bus drivers and the \$153,000 was not spent. The remaining funds will be part of the carryover identified in the 2024-24 LCAP plan. The budget will be adjusted for the 2024-25 school year and will be increased if additional drivers are hired as this continues to be an identified need.

Action 14 , Visual and Performing Arts Program K-12 (noncontributing) , the Prop 28 funding was directly allocated to school sites to increase access to visual and performing arts. Because the amount of the funding and the rules regarding the funding were not clearly established, we have not yet used this funding to hire staff or more forward to implementing the district VAPA Master plan.

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

Paso Robles Joint Unified School District used the following rating scale to determine the effectiveness of the action to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating Scale (lowest to highest): 1 - Not Effective; 2- Somewhat Effective and 3 - Effective

Goal 1 continues to be an area of need. The pandemic, school closures, hybrid and distance learning, and health department requirements for quarantine were the root cause of high levels of absenteeism and student disengagement as well as academic declines. As we returned to school we have dealt with changing student and family needs over the past three years and each of these actions has been expanded, reduced or modified each year based on data and feedback from educational partners. The data over three years indicates that we have made progress in increasing average daily attendance (ADA), reducing chronic absenteeism, reducing suspension and expulsions, and providing students with a caring adult. We have made small incremental progress in connecting students to school. We are making progress toward a systematic MTSS strategy that begins with universal screening for mental and social emotional health and provides tiered interventions for both students and families. We have more robust participation from families at school sites and we have strengthened our language supports that allow for participation at both site and district levels. Through multiple funding sources including supplemental and concentration grant funding, we have made our school sites safer and healthier as evidenced by the Fitness Inspection Tool (FIT).

Action 1 Social Emotional Supports, Action 2 Staff Training and Coaching, Action 3 Family Advocates, Action 4 Support for Homeless and Foster Youth Services, Action 5 Extension of School Support Beyond the School Day and Enrichment, Action 6 Community Partner School Model, Action 8 Additional Support for MTSS for All School Site, Action 9 Student Engagement and Connection and Action 13 Behavior Paraeducators have been deemed to be Effective based on the reduction of chronic absenteeism, increased attendance, reduced suspensions and expulsions, students and families identifying that students have a caring adult they can turn to at school and parent and family participation in school and district events. Going forward an area of focus for these actions will be student connection to school. Students indicating that they feel connected to school has increased, but not yet to the level of the desired outcome. Several of these actions have been modified over the years based on a review of the implementation, the availability of staffing and student data.

Action 7 Custodian Support is deemed as Effective as the FIT report which has demonstrated an improvement of scores to reach the outcome and will need to be maintained to continue to receive these ratings for health and safety at school sites, particularly at school sites with large numbers of unduplicated students.

Action 10 Technology Support is deemed as Effective based on a survey of parents in the LCAP who indicated they needed support with connectivity.

Action 11 Transportation has not been implemented due to a lack of bus drivers. Parents have been provided with transportation support in a variety of alternative ways including school vans and RTA bus passes. This remains an identified need, but we have not been able to implement the action. While increasing bus routes remains a much desired action to increase attendance and allow participation in afterschool programs, we have reduced the funding due to a lack of drivers.

Action 12 Drug, Alcohol, Anger Management and Trauma Informed Practices was new this year and has been implemented in the spring and is deemed Somewhat Effective. Initial reports indicated that this is an area which we should continue to pursue and it will be evaluated at the end of next year to determine its effectiveness.

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

CHANGES TO THE GOAL:

This goal continues to be an area of need and there is no change to the stated goal. While progress has been made to reduce chronic absenteeism and suspension and expulsion rates and increase attendance and other student climate metrics, there is still work to be done.

CHANGES TO EXPECTED OUTCOMES AND METRICS:

Two new metric have been added:

PASS Universal Screener for social-emotional health was fully implemented in 2023-24 school year. There are three areas of focus based on existing data: Feelings about School, Learner Self Regard/Worth and General Work Ethic. These are three areas that should be positively impacted by the actions in Goal 1. Baseline data has been established and goals set in this areas.

The other new metric is student participation in our aftercare programs and this includes the Expanded Learning Opportunity Program (ELOP), TK-5 and SES, K-6. Baseline data has been established and goals set in this areas.

One metric will not longer be reported as part of LCAP and that is the participation rate of parent in the IEP process. The ongoing analysis is that over 99% of all parents participate and we have continue to have 95% or greater of our students with IEPs participate in the state assessment and this is no longer a focus needed for the new three year LCAP

CHANGES TO ACTIONS:

All action regarding personnel will be increased to cover the cost of the negotiated settlements with the bargaining units.

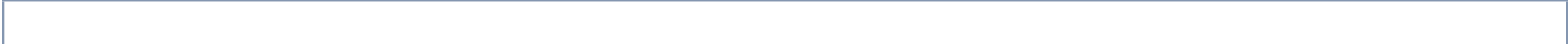
Action 2, Staff Training and Coaching on the Needs of Unduplicated Students - The funding for this action is increased based on the input of our educational partners regarding staff professional development for effective best teaching practices for unduplicated students including classroom support for English language learners, implementation of trauma informed practices and supporting dual identified students.

Action 5, Extension of School Support Beyond the School Day and Enrichment - The funding for this action is reduced due to the availability of Prop 28 funds. The Visual and Performing Arts portion of afterschool and enrichment support will come from these new funds.

Action 7, Custodial Support - The funding for this action will be reduced to the cost of salaries for the custodial positions as the equipment identified in the 2023-24 plan was purchased through alternative COVID mitigation funds

Action 11, Transportation, - The funding for this action will be reduced based on the inability to find licensed bus drivers. A smaller amount of funding will remain to allow the hiring of one bus driver if there is an applicant mid year.

Action 13, Behavior Paraeducators - This is the final year for expenditure of COVID relief funds. The behavior paraeducators have been a successful program that was funded out of one time COVID relief funds. Action 13 has been identified by educational partners as being integral to reducing negative student behavior resulting in the reduction of suspension and expulsion rates along with increasing the percentage of students who indicated that they have a caring adult on campus. Funding for this action will be continued through the supplementation and concentration grant funds.



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

Goals and Actions

Goal

Goal #	Description
2	All students will be college and career ready as measured by multiple measures (Broad Goal). (Priority 1, Priority 2, Priority 4, Priority 5, Priority 7, Priority 8)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College and Career Index (CCI)	2019 CA Dashboard All Students 51.1% Prepared Orange Performance Level- EL, Low Income, SWD	College and Career Index (CCI) 2020 CA Dashboard All Students 48.5% Prepared. Data not available for 2021	CCI Data not available in the 2022-2023 school year	2022-23 CCO Data indicated that 31.9% of district student were identified as prepared with 19.1% identified as Approaching Prepared and 48.9% identified as Not Prepared. For prepared students: 24.8% were Hispanic, 42.7% were white, 4.5% were English Learners, 22.4% were Socioeconomically Disadvantage, 5.9% were SWD and 7% were Homeless Students PRHS 43.1% students were identified as Prepared with 22.5% identified as Approaching Prepared	60% of All subgroups assigned a Green Performance Level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				and 34.4% identified as Not Prepared. Of the students prepared 35.6% were Hispanic, 52% were White, 5.7% were EL, 31.2% were identified as socioeconomically disadvantaged, 6.1% identified as SWD and 10.3% identified as Homeless students	
CTE Pathway Completion	2020 CCI data 26% of students completed at least one CTE pathway	2021 College and Career Measures 22.5% of students completed at least one CTE pathway	63% reported to State- actual data is 166 students of 468 = 35.4%	2022-23 College and Career Measure, Districtwide 19.6% of student district-wide completed at least one CTE Pathway and out of the students completing a CTE pathway there were 13.8% Hispanic, 30.3% White, 29.5% EL, 14.5% Economically Disadvantaged, 2.9% SWD and 1.8% Homeless students PRHS 26.8% completed one or more career technical pathway	36% of students will complete at least one CTE pathway

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College Credit Courses	2020 Data 42% of students complete at least one semester of college credit courses	2021 College and Career Measures 63.6% of students completed at least one semester of college credit courses 45% of students completed two or more college credit courses	2022 College and Career Measures 44.4% of students completed at least one semester of college credit courses 9.6% of students completed two or more college credit courses.	2023 College and Career Measures 6.6% of prepared students completed two or more college credit courses which is 2.1% of all students including 1% Hispanic, 2.7% White, 2.9% English Learners, 1.8% Socioeconomically Disadvantaged, 1.5% SWD and 1.7% Homeless	52% of students will take at least one semester of college credit courses
3 or above on an AP Exam - the percentage of the graduating class who score a 3 or higher on two or more AP exams	2018-2019 CCI report - 12% of the graduating class scored a 3 or higher on at least two Advanced Placement classes	2021 College and Career Measures- 9.5% of the graduating class scored a 3 or higher on at least two Advanced Placement classes	2022 Data 46/468 Graduates 9.8% of the graduating class scored a 3 or higher on at least two Advanced Placement exams	In 2022-23, 29.1% of prepared students scored a 3 or more on 2 or more AP tests which is 12.1% of all students score a 3 or higher on at least 2 AP tests with 10.5% Hispanic, 15.9% White, 4.3% Socioeconomically disadvantaged, 1.4% SWD, 0% EL and 0% Homeless	15% of the graduating class scored a 3 or higher on at least two Advanced Placement classes
Early Assessment Program (EAP) (percentage of students scoring 3 or	ELA: 53% Math: 34%	College and Career Index (CCI) Data ELA: 48% Math: 22%	2022-2023 Data available in Fall of 2023	In 2022-23 CAASPP results ELA: 48% Math: 23%	ELA: 60% Math: 40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
above on 11th grade CAASPP)				PRHS ELA 53% Math 29%	
Smarter Balanced Assessment Score of 3 on both ELA and math	2020 Data 56% of prepared students	College and Career Index (CCI) Data not available for 2021	2022 Data 24.3% of prepared students	In 2022-23, 54.4% of prepared students scored a 3 in both Mathematics and English Language Arts	66% of prepared students
High School Graduation Rate	2019 CA Dashboard 88.9% graduation rate for all students Orange Performance Level - Students with Disabilities (SWD) Yellow Performance Level - English learners (EL) 2020 Data 88% graduation rate for all students	2021 Graduation Rate report 86.8% All students 52.9% Students with Disabilities (no performance level assigned for 2021) 66.7% English learners (no color status assigned for 2021) 91.6% All students at Paso Robles High School (PRHS) 63.6% Students with Disabilities (PRHS) 61.9% English learners (PRHS)	2022 Graduation Rate report 90.9% All students 74.43% Students with Disabilities 78.7% English Learners 91% All students at Paso High School (PRHS) 72.2% Students with Disabilities (PRHS) 79% English learners (PRHS)	2023 District 87% Graduation rate with 65.2% Students with Disabilities, 67.1% English Learner 84.1% Hispanic, 92.8% White,, 83.8% Socioeconomically Disadvantaged, PRHS 91.4% graduation rate with 65.3% Students with Disabilities 70.3% English Learners 88.4% Hispanic, 96.1% White, , 88.1% Socioeconomically Disadvantaged	92% graduation rate for all students 75% graduation rate for English learners 65% graduation rate for SWD

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>No Mid-Year data for PRHS or Independence High School.</p> <p>2023-24 Mid-year data for Liberty High School (Fall Semester 2023): 41 of 132 Seniors were Early Grads: 31%) (9 of the 41 early grads were 5th Year Seniors representing 21.9%). (32 of 132 were 4th year Seniors representing 24%). (4 were EL representing 12.5% of 4th year Early Grads) (5 of 32 were SWD representing 15.6% of 4th year Early Grads). These numbers will be included in the total 2023-2024 end of year data.</p>	
8th grade students with a 1.67 GPA or less	2021 Quarter 3 data for 8th grade students indicates that between 40%- 60% of middle school students	2022 Quarter 3 data for 6th-8th grade students indicates that between 9.6% - 19.3% of all middle	2023 Quarter 3 data for 6th-8th grade students indicates that 16.2% of all middle school students	The 2023-24 Quarter 2 data for 6th-8th grade students indicates that 16.8 % of all middle school	Less than 10% of the total 6-8 students population with a less than 1.67 GPA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(based on individual middle schools) have less than a 1.67 GPA	school students scored less than a 1.67 GPA 2022 Quarter 3 data indicates that between 14.5%- 19.3% of 8th grade students have less than a 1.67 GPA	scored less than a 1.67 GPA 2023 Quarter 3 data indicates that 17.5% of 8th grade students have less than a 1.67 GPA	students scored less than a 1.67 GPA 2023-24 Quarter 2 data indicates that 15.7% of 8th grade students have less than a 1.67 GPA	
Teacher Credentialing - All teachers will be appropriately assigned, based on either appropriate credential for assignment or a valid option provided by CA code of regulations, Title 5 or the Education Code	All teachers appropriately assigned	All teachers appropriately assigned	All teachers appropriately assigned	All teachers appropriately assigned	All teachers appropriately assigned
Access to Standards Aligned Instructional Materials	Resolution that states the district has a sufficiency of instructional materials	Resolution passed that states the district has a sufficiency of instructional material - October 2021	Resolution passed that states the district has a sufficiency of instructional material - October 11, 2022.	Resolution passed that states the district has a sufficiency of instructional material - October 10, 2023.	Resolution that states the district has a sufficiency of instructional materials
Implementation of state board adopted academic content and performance standards	Data from classroom visits, grade-level PLD and LCAP teacher surveys indicates that California Common	K-5 Science Adoption Committee has reviewed state adopted science textbooks and is in the	K-5 Science Adoption Committee has reviewed state adopted science	K-5 History Adoption Committee has reviewed state adopted history textbooks and	Data indicates that CCCS are being taught with current state board adopted

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Core State (CCCS) are being taught with current state board adopted academic content in all areas with the exception of K-5 science which lacks a current adoption.	midst of piloting programs that will be completed in fall of 2022 for implementation in fall of 2023	textbooks and approved the updated core science curriculum for all elementary classrooms in February 2023.	approved the updated curriculum for the 2024-2025 school year.	academic content in all areas
A-G Completion Rate	27% of students met A-G district wide in 2020 with 38% of PRHS students meeting A-G	2021 College and Career Measures 22.2% of students met A-G district wide in 2021 with 38% of PRHS students meeting A-G	2022 College and Career Measures 25.1% of students met A-G district wide in 2022 with 27.8% of PRHS students meeting A-G.	2023 College and Career Measure Districtwide 20.8% completed UC/CSU requirement including 16.2% Hispanic, 28.1% White, 1.4% EL, 14.2% Socioeconomically Disadvantaged, 2.9% students with Disabilities and 1.8% Homeless Students PRHS 29.6% meet UC/CSU requirements	35% of students district wide will meet A-G requirement with 45% of PRHS students meeting A-G
A-G and CTE Completion Rate	6.2% percent of students both completed A-G requirements and completed a CTE pathway	2021 College and Career Measures 6.2% percent of students both completed A-G requirements and completed a CTE pathway	2022 College and Career Measures 10% percent of students both completed A-G requirements and completed a CTE pathway	2023 College and Career Measure - 7.8% of students both met UC requirements and completed at least one CTE Pathway including 5.2% Hispanic, 12.7% White, 0% EL, 4.5%	10% of students both complete A-G requirements and complete a CTE pathway

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Socioeconomically Disadvantaged, 1.4% SWD and 0% Homeless Students AT PRHS 11.1% completed both A-G requirements and completed a CTE Pathway	
Broad Course of Study	Upon review of elementary school schedules and secondary course offerings, Paso Robles offers a Broad Course of Study. However students who are receiving English language Development (ELD) through a separate ELD course in grades 6-12 or students who require additional time to master English language arts or mathematics standards through strategic courses in grades 6-8 may not have access to the full range of elective	Upon review of elementary school schedules and secondary course offerings, Paso Robles offers a Broad Course of Study. However students who are receiving ELD through a separate ELD course in grades 6-12 or students who require additional time to master ELA or mathematics standards through strategic courses in grades 6-8 may not have access to the full range of elective programs including Visual and Performing Arts (VAPA). In	Upon review of elementary school schedules and secondary course offerings, Paso Robles offers a Broad Course of Study. However students who are receiving ELD through a separate ELD course in grades 6-12 or students who require additional time to master ELA or mathematics standards through strategic courses in grades 6-8 may not have access to the full range of elective programs including Visual and Performing Arts (VAPA). In	Upon review of elementary school schedules and secondary course offerings, Paso Robles offers a Broad Course of Study. However students who are receiving ELD through a separate ELD course in grades 6-12 or students who require additional time to master ELA or mathematics standards through strategic courses in grades 6-8 may not have access to the full range of elective programs including Visual and Performing Arts (VAPA). In	Upon review of elementary school schedules and secondary course offerings, Paso Robles offers a Broad Course of Study which provides a range of options for students to meet academic needs and still access elective and VAPA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	programs including Visual and Performing Arts (VAPA). In addition VAPA curriculum is fully not articulated in grade K-5	addition, VAPA curriculum is not fully articulated in grade K-5	addition, VAPA curriculum is not fully articulated in grade K-5	addition, VAPA curriculum is not fully articulated in grade K-5	
Implementation of State Board adopted Academic Content (CCCS) and Performance Standards for All Students	Data from classroom visits, grade-level PLD and LCAP teacher surveys Data indicates that CCCS are being taught with current state board adopted academic content in all areas with the exception of K-5 science which lacks a current adoption.	Data indicates that CCCS are being taught with current state board adopted academic content in all areas with the exception of K-5 science which lacks a current adoption. Concern has also been expressed regarding the age of the K-5 history social science textbooks	Data indicates that CCCS are being taught with current state board adopted academic content in all areas with the exception of K-5 science which was recently adopted by the PRJUSD Board of Trustees for implementation in the 2023-2024 school year. Concern has been expressed regarding the age of the K-5 history social science textbooks.	Data indicates that CCCS are being taught with current state board adopted academic content in all areas with the exception of K-5 science which was recently adopted by the PRJUSD Board of Trustees for implementation in the 2023-2024 school year. K-5 history social science textbooks have been adopted for use in the 2024-2025 school year.	Data will indicate all subject areas are being taught with current state board adopted academic content in grades TK-12.
CAASPP ELA Data 2021-2022 ALL STUDENTS Distance from Standard as referenced on	ALL Students (average points from standard) ELA (All Students): -27.8 EL: -116.0	CAASPP ELA Data 2021-22 ALL STUDENTS Distance from Standard as referenced on	CAASPP ELA Data 2022-23 ALL STUDENTS Distance from Standard as referenced on	CA Dashboard Data for 2023-24 not yet available	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>California School Dashboard</p> <p>Grades 3-8 : 52.4 points below standard Grade 11: 86.4 points below standard</p>	<p>SWD: -117.0 Low SES: -50.0 Foster: -58.0</p>	<p>California School Dashboard</p> <p>Grades in 3-11: 27.8 points below standard</p> <p>ALL Students (average points from standard) EL: -83.2 SWD: -117.0 Low SES: -50.0 Foster: -58.0</p>	<p>California School Dashboard</p> <p>Grades in 3-11: 27.2 points below standard</p> <p>ALL Students (average points from standard) EL: -85.1 SWD: -107.7 Low SES: -49.8 Foster: -97.7</p>		
<p>CAASPP Math Data 2021-2022 ALL STUDENTS Distance from Standard as referenced on California School Dashboard</p> <p>Grades 3-8: 63.2 points below standard Grade 11: 135.1 points below standard</p>	<p>ALL Students (average points from standard) Math (All Students): -58.4 EL: -108.5 SWD: -142.6 Low SES: -81.3 Foster: -64.6</p>	<p>CAASPP Math Data 2021-22 ALL STUDENTS Distance from Standard as referenced on California School Dashboard</p> <p>Grades 3-11 : 58.5 points below standard</p> <p>ALL Students (average points from standard) EL: -108.6 SWD: -143.3 Low SES: -81.5 Foster: -64.6</p>	<p>CAASPP Math Data 2022-23 ALL STUDENTS Distance from Standard as referenced on California School Dashboard</p> <p>Grades 3-11 : 58.1 points below standard</p> <p>ALL Students (average points from standard) EL: -109.7 SWD: -142 Low SES: -80 Foster: -98.9</p>	<p>CA Dashboard Data for 2023-24 not yet available</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

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

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

Goal 2 is focused on college and career readiness as measured by the College and Career Index measures that are once again available on the California Dashboard as well as local measures of college course completion while in grades 9-12. The CA Dashboard includes CTE pathway completion, California Assessment of Student Performance and Progress, AP test passage rates, and graduation rates. Paso Robles Joint Unified School District is using the following rating scale to determine its progress in implementing the actions to achieve the articulated goals. Ratings were based on an analysis of both input from educational partners and metrics.

Rating Scale: 0 - Not Implemented 1 - Exploration and Research Phases; 2 - Initial Implementation; 3 - Partial Implementation or Implementation with Modifications; 4- Full Implementation; 5 - Full Implementation with Sustainability

Action 1, Expanded Counseling Services for Unduplicated Youth in Grades 6-12 focused on College and Career Readiness, Meeting Graduation Requirements and Social Emotional Needs - Full Implementation with Sustainability. This action was fully implemented with six FTE in counseling at the 6-12 level, additional classified support to assist with college and career planning at Liberty/IHS and the mandated FAFSA report and an EdTech TOSA to monitoring reports regarding progress toward school and district climate metrics, graduation and college and career readiness

Action 2, AVID Programs - Full Implementation with Sustainability. There are AVID classes at all levels 6-12 with the district participating in the AVID national program and training was provided for 6-12 AVID teachers and site administrators

Action 3, Algebra I Support - Full implementation with Sustainability. This year significant progress was made in supporting algebra I students to successfully complete the Algebra I requirement for graduation.

Action 4, English Language Arts Support Class - Implementation with Modifications. While this action was fully implemented this year, we anticipated that there would be more sections of this support class. Instead of three classes at each middle school, there was only enough enrollment for two classes at each middle school. We are currently reviewing data regarding grades and state scores to determine if growth was made.

Action 5, College and Career Support and Field Trips for Students in Grades 6-12 - Initial Implementation. There were 15 college and career trips made this year. This included 7 college and university trips, 5 career and pathway field trips and 3 trips for post secondary programs

who specially serve unduplicated students. While this was a contributing action, we were able to expend COVID relief funds for some of the college and career trips so this year, less was expended through supplemental and concentration grant funds.

Action 6, Access to Career Technical Education and Elective Course- Partial Implementation. Through supplemental grant funds, zero period courses were to be provided before school in CTE courses so that additional access would be available to unduplicated students, particularly English learners who use an elective period for required English language development instruction. We were not able to offer as many courses as planned for due to lower than anticipated enrollment of unduplicated students.

Action 7, Focus on Writing Instruction TK-12 - Not Implemented. The district identified a major change in structure and organization and it was determined that this professional development would be moved to a subsequent year.

Action 8, Expanded Summer School Program (noncontributing) - Full implementation. Summer school was offered with a complete range of remedial, original credit and CTE internships that were funded from COVID relief funds and CTE grants.

Action 9, Develop and Maintain Articulated CTE Pathways (noncontributing), - Full Implementation with 13 pathways in 9 industry sectors

Action 10, Increased Opportunities for Career Readiness Post High School Graduation (noncontributing) and Action 11, Continue Partnership with Cuesta Community College to Provide Dual Enrollment Options (noncontributing) - Full Implementation. The master schedule demonstrates that students were provided with a variety of career pathways, dual enrollment courses and college articulation opportunities

Action 12, Teacher on Special Assignment (TOSA) for Teacher Induction Program (TIP) and to Support Teachers with are in the Credential Process (noncontributing) and Action 13, Support for Teachers in the Credential Process (noncontributing) - Full Implementation with Sustainability . Support was provided to 48 teachers including 18 interns, 13 teachers in the first year of TIP and 17 teachers who completed the second year of TIP and are recommended for a Clear Credential. In addition there were six former interns who were “fast tracked” meaning they completed the 2 year TIP program in one year based on their previous success as an intern.

Action 14, Algebra I Support Paraeducators (noncontributing) - Partial Implementation. We were not successful in providing the quantity of paraeducators to provide this service. Many paraeducators indicated that they were uncomfortable with the subject matter.

Action 15, Online Tutoring Services (noncontributing) - Initial Implementation. Data indicates that students did not use the services in sufficient numbers to continue to program it as a support option.

CHALLENGES:

There have been four major challenges to actions within Goal 2. A major challenge has been to make sure that the data adequately reflect the success of students in both completing CTE pathways and completing dual enrolled courses. Coding in the student data management system has been problematic and last year the number of students who completed a CTE pathway was underreported. In correcting that issue this year, the number of dual enrolled students was under reported. In consultation with other districts, we will be setting up two separate courses to be able to account for students who are both in a CTE pathway and in a dual enrolled course. This change should assure that the data accurately reflects the actual student progress on the College and Career Indicator.

A second challenge is in providing additional access to English learners (EL) to Career Technical and other elective courses. Students who are EL are required to have 30 minutes per day of designated English instruction to support them in reaching reclassification to Fluent English Proficient. This instruction is provided within an ELD period during the school day. As a result, English learners have a reduction in the number of elective courses available to them. Through supplemental grant funds, a zero period course was provided before school in CTE courses so that additional access would be available. We were not able to offer as many courses as planned for due to lower than anticipated enrollment.

Another challenge has been to find effective online tutoring resources that students will use. Parents continue to identify tutoring support as needed, but we have not been successful in identifying a program that meets the needs of students and families. The program we selected to use did not have the usage data to support continued use.

We had set aside funding for focused professional development in writing. However, the district has been identifying a major change in structure and organization and it was determined that this professional development would be moved to a subsequent year.

Our final challenge was protracted labor negotiations that were not completed until May 2024. This impacted the allocation of funds that were held to assure that we could meet salary and benefit obligations for personnel hired to provide LCAP services.

SUCSESSES:

The hiring of the 6-12 Director of Curriculum has provided a focus on reviewing data and the metrics for this goal and in identifying best practices across the district. In a review of the action for this goal, success was found in:

The district AVID program has continued to be highly successful in supporting unduplicated students in reaching college and career readiness. The data collected through the program indicates that over 90% of exiting 12th grade students meet A-G requirements and have applied to 4 year universities. The program is so successful that the district is expanding it to our K-8 dual immersion program.

The district has expanded counseling programs at the 6-12 grade level and parent data indicates that having Spanish speaking counselors is beneficial in helping parents and students understand their college and career options. Having additional counselors in the career center and supporting college applications and federal student aid (FASFA) applications has been identified as both a benefit and an existing need.

One of the most challenging requirements for graduation is the successful completion of Algebra I, particularly for students who struggled with mathematics during the pandemic. A two year algebra program was developed for students who met identified criteria. Lower class size and coaching support through a part-time Teacher on Special Assignment (TOSA) resulted in an increased percentage of students who successfully completed the algebra program.

The district has been successful in developing and maintaining articulated Career Technical Education (CTE) pathways. There are currently 1,743 students enrolled in CTE 63 sections of CTE courses. Paso Robles High School offers 13 pathways in 9 industry sectors. Currently 15 of the courses are dual enrolled with Cuesta community college and 36 courses meet the A-G requirements. The district has recently

received an additional grant to develop an engineering pathway. The district Parent University included information this year for parents to help them to understand how a pathway works and the benefits to pathway completion.

The district has continued the partnership with Cuesta Community College to provide the opportunity for dual enrolled classes as an option for students which means that they receive college credit and have the course apply for high school graduation requirements.

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

There were three contributing actions and one noncontributing action that had material differences between budgeted expenditures and estimated actual expenditures.

Action 4 - English Language Arts Support Classes. It was anticipated that 3 FTE would be needed to provide ELA support classes, but grade levels were combined and there was only 1 FTE required. \$175,000 was allocated and only \$70,000 was expended. The remaining funds will be part of the carryover identified in the 2024-24 LCAP plan

Action 5 - College and Career Support and Field Trips for Students in Grades 6-12. These field trips were taken, however, it was determined that remaining COVID relief funds would be used. There was \$90,000 allocated and only \$2,000 of supplemental and concentration grant funds used. The remaining funds will be part of the carryover identified in the 2024-24 LCAP plan

Action 6 - Access to Career Technical Education and Elective Courses - As stated in the challenges, there were to be more courses offered prior to the start of school, but student enrollment was not sufficient to offer additional courses. There was \$95,000 allocated and \$10,000 expended. The remaining funds will be part of the carryover identified in the 2024-24 LCAP plan.

Action 7 - Focus on Writing Instruction TK-12 (noncontributing) - There was \$20,000 set aside from the Educator Effectiveness Block Grant for this professional development. However, the district identified a major change in structure and organization and it was determined that this professional development would be moved to a subsequent year. The funding remains in the Educator Effectiveness Block Grant

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

Paso Robles Joint Unified School District used the following rating scale to determine the effectiveness of the action to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating Scale (lowest to highest): 1 - Not Effective; 2- Somewhat Effective and 3 - Effective

In determining the effectiveness of this goal, it is important to reflect on the experience gained during the years following the pandemic. There was a belief on the part of both parents and staff that once we returned from the pandemic, there would be a short adjustment period and then we could pick up where we left off. We established metrics that reflected that belief. The actual experiences of students following the pandemics demonstrated that there was a much more profound impact. There were students who were significantly behind academically. There were students who no longer had the motivation to attend school. There were missing connections between students and teachers and staff and parents that would have been established during the years of the pandemic when the school was either not in session, conducted with distance learning, or hybrid. Extra curricular activities were not available and students did not make connections with their peers. All of these impacted student outcomes measures. In grade 7-12, schools and districts have been struggling to return to pre pandemic data numbers. The state only released the college and career indicators this year due to modifications made in grading and unit completion both during and following the pandemic. The entire California Dashboard was re-benchmarked. College and career measures reflect a 4-5 year process and thus decisions made in 2021 affected student outcome data in 2024. Determining effectiveness requires multiple measures to indicate not only how students are doing academically, but also how they are connected to school and the adults in the school. We have begun to see progress in these measures, but recovering to pre pandemic levels for achievement measures has been slow and arduous.

Action 1, Expanded Counseling Support, Action 2, AVID Program and Action 3, Algebra I Support (contributing actions) and Actions 8, Expanded Summer School (noncontributing action, COVID relief and CTE grant funds) along with Action 9, Develop and Maintain Articulated CTE Pathways (CTE Incentive Grant, K-12 Strong Workforce and Perkins Funding), Action 10, Increased Opportunities for Career Readiness (COVID relief funds), and Action 11 Continue Partnerships with Cuesta Community college to provide Dual Enrollment Options (Cuesta College Innovation Award) as deemed as Effective measures in supporting students to plan and maintain college and career readiness paths. This is supported by the increases in students who are enrolled in CTE courses (1,743) in the 13 CTE pathways, increases in students who scored a 3 or more on two or more AP exams, an increase in College and Career prepared students who scored a 3 on both ELA and mathematics, and a return to pre-pandemic levels in high school graduation rates.

Action 1, Expanded Counseling Support along with Action 4, English Language Arts Support Classes is deemed as Effective and has supported a significant reduction from 2021 in the percent of middle school students with a 1.67 GPA.

Action 5, College and Career Support and Field trips for Students in Grades 6-12 is deemed as Somewhat Effective as this first year of implementation and we are still building our network of trips and process for identifying unduplicated students who will attend. This action continues to be requested by parents of unduplicated students and students themselves. Student interviews indicate that these trips are very meaningful in making college and career decisions.

Actions 12 Teacher on Special Assignment (TOSA) for Teacher Induction Program and Action 13 Support for Teachers in the Credential Process is deemed Effective and continues to provide the school district with well supported teachers and administrators as they work toward receiving clear credentials as well as interns who are entering the credential process. Data from the San Luis Obispo County Office of Education (SLOCOE) indicates that participants find the mentoring effective and supporting.

Action 7, Focus on Writing Instruction TK-12th was not implemented this year.

Action 6, Access to Career Technical Education and Elective Courses was deemed to be Not Effective because it did not increase access to the CTE and elective course for the unduplicated population.

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

CHANGES TO THE GOAL:

This goal continues to be an area of need and there is no change to the stated goal.

CHANGES TO EXPECTED OUTCOMES AND METRICS:

A new metric will be added for 2024-25 and that is performance on the state science test, CAST which is given in grade 5, grade 8 and once in high school. Baseline data from 2023-24 will be used to establish targets for the new three year LCAP. One metric will be removed and that is a local metric which a 1.67 GPA for 8th grades which is called a nongrad. The data shows that this is back to prepandemic levels and student performance is being monitor through additional measures

CHANGES TO ACTIONS:

All action regarding personnel will be increased to cover the cost of the negotiated settlements with the bargaining units.

Changes in Goal 4 and Goal 5 were made to reflect the changes in grade reconfiguration which includes moving 6th grade to elementary schools which will become TK-6, with the exception of the Georgia Brown Dual Immersion program which will start at K-6 and move to K-8, one junior high with grades 7-8 and one comprehensive 9-12 high school. With this change, secondary actions in goal 5 that provide mathematics interventions will be moved to goal 2 as part of a 7-12 focus on college and career readiness.

Action 3 Algebra I Support will be increased to reflect the increase in the number of students requiring Algebra support

Action 4 English Language Arts Support Class will be incorporate Goal 5 Action 2 Middle School Intervention Sections to become Action 4 English Language Arts and Mathematics Support Classes to reflect the reorganizations of Goals in the 2024-25 LCAP and will be increased to include the costs for both actions.

Action 6 Access to CTE and Extra Curriculum Through After School will be reduced to reflect that actual expenditure

A new contributing action will be establish which provides extended school year programs for grade 7-12, which had previously been funded out of one time COVID relief funds

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

Goals and Actions

Goal

Goal #	Description
3	All English learners will make progress each year toward reclassification as measured by ELPAC (Broad Goal) (Priority 2, Priority 3, Priority 4, Priority 7)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Language Proficiency Assessments for California (ELPAC) on the English Language Performance Index (ELPI)	EL students who progressed at least one level on the ELPI or who maintained at ELPI level 4 2019 51.5% Assigned a Medium Performance Level on the CA Dashboard EL students who progressed at least one level on the ELPI or who maintained at ELPI level 4 2021 43.5% Assigned a Medium Performance Level on the CA Dashboard	EL students who progressed at least one level on the ELPI or who maintained at ELPI Level 4 2022 48.2% Assigned a Medium Performance Level on the CA Dashboard	EL students who progressed at least one level on the ELPI or who maintained at ELPI Level 4 2023 50.8% Assigned a Green Performance Level on the CA Dashboard	2023 Summative ELPAC results districtwide: 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	PRJUSD will be assigned a high or very high performance level ELPI High -55% - 65% ELPI Very High - above 65%
English Language Proficiency Assessments for California (ELPAC) on the English	EL Students who decline a level on the ELPI 2019 51.5% of 921 EL students made	48.2% of 951 EL students made progress on ELPAC toward English	50.9% of 998 EL students made progress on ELPAC toward English	2023 Summative ELPAC results districtwide:	Students who decline a level on the ELPI will be less than 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Language Performance Index (ELPI)	progress on ELPAC toward English Language proficiency. (State 48.3%) 18.3% declined a level EL Students who decline a level on the ELPI 2021 25% declined a level	Language proficiency. (State 50.3%) EL Students who decline a level on the ELPI 2022 16.3 % declined a level	Language proficiency. (State 48.7%) EL Students who decline a level on the ELPI 2023 18.3 % declined a level	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	
Smarter Balanced Assessment EL and Reclassified Fluent English Proficient (RFEP)	2019 SBAC ELA EL - 60.7 pts below standard vs state-wide 45.1 pts below standard RFEP Math EL - 84.2 pts below standard vs state-wide 68.6 pts below standard RFEP	SBAC Assessment Spring 2022 ELA EL- 83 pts below standard vs state-wide 98.5 pts below standard RFEP Math EL- 70 pts below standard vs state-wide 39.3 pts below standard RFEP	SBAC Assessment Spring 2023 ELA EL- 85.1 pts below standard vs state-wide ELS's 105.7 pts below standard RFEP Math EL- 65.6 pts below standard vs state-wide 39.6 pts below standard RFEP District wide EL students maintained status in ELA and mathematics	"Number of students reclassified:: 86 Elementary: 36 Junior High: 26 High School: 24"	EL and REL will score at or above the state average for like subgroup in ELA and Mathematics
Programs and services to enable English learners access to Common	In 2021 - School schedules and observations by district and site staff	In 2022 - School schedules and observations by district and site staff	In 2023 - School schedules and observations by district and site staff	In 2024 - School schedules and observations by district and site staff	School schedules and observations by district and site staff indicated that 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Common State Standards and the ELD standards	indicated that 100% of English learners are being provided 30 minutes of ELD and are assigned to grade level classes for access to CCSS. Service needs identified were for additional services for English learners who were identified as Newcomers and additional professional development in designated ELD	indicated that 100% of English learners are being provided 30 minutes of ELD and are assigned to grade level classes for access to CCSS. Service needs identified were for additional services for English learners who were identified as Newcomers and additional professional development in writing and integrated ELD.	indicated that 100% of English learners are being provided 30 minutes of ELD and are assigned to grade level classes for access to CCSS. Service needs identified were for additional services for English learners who were identified as Newcomers and additional professional development in writing and integrated ELD.	indicated that 100% of English learners are being provided 30 minutes of ELD and are assigned to grade level classes for access to CCSS.	English learners are being provided 30 minutes of ELD and are assigned to grade level classes for access to CCSS.
English Learner Reclassification rate	12.3% of EL students districtwide reclassified as English proficient in the 2019-2020 school year.	17.8% of EL students districtwide reclassified as English proficient in the 2020-2021 school year.	12.92% of EL Students districtwide reclassified as English proficient in the 2022-2023 school year.	6.3% of EL Students districtwide have reclassified as English proficient in 2023-24	16% of EL students districtwide will reclassify as English proficient in the 2022-2023 school year.
Programs and Services to Enable English Learners Access to Common Core State Standards and the ELD standards	School schedules and observations by district and site staff indicated that all English learners are being provided 30 minutes of ELD and are assigned to grade level classes for	In 2022 - School schedules and observations by district and site staff indicated that 100% of English learners are being provided 30 minutes of ELD and are assigned to grade	In 2023 - School schedules and observations by district and site staff indicated that 100% of English learners are being provided 30 minutes of ELD and are assigned to grade	In 2024 - School schedules and observations by district and site staff indicated that 100% of English learners are being provided 30 minutes of ELD and are assigned to grade	School schedules and observations by district and site staff indicated that all English learners are being provided 30 minutes of ELD and are assigned to grade

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	access to CCSS. Service needs identified were for additional services for English learners who were identified as Newcomers and additional professional development in designated ELD	level classes for access to CCSS. Service needs identified were for additional services for English learners who were identified as Newcomers and additional professional development in writing and integrated ELD.	level classes for access to CCSS. Service needs identified were for additional services for English learners who were identified as Newcomers and additional professional development in writing and integrated ELD.	level classes for access to CCSS.	level classes for access to CCSS.

Goal Analysis

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

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

Goal 3 is designed to provide additional support to English learners so that they progress yearly on the ELPAC and then reclassify as Fluent English Proficient. Paso Robles Joint Unified School District using the following rating scale to determine its progress in implementing the actions to achieve the articulated goals. Ratings were based on an analysis of both input from educational partners and metrics. Rating Scale: 0 - Not Implemented 1 - Exploration and Research Phases; 2 - Initial Implementation; 3 - Partial Implementation or Implementation with Modifications; 4- Full Implementation; 5 - Full Implementation with Sustainability

Action 1 - Elementary ELD Teachers (including newcomer program) - Implementation with Modifications. We hired 5.5 FTE certificated staff to provide 30 minutes of ELD in a structure that allowed for differentiation based on students' needs. Rather than hire one FTE Newcomer Teacher, we hired additional paraeducators at identified schools. This allowed newcomer students to be served at their home school rather than creating a district wide Newcomer classroom. District wide we received a green status for the progress of our English learners on the English Language Proficiency Assessment of California (ELPAC)

Action 2 - Middle School and High School ELD strategic and Newcomer sections - Full Implementation. Reduced class size was provided to students to differentiate ELD for all ELD students including added support for students were identified as newcomers. District wide we received a green status for the progress of our English learners on the English Language Proficiency Assessment of California (ELPAC)

Action 3 - ELD Coordination and Action 7 - ELPAC Testing Support - Full Implementation with Sustainability. These actions assured that there would be differentiated support for all EL students based on their English language proficiency levels. All personnel were hired and the ELPAC was administered with a minimal loss of instructional time.

Action 4 - Supplemental Instructional Materials for Newcomer Students - Not Implemented. Funding was set aside for creation of elementary newcomer classroom(s). However, based on the distribution of students and the lack of additional transportation, it was determined that the creation of district wide newcomer classrooms would not be possible. The remaining funds will be part of the carryover identified in the 2024-24 LCAP plan.

Action 5 - Bilingual Paraeducators - Partial Implementation. This action was intended to support EL students at proficiency levels 1 or 2 in mathematics, science and history/social classes at the secondary level. However, the majority of these positions remain unfilled. We have many bilingual positions within the district and we have found that we are able to fill positions at the elementary level, but not at the secondary level. An interview of staff indicates that providing academic support at the secondary level was difficult for paraeducators.

Action 6 - Parent Education for Spanish Speaking Families - Full Implementation with Sustainability. We provided two very full nine week PIQE sessions and feedback from both participants and District English Language Advisory Council representatives is that this is a very valuable parent opportunity and needs to continue

CHALLENGES

While our overall district has been rated green on English language proficiency, we have three individual schools that were rated red in the performance of EL learners on the ELPAC. In addition, we saw a small increase in the percentage of EL who declined a level from 2022 to 2023. This small decline also occurred in even high performing schools who were rated blue on the state dashboard. This will be an area of focus as we move forward.

It continues to remain a challenge to fill our bilingual paraeducator positions at the secondary level even though this continues to be a high priority for our educational partners.

In addition, our education partners continue to be concerned that our middle school students (grades 6-8) do not have an elective period due to the required 30 minutes of ELD that is provided through small differentiated ELD classes.

Our final challenge was protracted labor negotiations that were not completed until May 2024. This impacted the allocation of funds that were held to assure that we could meet salary and benefit obligations for personnel hired to provide LCAP services.

SUCSESSES

District wide we received a green status for the progress of our English learners on the English Language Proficiency Assessment of California (ELPAC) and we maintained our status on reaching standard for English learners on both the Math and ELA sections of the California Academic Assessment of Student Performance and Progress (CAASPP). We have very robust site English Language Advisory Committees (ELACs) and a District English Language Advisory Committee (DELAC) that participate in the development of the LCAP and the site Single Plans for Student Achievement. We provide translation and interpretation services for families and work to provide an inclusive environment for Spanish speaking families.

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

There was a material difference between planned and estimated actual expenditures for the following actions:

Action 4 - Supplemental Instructional Materials for Newcomer Students. \$25,000 was allocated and this was not implemented due to serving newcomers through expanding existing services. These funds will be part of the carryover identified in the 2024-24 LCAP plan

Action 5 - Bilingual Paraeducators - We were only able to hire three 6 hour paraeducators. We allocated \$300,000 and only spent \$138,576. The remaining funds will be part of the carryover identified in the 2024-24 LCAP plan

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

Paso Robles Joint Unified School District used the following rating scale to determine the effectiveness of the action to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating Scale (lowest to highest): 1 - Not Effective; 2- Somewhat Effective and 3 - Effective

Action 1 Elementary ELD Teachers, 2 Middle School and High School ELD and Newcomer Sections, 3 ELD Coordination, and 7 ELPAC testing support are deemed Effective through the green status of the district for the progress of our English learners on the English Language Proficiency Assessment of California (ELPAC). School schedules and observations by district and site staff indicated that all English learners are receiving differentiated 30 minutes or more of ELD. However, in reviewing the data regarding the percentage of EL who dropped a level on the ELPAC from 2022 to 2023, district wide there was an increase in this percentage from 16.3% to 18.3%. There were high performing schools that both increased the percentage of students who moved up one level and decreased the percentage of students who dropped a level and were identified as having a blue status on the CA Dashboard. We are examining the practices of those schools to enhance our existing services.

Action 4 was not implemented due to the grade level span of students and the inability to provide additional transportation and thus was deemed Not Effective. We are increasing the allocation at school sites for ELD support based on Newcomer students so that credentialed teachers are servicing these students.

Action 5 is deemed as Somewhat Effective and was highly requested by educational partners. The support was concentrated at the high school and the metric indicated that PRHS increased points toward standards in ELA and mathematics on the CAASPP test for English Learners.

Action 6 is deemed Effective based on the full PIQE class participation, highly positive evaluations of the program, and input from DELAC.

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

CHANGES TO THE GOAL: This goal continues to be an area of need and there is no change to the stated goal.

CHANGES TO EXPECTED OUTCOMES AND METRICS:

A new metric was added regarding Long-term English Language Learners (those students who have been in the education system for 7 or more years and who have not yet been reclassified). The target is to reduce the number by 10% each year.

One metric will no longer be reported and that is the performance of Reclassified Students on SBAC ELA and mathematics assessment. This will continue to be a part of the two-year monitor for reclassified students, but is not a required state metric.

CHANGES TO ACTIONS:

All actions regarding personnel will be increased to cover the cost of the negotiated settlements with the bargaining units.

Action 1 Elementary ELD Teachers - Funding for this action will increase to reflect the need to serve newcomer students at the elementary sites rather than at a centralized location. Schools will be granted additional allocation of FTE for ELD teachers to provide more intensive services for newcomer students. This will result in an increase to the allocation for this action.

Action 2 Middle School and High School ELD strategic and Newcomer sections- This action will be modified to provide greater access to grades 6-8 students to electives by incorporating ELD into elective classes so that following the 30 minutes of designated ELD students will have 20 minutes of elective offerings through a modified ELD class.

Action 4 Supplemental Instructional Materials for Newcomer Students- This was funding intended to provide a start-up for a centralized newcomer classroom. This action will have reduced funding and will be used to support site needs as they serve newcomers within their ELD programs.

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

Goals and Actions

Goal

Goal #	Description
4	All students will read at grade level by the end of third grade as measured by the local district reading assessment (Focus Goal) State (Priority 3, Priority 4)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
IReady Assessment on grade level reading	Winter 2021 39% of second grade students scored in the green range (Tier 1)	Winter 2022 46% of second grade students scored in the green range (Tier 1)	Winter 2022 42% of second grade students scored in the green range (Tier 1) - return to school complete day. "Spring 2023 58% of second grade students scored in the green range (Tier 1) "	Winter 2023 39% of second grade students scored in the green range (Tier 1) Spring of 2024 50% of the second grade students scored in the green range (Tier 1)	75% of second graders will score in the green range (Tier 1)
iReady Assessment intensive intervention	Winter 2021 21% of second grade students scored in the red tier (Tier 3)	Winter 2022 18% of second grade students scored in the green range (Tier 3)	Winter 2022 18% of second grade students scored in the red range (Tier 3). "Spring 2023 14% of second grade students scored in the red range (Tier 3)"	Winter 2023 19% of second grade students scores in the red tier (Tier 3) Spring of 2024 16% of students scored in the red range	10% or less on students will score in the red tier (Tier 3)
SBAC Grade 3 Assessment - Reading Achievement	2019 SBAC - Near or Above Standard in Reading	2021-2022 SBAC Near or Above standard in Reading	2022-2023 SBAC Near or Above standard in Reading	2022-2023 SBAC Near or Above standard in Reading	Near or Above Standard in Reading 81% of all 3rd grade students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	71% of all 3rd grade students 60% of EL students 67% of Low Income students 40% of students with disabilities	59.1% of all 3rd grade students 24.48% of EL Students 49% of Low Income Students 34% of students with disabilities	68.4% of all 3rd grade students 33% of EL Students 61.8% of Low Income Students 29.6% of students with disabilities	68.4% of all 3rd grade students 33% of EL Students 61.8% of Low Income Students 29.6% of students with disabilities 2023-24 SBAC scores are not yet available In the Spring 2024 on ileady 56% of Grade 3 students scored in the green range and 9% of students scored in the red range	70% of EL Students 77% of Low Income Students 50% of students with disabilities

Goal Analysis

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

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

Goal 4 is designed to support students to read on grade level with the goal of being on grade level by grade 3. Paso Robles Joint Unified School District using the following rating scale to determine its progress in implementing the actions to achieve the articulated goals. Ratings were based on an analysis of both input from educational partners and metrics. Rating Scale: 0 - Not Implemented 1 - Exploration and Research Phases; 2 - Initial Implementation; 3 - Partial Implementation or Implementation with Modifications; 4- Full Implementation; 5 - Full Implementation with Sustainability

Action 1 - Intervention Teachers and Paraeducators - Full Implementation with Sustainability - All teachers and paraeducators were hired and due to an increase in concentration grant funds, additional grades received paraeducator support at school with over 70% unduplicated students. This action was identified by educational partners and our Iready trimester assessment as being effective in both increasing the

percentage of students on grade level in reading, but also decreasing the percentage of students who were more than one year below grade level.

Action 2 - After School Reading Support - Partial Implementation - Two additional hours were provided each day to extend library services after school at all sites. This has allowed access for students in afterschool programs or seeking extra library support, parents with technology needs, and after school access for both families and students. This access has been identified by the education partners and families as important in the focus on literacy by providing additional reading opportunities. This portion of the action is fully implemented and sustainable. An additional part of this action was to work with community partners to provide additional tutoring activities. While the district did work in partnership with the city library, the city was able to provide funding for a mobile library through a separate grant.

Action 3 - Strategic Support Curriculum and Assessment - Full Implementation with Sustainability - This action provides supplemental assessment support to monitor students progress in reading language arts and mathematics three times a year to both ensure that students are receiving appropriate intervention and that they are making progress toward LCAP goals and metrics. This data was used throughout the year by site staff in PLC, site and district staff for progress monitoring and to make reports to the Board of Trustees regarding effectiveness of interventions and programs

Action 4 - K-5 Collaboration for Reading - Full Implementation with Sustainability. This action provides ongoing professional development opportunities for teachers in the area of reading instruction including LTRS training for all new to the district elementary teachers. Feedback from the participants indicates that they are more confident in teacher reading following this training. Input from educational partners identify training and collaboration as essential for a rigorous implementation of the reading curriculum and for providing Tier 1 and 2 interventions in the classroom.

Action 5 - Early Literacy and School Readiness Outreach - Full Implementation with Sustainability. Funds were used to hire a.5 Early Literacy and School Readiness Coordinator who provided literacy parent education through the Latino Literacy Project, coordinated the Kinder camp initiative for entering kindergarten students and families and opportunities for parents to learn about early literacy activities. Next year this position will be funded through the Universal PreKindergarten Funds (UPK) to focus on early literacy and family outreach.

Action 6 - Literacy Coaches - Full Implementation. This action provided six literacy coaches that provided professionals development and coaching support for teachers and paraeducators in the area of reading.

CHALLENGES:

The biggest challenge in Goal 4 is assuring that all positions are filled, that all staff have the required training, and that best practices are being identified and shared across grade spans and school sites. With the hiring of the K-5 Director of Curriculum, this goal has been a top priority. An additional challenge was protracted labor negotiations that were not completed until May 2024. This impacted the allocation of funds that were held to assure that we could meet salary and benefit obligations for personnel hired to provide LCAP services.

SUCSESSES:

The hiring of the K-5 Director of Curriculum has provided a focus on reviewing data and the metrics for this goal and in identifying best practices across the district. The Director has ensured that all teachers are provided with LTRS training and that professional development is

available for TK- 2 paraeducators in reading. Iready interim data demonstrates the success of the actions within Goal 4 particularly with gains made by unduplicated students and at schools with a large percentage of unduplicated students.

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

There was a material difference between planned and estimated actual expenditures for the following actions:

Action 1 - Intervention Teachers and Paraeducators - There was \$1,975,000 allocated to this action, but the actual expenditures were \$2,184,764 due to the implementation of additional TK classroom and additional support to schools with unduplicated percentages over 70%.

Action 2 - After School Reading Support. There was \$270,000 allocated and \$187,493 spent on this action. Funding was allocated for a project with a community partner, The Paso Robles City Library, but they were able to receive a grant to provide the services. The unallocated funding was used to offset increased cost in Action 1 - Intervention Teachers and Paraeducators.

Action 3 - Strategic Support Curriculum and Assessment - There was \$238,948 allocated and \$96,102 spent. Additional funds had been set aside for any supplemental curriculum that might be required for this year, but it was determined that supplemental curriculum was not needed. The unallocated funding was used to offset increased cost in Action 1 - Intervention Teachers and Paraeducators.

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

Paso Robles Joint Unified School District used the following rating scale to determine the effectiveness of the action to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating Scale (lowest to highest): 1 - Not Effective; 2- Somewhat Effective and 3 - Effective. Based on IReady diagnostic assessments that take place three times a year, actions 1, 2, 3, and 4 are deemed effective. Action 5 is deemed effective based on evaluation of the implementation of the Latino Literacy Project and Kinder camp and through feedback from Educational Partners. Action 6 was initially funded through COVID relief funds and then continued through supplemental and concentration grant fund, but this has been deemed not effective and will be discontinued.

Action 1 - Intervention Teachers and Paraeducators, Action 3 - Strategic Support Curriculum and Assessment and Action 4 - K-5 Collaboration for Reading were all deemed to be Effective as they provided the professional development, assessment and intervention integral to supporting our unduplicated students in reading. The individualized data from iReady is integral to determine the need for tiered intervention, the professional development support teachers in identifying tier 1 and 2 interventions which can also be provided by classroom paraeducators. Intervention teachers are used for Tier 2 and 3 intervention for students. Site and district staff can monitor the effectiveness

of the intervention and tiered supports. The iReady data indicates that our reading program increases the percentage of students reading on grade level and decreases in the percentage of students who are reading more than one year below grade level.

Action 2 - After School Reading Support - The portion of the action dedicated to providing additional afterschool library support has been deemed to be Effective based on feedback from educational partners and circulation data including Accelerated Reader usage and tests. The partnership with the community organizations to provide additional reading support did occur, but was funded through alternative grants.

Action 5 - Early Literacy and School Readiness Outreach - This action is deemed Effective based on the review of feedback from parents attending the Early Latino Literacy Project, the feedback from the implementation of Kinder camp and the input from stakeholders at the PreK level.

Action 6 - Literacy Coaches - The action is deemed Not Effective based on the multiple ways that this was implemented at school sites. The intended purpose was to strengthen the initial teaching of reading, however in many instances the literacy coaches provided additional reading intervention support. It was determined that we should increase the allocation of reading intervention teachers and paraeducator support to elementary schools with over 70% of unduplicated students and to institute support from instructional coaching for core academic areas in grades TK-6 district wide.

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

CHANGES IN GOAL: Goals 4 and 5 will be combined to reflect the changes in grade reconfiguration which includes moving 6th grade to elementary schools which will become TK-6, with the exception of the Georgia Brown Dual Immersion program which will start at K-6 and move to K-8, one junior high with grades 7-8 and one comprehensive 9-12 high school. All of goal 4 is combined with portions of goal 5 (those that provide intervention for TK-6 in mathematics) to become a new goal 4 which focuses on grade level performance in core academic areas. The focus on reading on grade level by third grade and being prepared for algebra by grade 8 is incorporated with the new goal 4.

CHANGES TO EXPECTED OUTCOMES AND METRICS: Because the 2021-24 Goals 4 and 5 are being combined into one new goal, the performance of students on the iReady mathematics assessments and the state SBAC mathematics assessments are being added as new metrics to the new Goal 4

CHANGES IN ACTIONS:

All action regarding personnel will be increased to cover the cost of the negotiated settlements with the bargaining units.

Actions 1-4 will remain in Goal 4.

Action 1 will be increased to meet the personnel cost for this action

Action 5 - Early Literacy and School Readiness Outreach - This action will now be funded from the Universal PreK (UPK) funds to provide a continuum of education for families from Preschool to the end of Kindergarten. This is a new funding source for the district.

Action 6 - Literacy Coaches - This action was eliminated. In its place there will be three district wide instructional coaches in core content areas to support best first practices. This will result in a reduction in funding allocation

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

Goals and Actions

Goal

Goal #	Description
5	All students will be ready for Algebra I by the end of 8th grade as measured by local district mathematics assessments in English language arts and mathematics (Focus Goal), (Priority 4)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA MAP mathematics Assessment	Spring 2021 48% of all 8th grade students scored in levels 2-4	Spring 2022 52% of all 8th grade students scored in levels 2-4	Spring of 2023 55% of all 8th grade students scored in levels 2-4	Winter of 2023-2024, 55% of 8th graders who took MAP scored in levels 2-4 In the Spring of 2024, a pilot of iready was used along with MAP assessment. The scores are broken into schools for the Spring 2024 48% of 8th graders at LMS and 53% of the students at LMS scored at levels 2-4 (or their equivalent)	75% of all 8th grade students will score in levels 2-4
CAASPP Mathematics Assessment	2019 Assessment percentage of meets or exceeds standard 39% of all 8th grade students	Spring 2022 Assessment Meets or Exceeds standard: 32.2% of all 8th grade 23.9% of 8th grade Low Income Students	Spring 2023 Assessment Meets or Exceeds standard: 30.87% of all 8th grade	Most Recent Data: Spring 2023 Assessment Meets or Exceeds standard: 30.87% of all 8th grade	50% of all 8th grade student score at meet and exceed standards 40% of Low Income Students 10% of EL

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	26% of 8th grade Low Income Students 0% of 8th grade EL 29% of 8th grade RFEP 6% of 8th grade SWD	0% of 8th grade EL Students 23.2% of 8th grade RFEP students 3.6% of 8th grade SWD	20.76% of 8th grade Low Income Students 0% of 8th grade EL Students 22.02% of 8th grade RFEP students 10.34% of 8th grade SWD	20.76% of 8th grade Low Income Students 0% of 8th grade EL Students 22.02% of 8th grade RFEP students 10.34% of 8th grade SWD Spring 2024 CAASPP data is not yet available	45% of RFEP 15% of SWD

Goal Analysis

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

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

The intent of Goal 5 was to prepare students from Algebra I by the end of 8th grade. Data indicates that while some progress has been made at elementary levels, secondary performance on state measures has not demonstrated improvement.

Paso Robles Joint Unified School District using the following rating scale to determine its progress in implementing the actions to achieve the articulated goals. Ratings were based on an analysis of both input from educational partners and metrics. Rating Scale: 0 - Not Implemented 1 - Exploration and Research Phases; 2 - Initial Implementation; 3 - Partial Implementation or Implementation with Modifications; 4- Full Implementation; 5 - Full Implementation with Sustainability

Action 1 Professional Development and coaching Focused on the Needs of Unduplicated Students and Mathematics - Partial Implementation. There was only one part time position that was hired to support collaboration of teachers and the development of an aligned and effective mathematics program. Additional staff was not available.

Action 2 Strategic Mathematics Support Classes - Full Implementation. This action was fully implemented based on the number of students who needed additional mathematics support and who were not already receiving ELD support during an elective period. Rather than one class per grade level at each school, grades 7-8 were combined for support at both middle schools, reducing the number of sections required.

Action 3 K-5 Mathematic Intervention Teachers - Full implementation. 5.5 FTE mathematics intervention teachers were hired based on the unduplicated population at elementary sites. This action item was funded through COVID relief funds and then through supplemental and concentration grant funds.

Action 4 Class size reduction for 6th grade mathematics classes - Initial Implementation. Due to a shortage of qualified mathematics teachers, we were unable to fully implement this actions. Rather than 2 FTE, we were only able to do 1 FTE.

Action 5 Middle School Mathematics Paraeducator - Initial Implementation - We were able to hire two part time paraeducators rather than two full time paraeducators.

Action 6 Afterschool Mathematics Tutoring Lab - Not Implemented. After school tutoring support was provided in alternative ways using site categorical funds,

Action 7 Parent University including Mathematics - Initial Implementation - This is the first year of an expanded Parent University and the attendance, including Spanish Speaking families, indicated that this program has promise. Parents continue to request additional support in understanding the mathematics program.

Action 8 Educational Technology to Support Student Engagement and Collaboration - Not Implemented - Feedback from the initial pilot of education technology indicated that items selected would not accomplish the original goal of this action and it was not implemented.

Action 9 Professional Development and Curriculum Development focused on Core Instructional Practices (noncontributing)- Initial Implementation. Staff attended initial training in these areas and began working on this action, however, the structural changes required to implement grade level configuration meant that this action was not fully implemented this year.

CHALLENGES: This has proven to be a bigger challenge than originally envisioned. The loss of mathematics instruction during the pandemic has had deeper and more lasting effects. Students developed holes and gaps that have shown up at different times and in different years. Parents continue to indicate that they struggle to support students in learning mathematics, particularly mathematics that students encounter in middle and high school. Our data indicates that we have not made significant progress in improving state scores in mathematics. One of the major challenges has been to hired highly qualified credential mathematics teachers and paraeducators to provide both a reduction in class size and additional support in the mathematics classroom.

SUCSESSES: We have fully staffed Action 3 K-5 Mathematics Intervention Teachers which has demonstrated improvement in participating students iReady mathematics scores at the elementary level.

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

There was a material difference between planned and estimated actual expenditures for the following actions:

Action 1 Professional Development and coaching Focused on the Needs of Unduplicated Students and Mathematics - We were unable to fully hire for this action. There was \$125,000 allocated and \$81, 534 spent. These funds will be part of the carryover identified in the 2024-24 LCAP plan.

Action 2 Strategic Mathematics Support Classes- Allocated \$190,000 and spent\$108,315. These funds will be part of the carryover identified in the 2024-24 LCAP plan

Action 4 Class size reduction for 6th grade mathematics classes. There was \$180,000 allocated and \$72,958 was spent due to the reduction in sections that were needed. These funds will be part of the carryover identified in the 2024-24 LCAP plan

Action 6 Afterschool Mathematics Tutoring Lab. This action was not implemented as site funds were used for alternative programs. \$25000 was allocated. These funds will be part of the carryover identified in the 2024-24 LCAP plan

Action 8 Educational Technology to Support Student Engagement and Collaboration. The initial pilot determined that this action should not be implemented. \$750,000 was allocated and these funds will be part of the carryover identified in the 2024-24 LCAP plan

Action 9 Professional Development and Curriculum Development focused on Core Instructional Practices (noncontributing). \$25,000 was allocated and \$5,000 was expended and the remaining funds are part of the Educator Effectiveness fund.

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

Paso Robles Joint Unified School District used the following rating scale to determine the effectiveness of the action to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating Scale (lowest to highest): 1 - Not Effective; 2- Somewhat Effective and 3 - Effective. Based on IReady diagnostic assessments, K-5 and MAP, 6-8 that take place three times a year, actions 2, 3 and 4 are deemed effective in supporting students to meet grade level mathematics standards. Action 1 , 5, 7 and 9 are deemed as Somewhat Effective due to the either the initial or partial implementation and Action 6 and 9 were not implemented

Action 1 Professional Development and coaching Focused on the Needs of Unduplicated Students and Mathematics - This action is deemed Somewhat Effective. This action was not fully implemented and thus the full benefits of professional development and coaching was not gained. As we move forward to grade and school reconfiguration, we will incorporate this into the structure of the junior high program.

Action 2 Strategic Mathematics Support Classes, Action 3 K-5 Mathematic Intervention Teachers and Action 4 Class size reduction for 6th grade mathematics classes were deemed Effective to support progress toward grade level standards based on interim data from IReady and MAP and input from Educational Stakeholders.

Action 5 Middle School Mathematics Paraeducator was deemed Somewhat Effective based on the initial implementation of the paraeducators in mathematics classroom. Input from Stakeholders and data from MAP assessment indicate that progress was made.

Action 6 Afterschool Mathematics Tutoring Lab and Action 8 Educational Technology to Support Student Engagement and Collaboration were not implemented

Action 7 Parent University including Mathematics. This is the first year of an expanded Parent University and the attendance, including Spanish Speaking families, indicated that this program has promise and the action is deemed Somewhat Effective. Parents continue to request additional support in understanding the mathematics program. Additional mathematics parent education programs may be needed.

Action 9 Professional Development and Curriculum Development focused on Core Instructional Practices (noncontributing) -Staff attended initial training in these areas and began working on this action, however, the structural changes required to implement grade level configuration meant that this action was not fully implemented this year. The professional development was highly rated by participants and this action is deemed Somewhat Effective and will be continued next year.

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

CHANGES IN THE GOAL:

Goal 4 and Goal 5 were combined to reflect the changes in grade reconfiguration which includes moving 6th grade to elementary schools which will become TK-6, with the exception of the Georgia Brown Dual Immersion program which will start at K-6 and move to K-8, one junior high with grades 7-8 and one comprehensive 9-12 high school. All of goal 4 is combined with portions of goal 5 (those that provide intervention for TK-6 in mathematics) to become a new goal 4 which focuses on grade level performance in core academic areas. The secondary portion of goal 5 will be combined with Goal 2, College and Career Readiness. The focus on reading on grade level by third grade and being prepared for algebra by grade 8 is incorporated with the new goal 4.

CHANGES TO EXPECTED OUTCOMES AND METRICS: Because the 2021-24 Goals 4 and 5 are being combined into one new goal, the performance of students on the iReady mathematics assessments and the state SBAC mathematics assessments are being added as new metrics to the new Goal 4

Based on a pilot this year, it was determined that the district would replace the NWEA MAP mathematics interim assessments in grades 6-10 with iReady assessments (which are also used in grade K-5). Because the 2021-24 Goals 4 and 5 are being combined into one new goal, the performance of students on the iReady mathematics assessments and the state SBAC mathematics assessments are being added as new metrics to the new Goal 4

CHANGES IN ACTIONS:

Action 1, Grade 6-8 TOSA, will be discontinued as there will only be one junior high and collaboration time and professional development can be built within the site schedule.

Action 3, K-5 mathematics intervention teachers, will continue in the new goal 4 as will Action 7, Parent University.

Action 4, Strategic Math Classes, will move to Goal 2 which will encompass core academic interventions in grades 7-12.

Action 6, After School Tutoring Lab, will be included within the junior high site plan

Action 8, Educational Technology, will not be implemented.

Action 9, Professional Development, will continue at the district level using Educator Effectiveness funds.

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

Goals and Actions

Goal

Goal #	Description
6	Students with Disabilities will increase achievement in English language arts and mathematics as demonstrated by district assessments. (Priority 3) (Required LCAP Goal - Focus Goal)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students with Disabilities (SWD) participation rate on the SBAC	94.5% in 2018-19	Participation rate will be available in the fall on the CA Dashboard	94% in ELA and 94% in Math Spring SBAC 2022	95% Participation rate in ELA and Math on the Spring SBAC 2023	95% participation
Students with Disabilities (SWD) achievement on the 2018-19 SBAC assessments in English language arts and mathematics	CA Dashboard 2019 English Language Arts Red Performance Level 103.3 points below standard 2019 Mathematics Orange Performance Level 133.8 points below standard	CA Dashboard 2021-2022 English Language Arts Performance Level 117.2 points below standard 2021-2022 Mathematics Performance Level 143.3 points below standard	CA Dashboard 2022-23 English Language Arts Performance Level 107.7 points below standard 2022-23 Mathematics Performance Level 142 points below standard	CA Dashboard for 2023-24 is not yet available	Green Performance Level Meets state average for SWD in English language arts and mathematics
Students with Disabilities (SWD) achievement on the K-5 iReady reading and	"iReady Spring 2021 Assessment for SWD K-5th grade Reading Three or more grades below: 22%	"iReady Spring 2022 Assessment for SWD K-5th grade Reading Three or more grades below: 25%	iReady Spring 2023 Assessment for SWD K-5th grade Reading Three or more grade levels below: 24%	iReady Winter 2024 Assessment for SWD K-5th grade Reading Three or more grade levels below: 22%	iReady Spring Assessment K-5th grade SWD Reading

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
math assessments for Spring 2022.	Two grade below: 19% One grade below: 33% Early grade level: 13% Above grade level: 12% K-5th grade Math Three or more grades below: 17% Two grades below: 20% One grade below: 41% Early grade level: 9% Above grade level: 13%"	Two grades below: 23% One grade below: 32% Early grade level: 11% Above grade level: 9% K-5th grade Math Three or more grades below: 18% Two grades below: 23% One grade below: 41% Early grade level: 10% Above grade level: 7%"	Two grades below: 20% One grade below: 35% Early grade level: 11% Above grade level: 10% K-5th grade Math Three or more grades below: 16% Two grades below: 18% One grade below: 48% Early grade level: 10% Above grade level: 8%	Two grades below: 18% One grade below: 31% Early grade level: 9% Above grade level: 5% K-5th grade Math Three or more grades below: 14% Two grades below: 20% One grade below: 45% Early grade level: 7% Above grade level: 9%	Two or more grade below: less than 60% Early grade level or above grade level: 40% Math Two or more grade below: less than 60% Early grade level or above grade level: 40%
Parent Participation at IEP meetings	99% of parents who attended IEPs indicated they felt they were part of the IEP process in 2020-2021 school year.	99.6% of parents who attended IEPs indicated they felt they were part of the IEP process in 2021-2022 school year.	99.7% of parents who attended IEPs indicated they felt they were part of the IEP process in 2022-2023 school year.	99.1% of 1,083 IEPs held this year, thus far, parents indicated they felt a part of the IEP process.	100% of parents who attend IEPs will indicate they felt included as part of the IEP process.
Classroom Observation in co-teaching classroom will demonstrated the use of Universally Designed Lessons	Baseline will be established in Fall 2022	No data available.	50% of co-teaching classrooms demonstrated the use of Universally Designed Lessons.	data not available	80% of the lesson observe will demonstrate the element of UDL lessons

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA Reading assessment in grades 6-8 for all students with disabilities (SWD).	All students with disabilities: 9% at/above grade-level 10% near grade-level 81% below grade-level 6th grade: 10% at/above grade-level 15% near grade-level 76% below grade-level 7th grade: 9% at/above grade-level 12% near grade-level 79% below grade-level 8th grade: 0% at/above grade-level 10% near grade-level 88% below grade-level	All students with disabilities: 19.42% at/above grade level 10.28% near grade-level 70.28% below grade-level 6th grade: 5.26% at/above grade-level 8.77% near grade-level 85.96% below grade level 7th grade: 24.13% at/above grade level 8.62% near grade-level 67.24% below grade-level 8th grade: 28.33% at/above grade level 13.33% near grade-level 58.33% below grade-level	Spring MAP 22-23 All students with disabilities: 18.97% at/above grade level 16.6% near grade-level 64.4% below grade-level 6th grade: 8.62% at/above grade-level 10.34% near grade-level 81.03% below grade level 7th grade: 25% at/above grade level 17.9% near grade-level 57.14% below grade-level 8th grade: 23.33% at/above grade level 21.66% near grade-level 55% below grade-level	Spring MAP 2023-24 All students with disabilities: 31.8% at/above grade level 35.7% near grade-level 32.5% below grade-level 6th grade: 28% at/above grade-level 38% near grade-level 33% below grade level 7th grade: 31% at/above grade level 32% near grade-level 37% below grade-level 8th grade: 46% at/above grade level 36% near grade-level 18% below grade-level	All grade-levels will show an increase of 10% of students to be at or above grade-level on the NWEA reading assessment on the Spring 2023 assessment.

Goal Analysis

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

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

The intent of Goal 6 was to identify required action to meet state identified targets for our special education population. This resulted in a required goal in the 2023-24 LCAP plan. The majority of actions in this goal were funded through non contributing funds as special education is not an unduplicated subgroup. However, research indicated that our dual identified students (those who are both unduplicated and have IEPs) have unique needs and thus two actions were identified using supplemental grant funds. Paso Robles Joint Unified School District using the following rating scale to determine its progress in implementing the actions to achieve the articulated goals. Ratings were based on an analysis of both input from educational partners and metrics. Rating Scale: 0 - Not Implemented 1 - Exploration and Research Phases; 2 - Initial Implementation; 3 - Partial Implementation or Implementation with Modifications; 4- Full Implementation; 5 - Full Implementation with Sustainability

Action 1 TOSA to Support Students with IEPs who are also Unduplicated. This action was an Initial Implementation. A .5 FTE TOSA was hired to support our dual identified students.

Action 2 Co-Teacher Training and Teacher Collaboration for English Language Arts and Mathematics This action was an Initial Implementation. The Bureau of Educational Research (BER) provided a full day of training for co-teachers focusing on mathematics and language arts.

Action 3 Interim Assessment Training, non contributing - The action was conducted through the Department of Education Services with interested teachers and is in the exploration and research phase.

Action 4 Universal Design for Learning, non contributing -This training was incorporated within the Co-teacher training and the support from the TOSA and thus was deemed as initial implementation.

Action 5 Parent Education on District and State Assessments, noncontributing- This action was an Initial Implementation and was included within the topics on the Parent University. In addition, information was provided to parents of dual identified students on district and state assessment during parent conferences.

CHALLENGES: Turnover within our special education staff continue to be a big challenge which required continued support and professional development as new staff is onboarded. Retaining quality staff will be a focus areas for the next year.

SUCCESES: Feedback from educational partners indicates that the TOSA has been effective in supporting staff to meet the need of dual identified students. This role will be expanded for next year as an action in goal 2. Participation data indicates that Students with IEPs will meet the 95% target for participation on state assessments

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

There was a material difference between planned and estimated actual expenditures for the following actions:

Action 1 TOSA to Support Students with IEPs who are also Unduplicated. The action was fully implemented, but \$120,000 was allocated and only \$60,000 was spent for the .5 position.

Action 2 Co-Teacher Training and Teacher Collaboration for English Language Arts and Mathematics - Initial Implementation with BER cost less than anticipated. There was \$40,000 allocated and \$12,488 spent

Action 3 Interim Assessment Training, non contributing- This exploration and research was included within staff time and non additional expenditure was required. \$20,000 of non contributing funds was set aside, but not expended. These funds will remaining within the Educator Effectiveness Fund

Action 4 Universal Design for Learning, non contributing. This exploration and research was included within staff time and non additional expenditure was required. \$20,000 of non contributing funds was set aside, but not expended. These funds will remain within the Educator Effectiveness Fund.

Action 5 Parent Education on District and State Assessments non contributing. This action was included within staff time and non additional expenditure was required. \$2,000 was allocated and will remain within the Ed Services Budget.

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

Paso Robles Joint Unified School District used the following rating scale to determine the effectiveness of the action to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating Scale (lowest to highest): 1 - Not Effective; 2- Somewhat Effective and 3 - Effective. Based on feedback from educational partners, observation of classroom lessons, participation rates on state assessments, and uses of accommodation, action 1, 2 and 5 are rated effective and actions 3, and 4 as partially effective due to limited implementation.

Action 1 TOSA to Support Students with IEPs who are also Unduplicated has been deemed Effective based on feedback from educational partners and is key to district identified strategies aimed at special education teacher retention.

Action 2 Co-Teacher Training and Teacher Collaboration for English Language Arts and Mathematics has been deemed Effective based on feedback from training participants and classroom observations.

Action 3 Interim Assessment Training, non contributing action has been deemed Somewhat Effective based on the partial implementation of the action from pilot teachers.

Action 4 Universal Design for Learning, non contributing action has been deemed Somewhat Effective based on the partial implementation of the action, feedback from participants and classroom observations.

Action 5 Parent Education on District and State Assessments, non contributing- has been deemed as Effective based on feedback from Parent U participants and by meeting 95% participation rate on state assessment for students with IEPs.

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

CHANGES IN THE GOAL:

Goal 5 is no longer a required goal and thus will be replaced by another required goal. Existing actions will be incorporated in goals 2 and 4.

CHANGES TO EXPECTED OUTCOMES AND METRICS: Metrics will be continued to be collected as part of the subgroup data within the Goals 2 and 4 for the SBAC English language arts and mathematics assessments along with IReady assessment in reading and mathematics.

CHANGES IN THE ACTIONS:

Actions 1 TOSA and 2 Co-Teacher Training and Collaboration will move to goal 2 to address the academic needs of dual identified special education students.

Action 1 TOSA will be expanded to a full time position based on educational partner feedback.

Actions 3 and 4 will continue as part of Educational Services professional development programs and action 5 will be part of the Parent U series

Changes in Metrics: The metrics from this goal aligned to specific actions will be included within the goal that contains the action.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Paso Robles Joint Unified School District	Erin Haley Assistant Superintendent, Educational Services	Ehaley@pasoschools.org (805) 769-1000 x30401

Plan Summary [2024-25]

General Information

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

Paso Robles Joint Unified School District is composed of twelve schools spanning through grades TK-12 with a total enrollment of 6,341 according to the 2023 California School Dashboard webpage. Of those 6,341 students, 64.8% are low socioeconomic and over 20% English Learners. Additionally, the enrollment of Students with Disabilities is approximately 15% or 950 students according to the 2023 CA School Dashboard. PRJUSD is composed of six elementary schools serving grades TK- 5 which will expand to grades TK-6 in the 2024- 2025 school year. Our dual immersion program plans to expand to K-8 in the next three years.

In addition, PRJUSD has two middle schools serving students in grades 6-8 which will consolidate to one junior high in the 2024-2025 school year serving students in grades seven and eight. These adjustments are due to the closure of a school site effective June 2024.

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 give of this LCAP plan. We 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.

In 2016, the community passed the Measure M Bond which provides \$95 million in construction for the district’s K-8 schools. The district has completed construction on Marie Bauer Early Learning 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 to support the inclusion of students with disabilities within preschool programs in the development of this program.

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 and

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- ELA; English Learners, Students with Disabilities

Virginia Peterson - ELA: Students with Disabilities

Glen Speck - 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 - English Learner Progress Indicator
Glen Speck - 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.

Reflections: Technical Assistance

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

In alignment with EC section 52072.5, PRJUSD is eligible for differentiated assistance based upon performance in the following areas:

English Learners- English Language Arts, Math, Graduation Rate and College and Career Indicator
Foster Youth - English Language Arts, Math, Chronic Absenteeism
Homeless- English Language Arts, Math, Graduation Rate, College and Career Indicator
Students with Disabilities - English Language Arts, Math, Graduation rate, College and Career Indicator

In collaboration with the San Luis Obispo County Office of Education, Paso Robles Joint Unified School District analyzed dashboard and local data to surface strengths and gaps and investigate potential root causes contributed to the the low performance in English Language Arts and math for our English Learners, Foster Youth, Homeless, and Students with disabilities. Additionally, we followed the same process to explore the strengths and gaps with potential root causes related to graduation rate and the college and career indicator for our English Learners, foster youth, homeless, and students with disabilities. PRJUSD has convened improvement teams to study district systems through cycles of continuous improvement with high leverage practices/changes specifically designed to improve student outcomes. Teams are meeting regularly to monitor progress, consolidate learning and make critical adjustments. Actions in Goal #1 will support chronic absenteeism, Goal #2 will support graduation rate and college and career indicator and Goals #2, #3, and #4 will support performance in English Language Arts and math.

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.

Daniel E. Lewis Middle School was identified as a school eligible for comprehensive support and improvement, however, the CDS code for Lewis Middle School will be closed effective June 30, 2024.

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.

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
School Staff	An LCAP presentation was given at every school site on a Monday staff meeting in-person to explain the LCAP process, priorities, and timeline followed by an input survey.
Principals	February 2024
Staff Survey (Teachers and Classified staff)	Google Survey - February 2024
District Management Team (DMT) including site and district administrators	Google Survey - February 2024
Parent Input	Google Survey - February 2024
Student Input Survey 6-8	Meeting in-person at PRHS
Submission to the Parent Advisory Committee (PAC)	The PAC met on the following dates: December 5, 2023 February 20, 2024 March 7, 2024 May 9, 2024 June 3, 2024
Submission to the District English Learner Advisory (DELAC)	Presentation at regular meeting, April 17, 2024
Submission to the Superintendent Student Advisory	April 10, 2024
CSEA Classified Bargaining Unit	Staff Survey, Invited to LCAP PAC meetings, 1:1 meeting
PRPE Certificated Bargaining Unit	Presentations at each school site, Staff Survey, Invited to LCAP PAC meetings, 1:1 meeting
Other School Personnel	Staff Survey, February 2024

Educational Partner(s)	Process for Engagement
Schools Receiving Equity Multiplier Funds	On May 2nd, 2024, the Equity Multiplier input team met at Liberty High School to provide input to the use of funds toward the required action areas as defined by CA School Dashboard. The committee included the site principal, Director of Secondary Schools, Assistant Superintendent Education Services, counselor, mental health therapist, teachers, student and a parent representative.
Public Comment	June 12th- June 24th
Public Hearing	June 11th, 2024
Adoption by the governing board	June 25th, 2024
Budget Adoption and local indicator report by governing board	June 25th, 2024

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

The process of engaging educational partners is a significant part of the LCAP development process. The following list provides the partner engagement to date.

- Teachers Input survey from February 2024 - 214 responses
- Best form of professional development includes:
 - 81.4% Collaboration with PLC team
 - 46.4% On-site coaching
 - 39.2% In-service days
- When asked what type of training they would like to receive:
 - 61.1% of teachers who completed the survey indicated they would like professional development to support English Learners in the classroom
 - 44.2% requested content-specific training (English, math, science, etc.)
 - 43.2% requested training on trauma informed practices
- Staff indicated the most effective way to provide additional connectivity include:
 - 76% Additional visual and performing arts opportunities
 - 60.4% Mentoring and buddy programs
 - 55.2% Hands on Science, Technology, Engineering and Mathematics experiences
- What are additional supports that could be added to enhance parental connectivity?
 - 69.1% Additional support for parents who do not speak English (family advocates)
 - 63.9% Provide parent education classes regarding positive parenting skills and grade-level expectations
 - 55.7% Provide parents with additional technology support

Based on teacher input, we are providing professional development and support for professional learning communities (PLC) along with professional development to support English learners in the classroom (Goal 3 and 4). We will have additional Visual and Performing Arts

programs through the new VAPA block grant and will be expanding mentoring and buddy programs through supplemental and concentration grant funds (Goal 1). We are retaining support for family advocates and are expanding parent educational course and engagement opportunities that focus on positive parenting, grade level expectations and technology support (Goal 1)

Administrative Input Survey from February 2024

District Management Team (including administrators) Input survey from February 2024 (29 responses)

51.7% indicated the best professional development is conferences

57.1% indicated they would like to have professional development in trauma informed practices

79.3% felt that mentoring and buddy programs could improve connectivity and engagement at school

32.1% felt increase parent engagement opportunities would support our English Learners opportunities for success

The key priorities from the administrative survey and DMT input included behavior support , academic support and mental health support for students particularly given the lingering impact of COVID and distance learning on student progress and engagement today. We are expanding our mental health support and continuing support for the behavior paraeducator which were originally funded through COVID relief funds. These actions are in Goal 1 (All Students are Connected to School and Engaged in Learning). Academic Support are found in goals 2 (All Students will be College and Career Reachy) and Goal 4 (All TK-6th grade students will make progress in English, Math and Science)

Parent Input Survey from February 2024 (156 responses)

61.7% indicated they are most concerned with their child's academic progress

89.1% indicated their child has at least one caring adult at school

What supports need to be in place to improve and support student connection to school?

70.1% strong teacher and student connections

65.6% Support in content areas where students struggle

61% Enrichment and extracurricular activities for students

50.6% indicated a concern with the progress their child is making academically

Of those who expressed concern, the greatest concern was:

50.5% Reading on grade-level

Mathematics

Motivation

The parent survey indicated that parents are most concerned about their child's academic progress. This has resulted in goals 2 (College and Career Readiness) and Goal 4 (Grade level performance in ELA, math and science). We are also expanding tutoring services to support students including English learners. Parents also identified that mathematics is an area of concern. This has led to inclusion of additional parent education and engagement opportunities in the LCAP (Goal 1 - All Students are Connected to School and Engaged in Learning). Motivation is a concern that was expressed by parents and also by students and is addressed with action including mentoring and extracurricular support in Goal 1.

Student Input Survey February 2024

6-8 Grade Students (1,150 responses)

86.4% have at least one caring adult at school

72% indicated school facilities are clean, safe and function
61.8% indicated they have eaten lunch at school
49.8% indicated the most difficult part of middle school is motivation
57.6% indicated they have met with their counselor to review academic progress
9-12 Grade Students (1,242 responses)
91.3% have at least one caring adult at school
77% indicated school facilities are clean, safe and functional
89% indicated they have eaten lunch at school
67.4% indicated they have a college and/or career readiness plan
56.3% indicated they have taken dual enrolled courses for Cuesta College credit

The Superintendent Advisory Committee met on April 10th and provided input to the development of the new three-year LCAP.

What is an area we can improve for students?

More access to counselors and more counselors

Test prep for SAT/PSAT/ACT test prep out there

Participation is really down among all grades

What would you love to see at your school?

Addition of more non-stem electives (arts, cosmetology, etc.)

More creative coursework

Adequate support for students learning English (i.e. translators, paras, classes in Spanish, materials not Google translated by teacher)

Substitute milk for water in lunch line

Based on student input, we are continuing to increase counselor access through both supplemental and concentration grant funds and through Career Technical Education (CTE) and Dual Enrollment grant funds, Goal 2 (All Students will be College and Career Ready). As we implement the new junior high program, the district staff is reviewing potential connection for CTE program at the junior high level as well as how to motivate student through enrichment and extra curricular opportunities. Within the LCAP are plans to provide additional support for students outside of the school day including SAT/PSAT/ACT prep, Goal 2. In addition, we are continuing to support actions that focus on support for English learners including paraeducators, bilingual teachers, and translation devices, Goal 2 and Goal 3 (Every All English Learning will Make Progress Toward Classification Each Year).

The Parent Advisory Committee (PAC) met on December 5, 2023, February 20, 2024, March 7, 2024, May 9, 2024, and June 3, 2024 to review the key components of the LCAP, data review from educational input, propose improvements and review the new three-year LCAP. Some of the input that was provided by the PAC committee in the development of the new LCAP is listed below:

1. How can we Improve Connectivity for students and engagement in school?

- Connecting with families
- Culturally and linguistically relevant learning environments, activities and supports that reflect the diversity of the student population
- Protect class sizes and strong relationships with students and staff

2. How can we better support students in junior high and high school to be college and career ready?

- TOSA for 7012th grade

- More support for students in high school academically
 - Start CTE programs and expose students to college - expand their vision of what is possible
 - Explore other career paths- use PR community leaders to help
3. What can we do to support English Learners in developing proficiency in English?
- I would like to see them receive an elective
 - Curriculum and language programs that are engaging
 - Hiring bilingual teachers that are fluent in Spanish
 - More interaction with English Learners and English speaking peers
 - Find ways to fill para positions and use families that have been through our PIQE programs
 - Outreach to families by calling or meeting with people (not flyers or online)
4. What ideas do you have to improve supports for reading?
- More family partnership opportunities
 - Small targeted reading intervention
 - Curriculum based assessments and professional development for classroom instructors
5. Math is an area of focus district-wide. How can we improve supports in math?
- Lunchtime tutoring with food would make tutoring more accessible. Peer tutoring may be helpful.
 - Smaller class sizes
6. How can we improve supports for Students with disabilities?
- Make campus feel welcoming
 - Increase training/knowledge of various disabilities for teachers, para, etc.

Based on the Parent Advisory Committee (PAC), the LCAP includes an alignment with Career Technical Education (CTE) programs and grants (goal 2), a restructuring of the ELD period at the middle school to provide greater access to electives (goal 3), a zero period at the high school for credit recovery so students can take more elective during the day (Goal 2) a stipend for bilingual teachers to encourage retention and recruitment (goal 3), family advocates to continue outreach to families to make sure we have both participation and representation of Spanish Speaking families (Goal 1), and additional tutoring opportunities for students (Goals 2 and 4)

The District English Learner Advisory Committee (DELAC) met on April 17th, 2024 to review the key components of the LCAP, identified areas of improvement, proposed improvements, and receive input for the new three-year LCAP.

Here is some of the input that was given by the DELAC committee concerning our LCAP goals. Our focus is to increase parent participation, offer more support to our EL students, and increase school connection for our students.

- 1) Offer light meals during meetings so more parents can attend, such as Piqe, ELAC, or Reclassification Ceremonies. We feel this will allow more parents to attend as most of them get off work late and sometimes don't have a chance to eat something before the meeting.
- 2) Have 2 ELD teachers in schools with classes that have a larger number of EL students. This will give our students additional support with smaller group sizes.
- 3) Provide training to ELD teachers so they can provide more effective support for our EL students with the goal of reclassification.
- 4) Allow other schools to purchase programs such as GLAD that can increase scores for our ELL students and collaborate with other teachers/schools where students are meeting or increasing their standard scores.
- 5) Training for all Admin., Staff, yard duty, PARA educators, janitors, on how to deal with a SpEd. Students. This will also help with learning

how to deal with unwanted behavior and decrease suspension rate.

6) Empowering seminars for teachers, parents, and students, such as CoolSpeak with Ernesto Mejilla. This will improve teacher, student, and parent connection. As the recent surveys have shown there is a disconnection and a lack of motivation from all parties at this time.

7) Parents would like their opinions to be taken into consideration when big decisions are made that will affect their students.

As a result of DELAC input, we are expanding the ratio of services for ELD teachers to support our long term English learners (Goal 3). We are also providing training for ELD teachers to support high quality designated ELD instruction to reach reclassification (Goal 3). We are also expanding our parent engagement and opportunities through both DELAC and Parent University, (Goal 1) In addition, as a district, we are continuing to work with our Spanish speaking families to make sure that they have the opportunity to provide input into school and district decisions.

LIBERTY HIGH SCHOOL AND EQUITY MULTIPLIER FUNDS- EDUCATIONAL PARTNER ENGAGEMENT:

In the 2024-2025 school year, Liberty High School is receiving Equity Multiplier funds and PRJUSD has consulted with educational partners in the following ways:

Liberty Leadership teachers met on May 2nd to receive input from the site leadership team on the proposed use of funds in response to performance data.

These funds were provided due to a high instability rate of students at Liberty High School and is intended to address improved graduation rates for English Learners and improved college and career indicator (CCI) metrics for English Learners (EL), Socio-Economically Disadvantaged (SED), and Hispanic students.

The site analysis determined the main barriers to graduation and college and career readiness among all students (and especially the targeted subgroups) are unmet mental health and basic support needs impacting attendance. Students can not access our MTSS offerings, our Xello Homeroom curriculum, or our Cuesta College Coaches if they are not consistently attending school.

In addition, Liberty plans to begin the foundational components to add Career Technical Education (CTE) coursework at the continuation high school to motivate students and provide access to career readiness courses which are of high-interest to students.

As a result of educational partner engagement , the equity multiplier funds will be used to hire a half-time CTE teacher, expand mental health services and support English learners and their families through a bilingual paraeducator and increased bilingual family advocate support. (Goal 5)

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.

As we continue to work on reengaging students and families post-covid, we continue to notice a decline in the reported student connectivity to school beginning in the 4th grade which extends through the middle school and high school years and begins to improve in the eleventh grade.

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 is directly impacted by a student's feeling of connectedness to school. Developing a goal with additional counseling, mental health, mentoring, basic needs, behavior support and mechanisms to improve and enhance opportunities for our community and families to connect with out school sites will 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	Baseline reported from 2022-23 School year District Attendance rate K-12: 91.3% English Learners: 91.5%			District Attendance rate K-12: 94% English Learners: 94%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Low Socioeconomic: 90.4%</p> <p>Foster youth: 87.2%</p> <p>DATA SOURCE CDE Data Quest</p>			<p>Low Socioeconomic: 92.9%</p> <p>Foster youth: 90%</p>	
1.2	Chronic Absenteeism Rate	<p>Chronic Absenteeism Rate (K-8)</p> <p>Baseline 2022-23 Data</p> <p>All students: 26.2%</p> <p>English Learners: 25.5%</p> <p>Low Socioeconomic: 30.4%</p> <p>Foster youth: 51.6%</p> <p>LTEL: TBD</p> <p>DATA SOURCE CA Dashboard Chronic Absenteeism Report</p>			<p>Chronic Absenteeism Rate (K-8)</p> <p>Reduce Chronic Absenteeism rate by 5% each year toward the target of :</p> <p>All students: 10%</p> <p>English Learners: 10%</p> <p>Low Socioeconomic: 10%</p> <p>Foster youth: 20%</p>	
1.3	Seek parent input and promote parental participation in programs for English learner, low socioeconomic and foster students and students with exceptional needs	<p>LCAP Parent Survey (156 responses)</p> <p>71.8% of parents reported their child feels connected to school</p> <p>89.1% of parents reported their child has at least one caring adult they can go to at school</p> <p>PIQE Participation</p>			<p>LCAP Parent Survey (156 responses)</p> <p>80% of parents reported their child feels connected to school</p> <p>95% of parents reported their child has at least one caring adult they can go to at school</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>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</p> <p>Community school participation 242 of 380 (63%) enrolled parent responses to the input surveys. Site estimates this to be 80% participation considering families with multiple students.</p> <p>DATA SOURCE Local Parent Survey</p>			<p>PIQE Participation Improve participation by 5% at each school site from the prior year</p> <p>Community school participation : 90% parent participation</p>	
1.4	PASS Universal Screener (Social-emotional)	<p>Percent Mean for: Feelings About School</p> <p>K-2nd grade All Students 93.2% EL 94.3% SES 90.7% Homeless/Foster 94%</p> <p>3-5th grade All Students 82.3% EL 82.6% SES 81.4% Homeless/Foster 85.6%</p> <p>6-12th grade</p>			<p>Percent Mean for: Feelings About School</p> <p>Improve each subgroup by 1% per year</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>All Students 70% EL 70.6 % SES 71.9% Homeless/Foster 69.8% and 71.2%</p> <p>Learner Self Worth/Regard K-2nd grade All Students 87.4% EL 88.2% SES 86.8% Homeless/Foster 87.4%</p> <p>3-5th grade All Students 65.7% EL 60.2% SES 63.4% Homeless/Foster 63.1%</p> <p>6-12th grade All Students 59.3% EL 56.7% SES 62.5% Homeless/Foster 57.4% and 57.5%</p> <p>General Work Ethic K-2nd grade N/A (Not Measured K-2)</p> <p>3-5th grade All Students 75.7% EL 73.8% SES 74.5% Homeless/Foster 74.4%</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		6-12th grade All Students 67.7% EL 68.9% SES 70% Homeless/Foster 67.3% and 67% DATA SOURCE PASS Reports				
1.5	California Healthy Kids Survey (annually)	Baseline Data from 2021-22 % of students feel safe at school: 5th: 86% 7th: 50% 9th: 43% 11th: 48% Alt Ed: 71% English Learners: 5th: Not reported 7th: 49% 9th: 40% 11th: 36 % Alt Ed: 68% Low SES 5th: 90% 7th: 59 % 9th: 47% 11th: 52% Alt Ed: not reported Foster Youth Not Reported % of students feel connected to school: 5th: 77% 7th: 54 %			% of students feel safe at school: <ul style="list-style-type: none"> All subgroup s will show improvem ent of 1% per year % of students feel connected to school: <ul style="list-style-type: none"> All subgroup s will show improvem ent of 1% per year DATA SOURCE CHKS	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		9th: 45% 11th: 46% Alt Ed: 71% English Learners: 5th: not reported 7th: 52 % 9th: 41% 11th: 42 % Alt Ed: not reported Low SES 5th: 79% 7th: 62 % 9th: 52% 11th: 52 % Alt Ed: not reported Foster Youth Not Reported DATA SOURCE CHKS				
1.6	Local measures including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	% of students with a caring adult at school 91.4% of 9th-12th grade students reported they have at least one caring adult they can go to at school 86.3% of 6th-8th grade students reported they have at least one caring adult they can go to at school % of students who report feeling safe at school			% of students with a caring adult at school 95% of 9th-12th grade students reported they have at least one caring adult they can go to at school 90% of 6th-8th grade students reported they have at least one caring adult they can go to at school	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>56.7% of 9-12th grade students reported feeling safe at school with 37.6% reported feeling neutral</p> <p>50.5% of 6th-8th grade students reported feeling safe at school with 40.5% reported feeling neutral</p> <p>% of students who feel connected to school</p> <p>6th-8th grade</p> <p>42.3% feel connected to school with 44.4% neutral</p> <p>9th - 12th grade</p> <p>41.5% feel connected to school with 48.3% neutral</p> <p>Data Source: Google Survey February 2024</p>			<p>% of students who report feeling safe at school</p> <p>80% of 9-12th grade students reported feeling safe at school</p> <p>80% of 6th-8th grade students reported feeling safe at school</p> <p>% of students who feel connected to school</p> <p>6th-8th grade</p> <p>80% feel connected to school</p> <p>9th - 12th grade</p> <p>80% feel connected to school</p>	
1.7	Pupil Suspension Rate	<p>Suspension Rate (2024-05-24),</p> <p>Total: 3.2%,</p> <p>EL: 4.8%,</p> <p>Low Socio: 4.4%,</p> <p>Foster: 12.1%,</p> <p>African American: 3.4%</p> <p>DATA SOURCE Aeries Query</p>			<p>Suspension Rate</p> <p>Total: 3%</p> <p>EL: 3%</p> <p>Low Socio:3%</p> <p>Foster: 8%</p> <p>African American: 3%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Pupil Expulsion Rate	<p>Pupil Expulsion Rate: All Students: 0.16% English Learners: 0.08% Low Socioeconomic: 0.16% Foster youth: 4.3%</p> <p>Of those Expelled: EL's:10% (30% RFEP) Low SES: 70% Foster: 10%</p> <p>DATA SOURCE Aeries</p>			Pupil Expulsion Rate: All Students: 0.10% overall with no disparities between subgroups	
1.9	Middle School and High School Drop Out Rates	<p>Junior High dropout rate Baseline using 2022-23 data Overall: 0.07% English Learners: 0% Low Socioeconomic: 0.11% Foster youth: 0%</p> <p>High School dropout rate Baseline using 2022-23 data Overall: 2.2% English Learners: 7.2% Low Socioeconomic: 2.6% Foster youth: 0%</p> <p>Data Source: CalPads Report Fall 1: 1.24</p>			<p>Junior High dropout rate Overall: 0.05% English Learners: 0% Low Socioeconomic: 0% Foster youth: 0%</p> <p>High School dropout rate Overall: 1% English Learners: 4% Low Socioeconomic: 1% Foster youth: 0%</p> <p>Source: CalPads Report Fall 1: 1.24</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		supporting reports 1.1, 1.14, 1.8			supporting reports 1.1, 1.14, 1.8	
1.10	Quality of Facilities (FIT) - Facilities Maintained	<p>Average FIT score district: 90.1%</p> <p>Georgia Brown: 85.63%</p> <p>Pat Butler: 90.35%</p> <p>Kermit King: 93.04%</p> <p>Glen Speck: 96.90%</p> <p>Virginia Peterson: 92.11%</p> <p>Winifred Pifer: 88.46%</p> <p>GF Junior High: 86.51%</p> <p>PRHS: 88.88%</p> <p>Alt Ed: 94.69%</p> <p>DATA SOURCE CA FIT Reports</p>			<p>Average FIT score district: 93.1%</p> <p>Improve district average by 3% overall</p>	
1.11	Aftercare Participation - Expanded Learning Opportunity Program TK-6	<p>Due to current partnership MOU programs and school moves, we do not have baseline data. Baseline data will be available by mid year through Aeries coding.</p> <p>DATA SOURCE: Aeries</p>			<p>Due to current partnership MOU programs and school moves, we do not have baseline data. Baseline data will be available by mid year through Aeries coding.</p>	
1.12	Aftercare Participation - ASES K-6	<p>Students served 23/24</p> <p>W.Pifer: 99</p> <p>V.Peterson: 103</p> <p>G.Speck: 100</p> <p>DATA SOURCE Aeries</p>			<p>Maintain the number of students served based on allocated funding in 23/24</p> <p>W.Pifer: 99</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					V.Peterson: 103 G.Speck: 100	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Social Emotional Support	Six elementary counselors, four mental health therapists, wellness room counselor, LINK Crew and WEB in grades 7-12, Universal screener	\$2,035,000.00	Yes
1.2	Staff training and coaching to meet the needs of English	Staff Professional development days and coaching for certificated on the needs of English Learners, Low Income and Foster Youth	\$440,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Learners, low income and foster youth			
1.3	Parent connectedness to school	<p>Nine and a half family advocates, District Communication Services Director, Spanish interpreter services, Mixteco interpreter services</p> <p>To address the red indicator on the LEA dashboard related to chronic absenteeism, each site has a bilingual family advocate to ensure communication is made with families and efforts are made to remove barriers for our most at-risk populations, specifically foster youth. Family advocates 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.</p>	\$775,000.00	Yes
1.4	Basic needs for students experiencing homelessness, English Learners, low-income and foster youth	<p>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.</p> <p>Full-time FTE to support with the oversight of these needs in collaboration with family advocates and site teams.</p> <p>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.</p> <p>Glen Speck- Low SES, white Flamson- Homeless Lewis - Low SES, SWD, and White</p> <p>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.</p>	\$185,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 leadership teachers.	\$114,197.00	Yes
1.6	Student mentorship and support for English Learners, low-income and foster youth	Mentoring - Girls Circle and Youth In Action, Feet First program	\$30,000.00	Yes
1.7	Community School Support	<p>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.</p> <p>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.</p> <p>District Chronic Absenteeism Rate (K-8) Baseline 2022-23 Data All students: 26.2% English Learners: 25.5% Low Socioeconomic: 30.4% Foster youth: 51.6%</p> <p>Glen Speck Chronic Absenteeism Rate: 35.7% of students were chronically absent in the 2022-2023 school year. (10% or more of the school year) As of April 2024, 21.5% of students were chronically absent.</p>	\$95,000.00	Yes
1.8	School facilities	6 custodians	\$367,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>An additional 6 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 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.</p> <p>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 Twilford summarized their study by reporting that the cumulative effect of a schools facility’s condition has been related directly to student outcomes.</p>		
1.9	Behavior Support	BCBA and trauma informed practices and 7 behavior paraeducators to deploy to K-8 sites based upon need and percentage of unduplicated students	\$714,000.00	Yes
1.10	Positive School Culture and Climate	Student Engagement and Connection Specialist (4 certificated and one classified) to support PBIS, attendance, and behavior.	\$761,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Transportation Support	Transportation Supports for Unduplicated Students	\$75,000.00	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.	\$40,000.00	Yes
1.13	Cultural Sensitivity, Inclusion and Acceptance	<p>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. Improved culture, awareness, and acceptance of all students.</p> <p>The African American subgroup was in the red indicator on the CA School Dashboard page for suspensions and the English Learner, hispanic, and 2+ race subgroups were in the red/orange indicator on the CA school dashboard for suspensions at PRHS.</p> <p>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.</p>	\$50,000.00	No

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 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 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.

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	2023 Data All Students: 31.9% **English Learners: 4.5% Low-SES: 22.4% Foster: Not Reported **Homeless: 7% **SWD: 5.9% Hispanic: 24.8% White: 42.7%			Increase CCI by 5% overall and by each subgroup toward the target: All Students: 60% **English Learners: 20% Low-SES: 50% Foster: Not Reported **Homeless: 20% **SWD: 30%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		** Required Action Data Point Source: CA Dashboard - CCI			Hispanic: 30% White: 60%	
2.2	A-G Completion Rate	2023 Data 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			Increase the A-G Completion Rate by 2% each year toward the target: 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	
2.3	AP Testing Participation and Pass Rate	2023 Aeries Data All Students: 543 Tests 233 received a 3 or higher = 42.909% English Learner: 0 Low-SES: 543 Tests 210 SES = 38.67% 76			Increase AP Testing Participation and Pass Rate by 3% a year toward the target:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>received a 3 or higher = 36.19%</p> <p>Foster: 0</p> <p>Source: Aeries SIS</p>			<p>All Students: 50% of those tested will earn a 3 or higher</p> <p>Low-SES: 50% of those tested will earn a 3 or higher</p> <p>Foster: Measurable number of foster youth testing</p> <p>Source: Aeries SIS</p>	
2.4	CTE Pathway Completion Rate	<p>2023 Data</p> <p>All Students: 19.6%</p> <p>English Learners: 2.9%</p> <p>Low-SES: 14.5%</p> <p>Foster: Not Reported</p> <p>Homeless: 3.5%</p> <p>SWD: 14.5%</p> <p>Hispanic: 13.8%</p> <p>White: 30.3%</p> <p>Source: CA Schools Dashboard Additional Reports - Met UC/CSU/CTE Pathway Completion Report</p>			<p>Increase CTE pathway completion by 3% per year toward the target of:</p> <p>All Students: 35%</p> <p>English Learners: 10%</p> <p>Low-SES: 20%</p> <p>Foster: Not Reported</p> <p>Homeless: 5%</p> <p>SWD: 20%</p> <p>Hispanic: 35%</p> <p>White: 35%</p> <p>Source: CA Schools Dashboard Additional Reports - Met UC/CSU/CTE Pathway Completion Report</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Statewide Assessment Data ELA	<p>CAASPP ELA Performance Data 7th-11th grade</p> <p>Exceeded: All Students:15.97% English Learners:0.35% Low-SES: 10.07% Foster: 9.09% Homeless: 5.53% LTEL: TBD</p> <p>Met: All Students:25.65% English Learners:6.07% Low-SES: 22.75% Foster: 18.18% Homeless: 17.59% LTEL: TBD</p> <p>Nearly Met: All Students: 24.29% English Learners:22.83% Low-SES: 25.75% Foster: 9.09% Homeless: 17.59% LTEL: TBD</p> <p>Far Below: All Students: 34.09% English Learners: 70.71% Low-SES: 41.43% Foster: 63.64% Homeless: 59.03% LTEL: TBD</p>			<p>CAASPP ELA Performance Data 7th-11th grade</p> <p>All Student performance levels and student subgroups will improve by 9% over the next three years (3% per year).</p> <p>Source: ETS testing site</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: ETS testing site				
2.6	Statewide Assessment Data Mathematics	<p>CAASPP Math Performance Data 7th - 11th grade Exceeded: All Students: 12.72% English Learners:0.17% Low-SES: 7.77% Foster: 0 Homeless: 2.37% SWD: 1.97% LTEL: TBD</p> <p>Met: All Students: 17.73% English Learners:3.20% Low-SES: 14.6% Foster: 27.27% Homeless: 9.0% SWD: 6.88% LTEL: TBD</p> <p>Nearly Met: All Students: 26.41% English Learners:19.90% Low-SES: 27.25% Foster: 18.18% Homeless: 21.8% SWD: 12.78% LTEL: TBD</p> <p>Far Below: All Students: 43.14% English Learners: 76.73%</p>			<p>CAASPP Math Performance Data 7th - 11th grade</p> <p>All Student performance levels and student subgroups will improve by 9% over the next three years (3% per year).</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low-SES: 50.37% Foster: 54.55% Homeless: 66.82% SWD: 78.38% LTEL: TBD Source: ETS testing site				
2.7	Statewide Assessment Data Science - Grades 8 and 11	CAST Performance Data Exceeded: All Students: Grade 8: 9.33% Grade 11: 3.38% English Learners: 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 LTEL: TBD Met: All Students: Grade 8: 22.22% Grade 11: 24.70% English Learners: Grade 8: 1.56% Grade 11: 0 Low-SES:			CAASPP CAST Performance Data 8th and 11th grade All Student performance levels and student subgroups will improve by 9% over the next three years (3% per year).	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>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% LTEL: TBD</p> <p>Nearly Met: All Students: Grade 8: 54.67% Grade 11: 57.39% English Learners: Grade 8: 65.63% Grade 11: 63.64% Low-SES: Grade 8: 58.90% Grade 11: 62.21% Foster: Grade 8: too small to report Grade 11: too small to report Homeless: Grade 8: 55.56% Grade 11: 64.86% LTEL: TBD</p> <p>Not Met: All Students: Grade 8: 13.78% Grade 11: 14.09% English Learners:</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 8: 32.81% Grade 11: 36.36% 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% LTEL: TBD Source: ETS testing site				
2.8	Access to and enrollment in a Board Course of Study inclusive of and including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs.	Career Technical Education - 45 Courses in 14 Pathways AP coursework - 18 Courses Dual enrollment Courses - 32 Courses Visual and Performing Arts - 24 Courses Intensive ELD - 5 Courses Coteaching ELA and Math - 8 Courses Data Source: PRHS Course Guide and Master Schedule			Our three-year target includes maintenance of strong CTE, AP, dual enrollment, VAPA and support classes in ELD and Coteach. Career Technical Education - 45 Courses in 14 Pathways AP coursework - 18 Courses Dual enrollment Courses - 32 Courses Visual and Performing Arts - 24 Courses	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Intensive ELD - 5 Courses Coteaching ELA and Math - 8 Courses Data Source: PRHS Course Guide and Master Schedule	
2.9	Outcomes of Broad Course of Study	2023 Data Dual Enrollment Completion: <ul style="list-style-type: none"> Seniors Completing 1 Semester - 258 in 2022 (Data for 2023 Incorrectly Reported) Seniors Completing 2 or more Semesters - 48 in 2022 (Data for 2023 Incorrectly Reported) Source: CA Dashboard Additional Reports - College/Career Levels and Measures Report Post Secondary Placements:			Dual Enrollment Completion: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Percentage of Students Enrolled 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> Percentage of Students Enrolled in College One Year After Graduation -All Institutions - 73% -2 Year - 43% -4 Year - 31% Source: Student Clearinghouse CTE Pathway Completion: 113 Source: CA Schools Dashboard Additional Reports - Met UC/CSU/CTE Pathway Completion Report Data Source: CA Dashboard Additional Reports - College/Career Levels and Measures Report			in College One Year After Graduation <ul style="list-style-type: none"> -All Institutions - 78% Source: Student Clearinghouse CTE Pathway Completion: 30% Source: CA Schools Dashboard Additional Reports - Met UC/CSU/CTE Pathway Completion Report	
2.10	Appropriately Credentialed Teachers	District % of teachers appropriately credentialed: 96% District % of teachers intern credentialed: 4% Data Source: HR			District % of teachers appropriately credentialed: 100% Data Source: HR	
2.11	Implementation of the state board adopted academic content and	EL Coordinator/Site Admin will provide feedback in every			Feedback will reflect fidelity to	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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.	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.			the instruction of ELD standards.	
2.12	High School Graduation Rates	<p>2023 Data 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% LTEL: TBD</p> <p>2023 Liberty Graduation rate: 74.1% graduated English Learners: 64.5% Hispanic: 74.5% Low-SES: 73.1% LTEL: TBD</p> <p>** Required Action metric Source: CA Dashboard - Graduation Rate</p>			Overall graduation rate of 90% with each subgroup improving graduation rate 2% per year.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.13	Early Assessment Program (EAP) ELA and Math	<p>ELA Score 4: 18.45% Math Score 4: 8.49%</p> <p>ELA Score 3: 29.70% Math Score 3: 14.90%</p> <p>ELA Score 1 and 2: 51.85% Math Score 1 and 2: 76.60</p> <p>Percent of grade 11 students scoring "Standard Exceeded" (Level 4) - enroll in GE English and/or mathematics college level courses upon entering the CSU</p> <p>Percent of grade 11 students scoring "Standard Met" (Level 3) - must complete an approved year-long English and/or mathematics course in the twelfth grade with a grade of "C-" or better. (Students then enroll in GE English and/or mathematics college-level courses upon entering the CSU.)</p> <p>Percent of grade 11 students scoring</p>			Percent of students scoring "Standard Exceeded" and "Standard Met" will increase by 2% each year in both math and ELA	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>“Standard Nearly Met” (Level 2) or Standard Not Met (Level 1) - placed in supported GE English and/or mathematics college-level courses unless they meet the exemption criteria through completion of other multiple measures (ACT, SAT, high school coursework or high school grade point average, and college transfer coursework).</p> <p>Data Source: ETS CAASPP Testing Site</p>				
2.14	FAFSA Completion Rate	<p>2024 FAFSA submitted PRHS 65% LHS 9% IHS 37%</p> <p>FAFSA Completed PRHS 62% LHS 8% IHS 34%</p> <p>Applied for Cal Grants PRHS 56% LHS 0 IHS 0</p> <p>Awarded CALGrants PRHS 43% LHS 0 IHS 0</p>			<p>FAFSA Completion rates PRHS 80% LHS 30% IHS 60%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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.	
2.16	A-G and CTE Pathway Completion Rates	2022/2023 Data Overall - 7.8% (45) SED - 4.5% (18) SWD - 1.4% (1) EL - 0% (0) Homeless - 0% (0) Foster - No Data Reported			A-G and CTE Pathway Completion Rates will increase by 3% per year toward the goal of the overall rate of 20% of students who are A-G and CTE pathway completers.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Secondary Academic and Counseling Support and Mentorship	<p>3 .33 High School Counselors, 3 Middle School Counselors, .75 Alternative Education Counselor, College and Career Assessment Program Data Analysis Ed Tech TOSA (50%)/LCAP specialist (50%) FASFA Support - College Coaches</p> <p>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 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.</p> <p>2023 Graduation Data shows a discrepancy between the performance of subgroups 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. All Students: 87% **English Learners: 67.1%</p>	\$1,375,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Low-SES: 83.8% Foster: Not Reported **Homeless: 59.6% **SWD: 65.2% Hispanic: 84.1% White: 92.8%</p> <p>2023 Liberty Graduation rate: 74.1% graduated English Learners: 64.5% Hispanic: 74.5% Low-SES: 73.1%</p> <p>College and Career Indicator: 2023 Data All Students: 31.9% **English Learners: 4.5% Low-SES: 22.4% Foster: Not Reported **Homeless: 7% **SWD: 5.9% Hispanic: 24.8% White: 42.7%</p> <p>Liberty High School CCI: All Students: 5.2% English Learners: 3.3% Hispanic: 5.8% Low SES: 6%</p>		
2.2	Advancement for Individual Determination (AVID 7-12)	Advancement via Individual Determination is a program intended to improve percentage of students attending college with a particular emphasis on first-generation college goers and disadvantaged youth.	\$70,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Algebra 1 Math Support	<p>Algebra I Support + HS Teacher on Special Assignment will provide coaching support and training</p> <p>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.</p> <p>CAASPP Math Performance Data 7th - 11th grade Exceeded: All Students: 11.97% English Learners:0% Low-SES: 8.03% Foster: 0 (all grades only) Homeless: 1.05% SWD: 1.62% LTEL: 0%</p> <p>Met: All Students: 15.24% English Learners:0% Low-SES: 11.17% Foster: 27.27% (all grades only) Homeless: 5.26% SWD: 6.48% LTEL: 0%</p>	\$350,000.00	Yes
2.4	Junior High ELA and Math Support	Tiered support for 7-8 English and Mathematics includes reduced class size in grade 8 mathematics, math paraeducator, prep classes, Math Teacher on Special Assignment grades 6-9.	\$420,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 individualized and focused support to all students and especially our subgroups which demonstrate a disparity on the dashboard.		
2.5	College and CTE Industry Trips	College and Career Field Trips for Unduplicated Students an Families	\$40,000.00	Yes
2.6	Access to Zero Period for English Learners, Students Experiencing Homelessness, and Students with Disabilities	In response to the red indicator on the CA School dashboard for the college and career indicator of EL, homeless, and SWD at the district and PRHS, zero period access to credit recovery or classwork will alleviate the issue in the regular school day for some unduplicated students when they are unable to access electives due to mandated ELD or special education support classes. Access to credit recovery or additional courses in zero period alleviates the class schedule during the school day to create access to electives and enrichment courses, thereby, increasing connectivity and graduation rates.	\$20,000.00	Yes
2.7	Academic Support for Dual-Identified Students with Disability	Full-time Teacher on Special Assignment to support dual-identified Students with disabilities as well as professional development in the best practices for coteaching	\$160,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Performance data indicates a discrepancy between students with disabilities and other subgroups in graduation rates as well as student achievement outcomes. Over 60% of our students with disabilities are dual-identified as English Learner or low-income. Therefore, the additional support with IEP development and coaching as well as best practices for instruction will bring great attention to student needs and addressing the barriers to their success.</p> <p>2023 Data 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%</p> <p>CAASPP Math Performance Data 7th - 11th grade Exceeded: All Students: 12.72% English Learners:0.17% Low-SES: 7.77% Foster: 0 Homeless: 2.37% SWD: 1.97% LTEL: TBD</p> <p>Met: All Students: 17.73% English Learners:3.20% Low-SES: 14.6% Foster: 27.27% Homeless: 9.0% SWD: 6.88% LTEL: TBD</p>		

Action #	Title	Description	Total Funds	Contributing
2.8	Extended Support for Students : Afterschool, Summer School, SAT and AP prep	Extended support (Afterschool, summer school support, SAT and AP prep)	\$20,000.00	Yes
2.9	Intervention Support at PRHS	To address the red indicator on the dashboard for graduation rate of SWD, PRHS will Implement curriculum support classes for SWD in grades 9-12, targeting Grade 9 students who are non-promotes and upperclassmen who have failed more than one class. Additionally, incorporate additional classes in master schedule for SWD to access Edgenuity led by Special Education teachers to allow students to begin the credit recovery process sophomore year if/when they fall behind. This ill be accomplished by restructuring current services provided through general funds.		No
2.10	Mentorship for Homeless-identified Students	In response to the red indicator on the dashboard, Flamson Middle School (soon to be 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

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 4: Pupil Achievement (Pupil Outcomes)
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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 results districtwide: 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			60% of EL students will progress at least one ELPI level or maintain a level 4	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: CA School Dashboard				
3.2	Rate of English Learner students making progress toward English proficiency	2022-2023 50.9% making progress toward English language proficiency Data Source: CA School Dashboard			60% of students will make progress toward English language proficiency	
3.3	EL Reclassification Rate	Number of students reclassified: 86 Number of students who scored a 4 on the 2023 Summative ELPAC: 208 41% of students who scored a 4 on the Summative LCAP were reclassified Data Source: Aeries and Summative ELPAC test results			Increase the percentage of English Learner students reclassified each year by 3%.	
3.5	Long-term English Language Learners (7 years or more) by Grade-span	Total Long-term English Learners 2023-2024: 266 Elementary:: 0 Middle: 143 High School: 123 Data Source: Aeries			Reduce the number of long-term English Learners by 10%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	English Language Development Teachers	To address the district level reds on the CA School Dashboard, 6.5 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.	\$1,290,000.00	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 Language Learners in the classroom and school environment.	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	English Language Development Coordination	ELD Coordinator and support - EL Coordinator (105,000)and ELD secretary (26,000) mileage 500 cellphone 500,	\$189,000.00	Yes
3.4	Newcomer Support curriculum	Supplemental Materials for Newcomer and ELD including parent resources and bilingual books	\$10,000.00	Yes
3.5	Bilingual Support in Class	Bilingual Paraeducators, interpreter devices	\$200,000.00	Yes
3.6	Parent Engagement Programs	Parent Institute for Quality Education (PIQE)	\$20,000.00	Yes
3.7	ELPAC testing	ELPAC Testing -Certificated and classified staff time	\$30,000.00	Yes
3.8	English Language Development Supplemental Materials for English Learners and Long Term English Learners students	English Language Development Supplemental Materials for English Learners and Long Term English Learners students. To address the needs of LTEL and English Learner EL 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 LTELs and EL students. By incorporating this supplemental curriculum, we aim to improve language proficiency by providing additional resources and structured activities to	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		accelerate language acquisition and proficiency. The curriculum includes built-in assessments to monitor student progress, allowing educators to adjust instruction and interventions to better support student growth. The curriculum will offer personalized learning, with differentiated instruction tailored to meet the diverse needs of LTELs and EL students, ensuring that each student receives the appropriate level of support and challenge. By integrating this supplemental ELD curriculum, we are committed to providing a comprehensive and effective approach to language development, ensuring all our LTELs and EL students have the opportunity to succeed academically and achieve 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	\$30,000.00	Yes
3.10	Pat Butler and Virginia Peterson classified staff support	To address the red indicator 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.	\$62,496.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	All TK-6th grade Students will Make Progress 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: Homeless: Early On Grade Level: All Students: 22%			Increase by 5% each year students who are early on grade-level or above grade level toward the target of 55%. Decrease by 5% each year the students who are one year or more below grade level to a target of no more than 45% of	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>English Learners: 13% Low-SES: 23% Foster: Homeless:</p> <p>One Grade Level Below: All Students: 31% English Learners: 36% Low-SES: 31% Foster: Homeless:</p> <p>Two or Three Grade Levels Below: All Students: 24% English Learners: 45% Low-SES: 34% Foster: Homeless:</p> <p>Data Source: iReady Data Reports</p>			students below grade level.	
4.2	Local Assessments for Math K-6	<p>iReady Math Spring 2024 Results Grades K-6 Mid or Above Grade Level: All Students: 15% English Learners: 4% Low-SES: 7% Foster: Homeless:</p> <p>Early On Grade Level:</p>			<p>Increase by 5% each year students who are early on grade-level or above grade level toward the target of 45%. Decrease by 5% each year the students who are one year or more below grade level</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>All Students: 18% English Learners: 11% Low-SES: 14% Foster: Homeless:</p> <p>One Grade Level Below: All Students: 47% English Learners: 55% Low-SES: 48% Foster: Homeless:</p> <p>Two or Three Grade Levels Below: All Students: 19% English Learners: 30% Low-SES: 30% Foster: Homeless:</p> <p>Data Source: iReady Data Reports</p>			to a target of no more than 55% of students below grade level.	
4.3	State Assessment for ELA 3rd-6th	<p>CAASPP ELA Performance Data Spring 2023</p> <p>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%</p>			<p>Increase each subgroup by 5% each year toward a target of 55% students who met or exceeded standards</p> <p>Decrease each subgroup by 5% each year toward a target of 45% of</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>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%</p> <p>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%</p> <p>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%</p> <p>Source: Data Quest</p>			students who have Nearly Met or are Far Below	
4.4	State Assessment for Math 3rd-6th	CAASPP Math Performance Data Spring 2023 - Grades K-5			Increase each subgroup by 5% each year toward a target of 45% students who met	
		Exceeded:				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>All Students: 13.37%</p> <p>English Learners: 0.25%</p> <p>Low-SES: 7.56%</p> <p>Foster: 0% (All foster not just 3-6)</p> <p>Homeless: 3.45%</p> <p>Met:</p> <p>All Students: 19.88%</p> <p>English Learners: 4.72%</p> <p>Low-SES: 17.51%</p> <p>Foster: 27.27% (All foster not just 3-6)</p> <p>Homeless: 12.07%</p> <p>Nearly Met:</p> <p>All Students: 29.76%</p> <p>English Learners: 25.56%</p> <p>Low-SES: 32.26%</p> <p>Foster: 18.18% (All foster not just 3-6)</p> <p>Homeless: 26.73%</p> <p>Far Below:</p> <p>All Students: 36.99%</p> <p>English Learners: 69.48%</p> <p>Low-SES: 42.68%</p> <p>Foster: 54.55% (All foster not just 3-6)</p> <p>Homeless: 57.76%</p> <p>Data Source: Data Quest</p>			<p>or exceeded standards</p> <p>Decrease each subgroup by 5% each year toward a target of 55% of students who have Nearly Met or are Far Below</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.5	State assessment for science	<p>CAST Performance Data Grade 5</p> <p>Exceeded: All Students:11.27% English Learners:0 Low-SES: 4.14% Foster: Too Few to report Homeless: 0 SWD: 1.52%</p> <p>Met: All Students: 21.6% English Learners: 2.94% Low-SES: 19.55% Foster: Too Few to report Homeless:9.68% SWD: 7.58%</p> <p>Nearly Met: All Students: 52.58% English Learners:56.86% Low-SES: 59.02% Foster: Too Few to report Homeless:61.29% SWD: 48.48%</p> <p>Far Below: All Students:14.55%</p>			Increase by 5% each subgroup area each year to meet the target of 40% met or exceeded standards in CAST	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>English Learners:40.20% Low-SES: 17.29% Foster: Too Few to report Homeless:29.03% SWD: 42.42%</p> <p>Data Source: Data Quest</p>				
4.6	3rd Grade Literacy	<p>iReady ELA Spring 2024 Results Grade 3 Mid or Above Grade Level: All Students: 26% English Learners: 6% Low-SES: 12% Foster: Homeless: SWD: 10%</p> <p>Early On Grade Level: All Students: 30% English Learners:12% Low-SES: 34% Foster: Homeless: SWD: 17%</p> <p>One Grade Level Below: All Students: 32% English Learners: 26% Low-SES: 25% Foster: Homeless:</p>			Increase by 3% each year students attaining The Early On Grade Level and Mid or Above Grade Level categories for all student groups	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 15% Two or Three Grade Levels Below: All Students: 23% English Learners: 56% Low-SES: 30% Foster: Homeless: SWD: 58%				

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	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 Additional 1st grade paraeducators at V.Peterson Additional 1st and 2nd grade paraeducators at W.Pifer, and G.Speck One additional paraeducator for grades 1-3 support at each elementary sites	\$2,740,000.00	Yes
4.2	Extended learning opportunities outside school day	Extended learning opportunities including, but not limited to afterschool and summer, before school Kindercamp and extension of library hours at each site and elementary tutoring	\$270,000.00	Yes
4.3	Additional academic support - strategic support curriculum	Strategic Support Curriculum and Assessment for math and reading	\$150,000.00	Yes
4.4	MTSS Collaboration time to align instruction with needs of unduplicated students	K-5 Collaboration for Reading and math Achievement - Review pacing, alignment with standards, and incorporation of best instructional practices to support unduplicated students.	\$20,000.00	Yes
4.5	Early literacy support	Early Literacy and School Readiness Coordinator to support with the design and planning of early literacy programs in partnership with school sites and parents.	\$60,000.00	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	\$446,250.00	Yes
4.7	Professional Development to address the best	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.	\$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	practices in meeting needs of unduplicated students in the classroom			
4.8	Math Intervention teachers in grades K-6	<p>Six full-time math intervention teachers will support the implementation of targeted support in the elementary grades with a focus on grades 3-5.</p> <p>To address the red dashboard indicators for the LEA in math, certificated math intervention teachers will design targeted, evidence-based intervention to remediate disparities in performance and improve outcomes for all students, particularly English Learners, foster youth, homeless, and Students with disabilities. Math intervention teachers will provide instructional support to classroom teachers as well as targeted pull-out interventions with mathematics. Lastly, they will participate in MTSS meetings to review the performance progress and support for those subgroups listed above.</p>	\$840,000.00	Yes
4.9	Education Technology to Support Instruction for English Learners, Low-income and foster youth	<p>Education Technology to Support Instruction for English Learner, low-income and foster youth to enhance instruction, access, and embedded supports for unique learning needs.</p> <p>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.</p>	\$369,065.00	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	\$40,000.00	No

Action #	Title	Description	Total Funds	Contributing
		pull-out targeted intervention support to, and track the process for and progress of students identified as intervention candidates.		
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

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Students at Liberty Continuation High School will Improve Graduation Rates for English Learner Populations and College and Career Indicator Rates 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 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This is a required goal within the construct of Equity Multiplier Funds. Equity Multiplier funds are state funds provided to school districts with high instability rates with targeted focus areas. At Liberty Continuation High School, these funds will target the College and Career Indicator for English Learner, Hispanic, and Socioeconomically disadvantaged students as well as graduation rate for English Learners. The actions listed below were designed in collaboration with educational partners to address these target areas with the most impactful strategies and supports.

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	2023 Data - Liberty HS All Students: 74.1% **English Learners: 64.5% Low-SES: 73.1% Foster: No Data Reported Homeless: 66.7% SWD: 62.5% Hispanic: 74.5% White: 76.9%			Increase the graduation rate by 2.5% each year in each subgroup toward the target of 80% for all students and a 70% minimum for each subgroup	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>** Required Action Data Point Source: CA Dashboard - Graduation Rate</p>				
5.2	College and Career Indicator	<p>2023 CCI Data - Liberty HS All Students: 5.32% **English Learners: 3.3% Low-SES: 6% Foster: No Data Reported Homeless: 3.7% **SWD: 6.7% Hispanic: 5.8% White: 4%</p> <p>** Required Action Data Point Source: CA Dashboard - CCI</p>			Increase the College and Career Indicator by 5% each year in each subgroup toward a target of 30% of all students who meet the CCI Indicator	
5.3	CTE Pathway Completion Rate	<p>"2023 Data - Liberty HS All Students: 2.2% (3) English Learners: 0 Low-SES: 1.7% (2) Foster: No Data Reported Homeless: 0 SWD: 0 Hispanic: 1.9% (2) White: 3.8% (1)</p> <p>Source: CA Schools Dashboard Additional Reports - Met</p>			Increase the CTE Pathway Completion Rate by 5% each year in each subgroup toward a target of 30% of all students who have completed a CTE Pathway	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		UC/CSU/CTE Pathway Completion Report"				
5.4	College Credit Course Completion	"2023 Data - Liberty HS All Students: 2/135 = 1.4% English Learners: 0/135 = 0% Low-SES: 2/135 = 1.4% Foster: No Data Reported Homeless: 0/135 = 0% SWD: 0/135 = 0% Hispanic: 2/135 = 1.4% White: 0/135 = 0% Source: CA Dashboard Additional Reports - College/Career Levels and Measures Report"			Increase the College Credit course Completion rate by 5% each year in each subgroup toward a target of 30% of all students who have completed one semester of college credit courses	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Mental Health support	Mental Health Therapist will provide frequent check-ins, individual counseling/therapy, and small group support/activities to remove barriers impeding EL, SED, and Hispanic student attendance. Low attendance (due to mental health issues) was a major contributor to low graduation rates and CCI rates among EL, SED, and Hispanic students.	\$65,000.00	No
5.2	Parent Connectivity	Bilingual Family Advocate will provide frequent check-ins, one-on-one student support, communicate 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 on behalf of EL, SED, Hispanic students).	\$32,750.00	No
5.3	Academic support	<p>Bilingual paraeducators will provide tutoring in English and Math to help students complete course credits toward graduation and improve CAASPP test taking skills impacting CCI performance. Specifically, Paras/Tutors will provide pull out support, classroom support, and after school tutoring.</p> <p>2023 Graduation Data shows a discrepancy between the performance of subgroups listed below.</p> <p>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.</p> <p>All Students: 87%</p>	\$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>**English Learners: 67.1% Low-SES: 83.8% Foster: Not Reported **Homeless: 59.6% **SWD: 65.2% Hispanic: 84.1% White: 92.8%</p> <p>2023 Liberty Graduation rate: 74.1% graduated English Learners: 64.5% Hispanic: 74.5% Low-SES: 73.1%</p>		
5.4	Career Technical Education	<p>50% CTE teacher to create a Health Care CTE pathway to improve CCI for all students and subgroups identified in ATSI.</p> <p>College and Career Indicator: 2023 Data All Students: 31.9% **English Learners: 4.5% Low-SES: 22.4% Foster: Not Reported **Homeless: 7% **SWD: 5.9% Hispanic: 24.8% White: 42.7%</p> <p>Liberty High School CCI: All Students: 5.2% English Learners: 3.3% Hispanic: 5.8% Low SES: 6%</p>	\$52,500.00	No

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$14,806,012	\$5,582,655

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
17.155%	0.000%	\$0.00	17.155%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Social Emotional Support</p> <p>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.</p>	<p>Across the district, we have noticed through data analysis that our low income, foster youth, and English Learner students had discrepancies in student outcome and performance data as compared to all students. As such, Counseling and mental health services are available to all students district-wide in order to help support the social-emotional needs of students who are facing difficulties in their lives that are causing them to suffer at school. Six elementary counselors, two mental health specialists, and two wellness room</p>	1.1, 1.2, 1.3, 1.4, 1.5, 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
	<p>A needs assessments revealed that parents and staff feel that motivation is a factor in student connectedness and performance in school.</p> <p>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.</p> <p>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.</p> <p>District Attendance rate K-12: 91.3%</p> <p>English Learners: 91.5% Low Socioeconomic: 90.4% Foster youth: 87.2%</p> <p>Scope: LEA-wide</p>	<p>counselors will provide necessary supports to improve student achievement outcomes and decrease suspension and chronic absenteeism for low income students, foster youth, and English learners. The six elementary counselors will work in conjunction with the school site psychologists, family advocates and site staff to support students in positive behavior and to support families in resolving underlying needs that may impact school attendance. Because we expect that all students will benefit, this action is provided on an LEA-wide basis. According to the CA School Dashboard and Aeries data, PRJUSD chronic absenteeism rates continue to be higher than the state for our homeless, foster, and low SES students.</p> <p>As demonstrated in the identified needs and metrics section, feedback from parents and educational partners indicate a need for increased connectedness to school and motivation. We anticipate that increased access to counseling and support staff will decrease incidence of behavior and improve attendance rates.</p>	
1.2	<p>Action: Staff training and coaching to meet the needs of English Learners, low income and foster youth</p>	<p>Based on the identified needs of our English Learner, low-income and foster youth students, targeted training efforts related to the needs of our unduplicated students, and driven by data, will be coordinated for certificated staff. This action aims</p>	<p>1.1, 1.2, 1.3, 1.5, 1.7, 1.8</p> <p>Additionally we will use feedback from surveys and advisory committees</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Based upon staff and student surveys, we identified a need in the are of staff training and professional development related to the unique needs of unduplicated students. More specifically, PRJUSD will train staff on best practices for instruction as well as building capacity of instructional teams to best understand the needs and experiences of our students who may be experiencing homeless, trauma, new to the country, English Learners, or dual-identified in multiple areas.</p> <p>District Attendance rate K-12: 91.3%</p> <p>English Learners: 91.5% Low Socioeconomic: 90.4% Foster youth: 87.2%</p> <p>Student Survey % of students who feel connected to school 6th-8th grade 42.3% feel connected to school with 44.4% neutral 9th - 12th grade 41.5% feel connected to school with 48.3% neutral Data Source: Google Survey February 2024</p> <p>Scope: LEA-wide</p>	<p>to increase capacity of staff to best meet the unique needs o fEnglish Learner, low-income and foster youth students through instructional practices which provide differentiated levels of support to our students. We anticipate that additional staff staining will lead to improved student performance outcomes in ELA and math achievement metrics as well as graduation rates. However, this action will be provided on an LEA-wide basis because fostering a culture which is welcoming and inclusive requires this training of staff be implemented districtwide.</p>	<p>indicates to determine if this increased training of staff has led to meeting to the unique needs of English Learner, low-income and foster youth..</p>
1.3	<p>Action: Parent connectedness to school</p>	<p>Based upon parent engagement surveys and input from parent advisory committees, PRJUSD will make increased efforts to provide parent education</p>	1.3, 1.4

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	<p>Need: Parent surveys indicate that 64.7% of parents who responded (156) are interested in parent education related to college and career readiness. 60.4% indicated an interest in mathematics and how to help their child in school for grades K-8th grade.</p> <p>LCAP Parent 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</p> <p>Scope: LEA-wide</p>	<p>and outreach to families which improves connectedness to school and the partnership with a child's education. Parent involvement and connectedness can have a significant impact on a child's motivation and success in school.</p> <p>We know that when parents are involved in their children's schooling, students show higher academic achievement, school engagement, and motivation, according to a 2019 American Psychological Association review of 448 independent studies on parent involvement. Therefore, we anticipate that increased efforts to invite families to participate in their child's education will improve attendance, academic outcomes and feelings around connectedness to school.</p>	<p>Additionally, attendance at district events, such as Parent University, and school events including conferences are indicative of increased parent connectedness with our schools and will be monitored annually.</p>
1.4	<p>Action: Basic needs for students experiencing homelessness, English Learners, low-income and foster youth</p> <p>Need: District Attendance rate K-12: 91.3% English Learners: 91.5% Low Socioeconomic: 90.4% Foster youth: 87.2%</p> <p>Achievement data for homeless and unduplicated</p> <p>Chronic Absenteeism Rate (K-8) Baseline 2022-23 Data All students: 26.2%</p>	<p>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 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</p>	<p>1.1, 1.2, 2.5, 2.6, 2.7, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6</p>

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	<p>English Learners: 25.5% Low Socioeconomic: 30.4% Foster youth: 51.6%</p> <p>Scope: LEA-wide</p>	<p>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.</p>	
<p>1.5</p>	<p>Action: Connectivity to school including Enrichment and afterschool sports</p> <p>Need: Survey data indicates that student connectedness to school is an ongoing area of focus. LCAP Parent 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 Extracurricular programs and afterschool sports provide access to enrichment programs and activities that unduplicated students may not have access to otherwise.</p> <p>The community feedback toward the LCAP development indicates interest in increased efforts particularly at the elementary and middle school levels.</p>	<p>Based on attendance data for English learners, low income and foster youth as well as LCAP surveys we have determined that there is a need for programs which provide extension of School Support Beyond the School Day and Enrichment to students. Low income students, many of which are also English learners may not have these opportunities, otherwise and they are critical to healthy lifestyles, healthy relationships with others, and connectedness to school. K-8 after school programs (materials and transportation) and two additional periods to release leadership teachers to increase PRHS student connectedness) provide access to enriching programs on our campuses which aim to engage English learners, low income and foster students.</p> <p>We anticipate that participation in activities that occur outside of the regular school day will lead to increased connectedness to school, and decreased incidence of behavior or suspension, for our EL, low-income, and foster youth students. Because enrichment programs and afterschool sports provide access to students who, otherwise, may not have these opportunities we anticipate improved outcomes for students overall through</p>	<p>1.1, 1.3 Additionally we will use feedback from surveys and enrollment and participation data to determine if we are reaching the intended population of English Learner, low-income and foster youth.</p>

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	<p>Scope: Schoolwide</p>	<p>the mentorship and lessons that happen in these programs.</p>	
<p>1.6</p>	<p>Action: Student mentorship and support for English Learners, low-income and foster youth</p> <p>Need: Foster youth performed in the red indicator on the CA school dashboard for chronic absenteeism. English Learners performed in the red on the CA school dashboard for graduation rate as well as homeless and students with disabilities. Low socioeconomically disadvantaged performed in the orange for graduation rate.</p> <p>District Attendance rate K-12: 91.3%</p> <p>English Learners: 91.5% Low Socioeconomic: 90.4% Foster youth: 87.2%</p> <p>Chronic Absenteeism Rate (K-8) Baseline 2022-23 Data All students: 26.2% English Learners: 25.5% Low Socioeconomic: 30.4% Foster youth: 51.6%</p> <p>Scope: Schoolwide</p>	<p>Targeted efforts related to mentoring of students in a variety of tiered intervention responses. The focus of this work will be on positive mentorship, peer to peer mentoring as well as responsibility, self-control, self-regulation, and anger management. Based on data from the CA Dashboard for chronic absenteeism and graduation rate, our English learners, low income and foster youth need addition mentorship and support to both attend school and meet graduation requirements.</p> <p>The anticipated outcome of this targeted intervention is improved attendance and behavior for English Learners, low-income and foster youth as the CA School dashboard data shows a discrepancy between the performance of these subgroups as compared to all students.</p>	<p>1.7 , 1.8, 1.2, 2.12 Additionally we will use feedback from surveys and enrollment and participation data to determine if we are reaching the intended population of English Learner, low-income and foster youth.</p>

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<p>1.7</p>	<p>Action: Community School Support</p> <p>Need:</p> <p>PIQE Participation Glen Speck 29.4% EL parent participation with 18.4% graduating from program</p> <p>Community school participation 242 of 380 (63%) enrolled parent responses to the input surveys. Site estimates this to be 80% participation considering families with multiple students.</p> <p>Scope: Schoolwide</p>	<p>Through a state Community School Planning Grant, a District Community School Advisory team met to conduct an in-depth asset and needs assessment process and to identify key areas of focus for community schools. The Board of Trustees identified Glen Speck Elementary as the potential Community School due to the enrollment of 84% of students who are English learners, low income or foster youth. By reviewing both achievement and climate data, it was identified that English learners, low income and foster youth need additional support in increasing attendance and decreasing chronic absenteeism, connecting to school, and developing positive scholarly behaviors which will also decrease suspensions. A review of past LCAP surveys indicated that the target school, Glen Speck has a very low participation rate in providing feedback in this form. This is a school wide action implemented to hire a Community Schools Coordinator and support the effective implementation of a California Community School Partnership Program (CCSPP) Implementation Grant for Glen Speck Elementary. Community Schools are a researched based strategy that will be supported through the Central Coast Regional Technical Assistance Center (R-TAC) and the San Luis Obispo County Office of Education.</p> <p>The anticipated outcome is increased attendance, decreased chronic absenteeism and suspension and an increase in parent participation within the needs assessment process to 85%</p>	<p>1.2, 1.3, 1.7 for Glen Speck Elementary Additionally we will use feedback from surveys and participation data to determine if the site is meeting the goals of the CCSP implementation grant</p>
<p>1.8</p>	<p>Action: School facilities</p>	<p>Research shows that schools which are well-maintained elicit higher student achievement results.</p>	<p>1.10 Additionally we will use feedback from staff,</p>

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	<p>Need: Our FIT data shows an average FIT score of 90.1% for our district with four schools below the 90% mark. Additionally, student survey data at the middle school level indicates that 72% of students feel their school facilities and grounds are clean, safe and functional. At the high school level, 77% of students indicated their school facilities and grounds are clean, safe and functional. Classified and certificated staff reported 84% and 90% feel school facilities are clean, safe and functional.</p> <p>Scope: LEA-wide</p>	<p>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 Twilford summarized their study by reporting that the cumulative effect of a schools facility’s condition has been related directly to student outcomes.</p> <p>Data from our FIT scores indicate that 90.1% of our district with four school below the 90% mark. A survey of staff indicated that additional programs and staff providing services to English learners, low income and foster youth have added significantly to workload and thus would diminish the quality and quantity of the work that can be accomplished. The district has also identified 7 schools that received only a fair rating.</p> <p>The anticipated outcome is to increase our FIT score, increase the number of school that have a good rating and increase scores on the surveys that indicated our facilities and grounds are clean, safe and functional.</p>	<p>student and parent surveys to determine if the facilities and grounds are clean, safe, and functional</p>

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<p>1.9</p>	<p>Action: Behavior Support</p> <p>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.</p> <p>Suspension Rate (2024-05-24), Total: 3.2%, EL: 4.8%, Low Socio: 4.4%, Foster: 12.1%, African American: 3.4%</p> <p>Chronic Absenteeism Rate (K-8) Baseline 2022-23 Data All students: 26.2% English Learners: 25.5% Low Socioeconomic: 30.4% Foster youth: 51.6%</p> <p>Pupil Expulsion Rate: All Students: 0.16% English Learners: 0.08% Low Socioeconomic: 0.16% Foster youth: 4.3%</p> <p>Of those Expelled: EL's:10% (30% RFEP) Low SES: 70% Foster: 10%</p>	<p>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 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</p>	<p>1.7, 1.2 Additionally we will use feedback from staff, student and parent surveys to determine if the behavior support is effective</p>

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	<p>Scope: LEA-wide</p>		
<p>1.10</p>	<p>Action: Positive School Culture and Climate</p> <p>Need: Feelings About School</p> <p>K-2 All Students 93.2% EL 94.3% SES 90.7% Homeless/Foster 94%</p> <p>3-5 All Students 82.3% EL 82.6% SES 81.4% Homeless/Foster 85.6%</p> <p>6-12 All Students 70% EL 70.6 % SES 71.9% Homeless/Foster 69.8% and 71.2%</p> <p>Suspension Rate (2024-05-24), Total: 3.2%, EL: 4.8%, Low Socio: 4.4%, Foster: 12.1%, African American: 3.4%</p> <p>Pupil Expulsion Rate: All Students: 0.16%</p>	<p>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 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.</p>	<p>1.4, 1.5 Additionally we will use feedback from staff, student and parent surveys to determine if the a positive school culture and climate has been established.</p>

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	<p>English Learners: 0.08% Low Socioeconomic: 0.16% Foster youth: 4.3%</p> <p>Of those Expelled: EL's:10% (30% RFEP) Low SES: 70% Foster: 10%</p> <p>Scope: LEA-wide</p>		
1.11	<p>Action: Transportation Support</p> <p>Need: District Attendance rate K-12: 91.3% English Learners: 91.5% Low Socioeconomic: 90.4% Foster youth: 87.2%</p> <p>Chronic Absenteeism Rate (K-8) Baseline 2022-23 Data All students: 26.2% English Learners: 25.5% Low Socioeconomic: 30.4% Foster youth: 51.6%</p> <p>Scope: LEA-wide</p>	<p>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 would provide access to/from tutoring and enrichment opportunities on campuses.</p>	<p>1.11, 1.12 Additionally we will use ridership data to determine the impact of this action</p>
1.12	<p>Action: Drug Alcohol and Trama Informed Practice</p>	<p>Targeted efforts related to mentoring of students in a tiered intervention response effort focused on</p>	<p>1.7, 1.4, 1.5</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Research shows higher incidence of trauma in unduplicated populations as compared to others.</p> <p>Scope: Schoolwide</p>	<p>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 support will support identified students with support to improve attendance and reduce suspension and expulsions</p>	<p>Additionally we will review participation data and climate data associated with students who participate in this action</p>
<p>2.1</p>	<p>Action: Secondary Academic and Counseling Support and Mentorship</p> <p>Need: A-G Completion rate: 2023 Data 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%</p> <p>Scope: Schoolwide</p>	<p>Our current data indicate that English learners and low income students complete A-G requirements at a much lower rate than other subgroups. Counselors can play a critical role supporting students in developing college and career plans as well as identifying and supporting students who are in potential academic jeopardy or who need social emotional support. Current base staffing provides a high ratio of counselors to students for support. The additional counseling staff reduces the staff to student ratio to improve connectedness, graduation rate, and academic outcomes.</p>	<p>2.1, 2.2, 2.5, 2.6, 2.7, 2.12, 1.4 Additionally student, parent and staff surveys will be used to determine how additional counselors supported graduation and A-G completion</p>
<p>2.2</p>	<p>Action: Advancement for Individual Determination (AVID 7-12)</p>	<p>Based on the identified needs of our EL, low-income, and foster youth students, we will offer Advancement via Individual Determination (AVID) classes because it is designed to address their</p>	<p>2.12, 2.5, 2.6, 2.7 We will also seek feedback from AVID</p>

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	<p>Need: 2023 Data graduation rates reveal that English Learners and low-income students graduate at a much lower rate than all students: 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%</p> <p>Educational partner feedback indicates a need for increased support to students in high school to support improved student outcomes.</p> <p>*See also Engaging Educational Partners and Metrics section</p> <p>Scope: LEA-wide</p>	<p>identified needs. This action aims to support students in their efforts toward postsecondary plans, particularly first-generation college-going students, by funding the program, training for staff, and organizing college trips.</p> <p>We anticipate that AVID classes/strategies will lead to increased college attendance rates and improved postsecondary readiness for our EL, low-income, and foster youth students. However, this action will be provided on an LEA-wide basis because fostering a college-bound culture and providing equal access to postsecondary opportunities benefits all students, improving overall educational outcomes throughout the district.</p>	<p>students and staff regarding the support received from the AVID programs.</p>
<p>2.3</p>	<p>Action: Algebra 1 Math Support</p> <p>Need: While Paso Robles High School saw an increase of 3.2 points on the dashboard in the area of mathematics, two subgroups performed in the orange on the indicator: English Learners and Students with disabilities.</p>	<p>Algebra 1 is a barrier to graduation for many students with a higher fail rate amongst English learner, low income and foster youth populations. This schoolwide action provides smaller class sizes and coaching support for math teachers to implement best practices and will improve the Algebra I pass rate for our English learner, low income, foster youth as well as dual identified students with disabilities.</p>	<p>2.5, 2.6, 2.7, 2.12, 2.13 We will also review the pass rate for Algebra I students by subgroup</p>

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	<p>With 28% of students meeting standards in mathematics in the 2022-2023 school year and 22% of students meetings standards in mathematics in the eleventh grade for PRJUSD, algebra support is an area of need. Additionally, educational partner input continues to emphasize the importance of increased support in this area.</p> <p>Scope: Schoolwide</p>		
<p>2.4</p>	<p>Action: Junior High ELA and Math Support</p> <p>Need: Math proficiency on state assessment is lower than average with higher discrepancies in performance for those students identified as EL, low-income, homeless, foster, and SWD.</p> <p>CAASPP Math Performance Data 7th - 11th grade Exceeded: All Students: 11.97% English Learners:0% Low-SES: 8.03% Foster: 0 (all grades only) Homeless: 1.05% SWD: 1.62% LTEL: 0%</p> <p>Met: All Students: 15.24%</p>	<p>The majority of 7-8 students who qualify for the extra 50 minutes per day of English language arts intervention (reading and writing) or mathematics intervention are primarily low income and/or English learner students. This extra support is built within the school day which guarantees that students will receive the targeted help and support they need. Multiple achievement measures are used to determine placement and monitor progress including iReady ELA and math assessments. This schoolwide action will assist students who require additional ELA or math support the opportunity to enroll in an additional ELA or math support section. In addition, smaller math class sizes in 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.</p> <p>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</p>	<p>2.6 Additionally we will review the academic performance of student enrolled in support classes, iReady interim data and staff surveys</p>

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	<p>English Learners:0% Low-SES: 11.17% Foster: 27.27% (all grades only) Homeless: 5.26% SWD: 6.48% LTEL: 0%</p> <p>CAASPP ELA Performance Data 7th-11th grade</p> <p>Exceeded: All Students:15.97% English Learners:0.35% Low-SES: 10.07% Foster: 9.09% Homeless: 5.53% LTEL: TBD</p> <p>Met: All Students:25.65% English Learners:6.07% Low-SES: 22.75% Foster: 18.18% Homeless: 17.59% LTEL: TBD</p> <p>Source: ETS testing site</p> <p>Scope: Schoolwide</p>	<p>students who need a two year algebra program in 9th grade</p>	
<p>2.5</p>	<p>Action: College and CTE Industry Trips</p> <p>Need:</p>	<p>The College and Career Indicator demonstrate that English learners and Low-SES students meet college and career readiness and CTE pathway completion at lower rate than other students</p>	<p>2.1, 2.12 Additionally we will review feedback from participant</p>

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	<p>Exposure to college and career options post high school proves to be an effective mechanism toward inspiring and motivating students.</p> <p>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.</p> <p>2023 Data College and Career Indicator: All Students: 31.9% **English Learners: 4.5% Low-SES: 22.4% Foster: Not Reported **Homeless: 7% **SWD: 5.9% Hispanic: 24.8% White: 42.7%</p> <p>CTE Pathway Completion data: 2023 Data 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%</p> <p>Scope: Schoolwide</p>	<p>including all students. Motivation and graduation rates are both areas of need that were surfaced through LCAP surveys and Aeries data. This schoolwide action provides English learners and Low Income students the opportunity to visit colleges and potential trade industries which has, historically, been very impactful for students to ignite their interest in their future and motivation in their high school years. In addition, this has been a highly sought after opportunity in LCAP input from our DELAC committee</p>	<p>survey, participation data and feedback from parents</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>2.6</p>	<p>Action: Access to Zero Period for English Learners, Students Experiencing Homelessness, and Students with Disabilities</p> <p>Need: On the dashboard, graduation data is in the red indicator of SWD, English Learners, and homeless identified students.</p> <p>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.</p> <p>2023 Data College and Career Indicator: All Students: 31.9% **English Learners: 4.5% Low-SES: 22.4% Foster: Not Reported **Homeless: 7% **SWD: 5.9% Hispanic: 24.8% White: 42.7%</p> <p>Scope: Schoolwide</p>	<p>In a review of course completion and student schedules, it was determined that English learners have fewer elective offering due to the required ELD classes. in addition English learners, low income and foster youth have more course failure which impact elective offering. This impact students ability to explore or complete CTE pathways. This schoolwide action will provide zero period access to a credit recovery course allowing students to "get back on track" without adjusting their class schedule. This is particularly important for English Learners with mandated ELD in their schedule. The expected outcome is that more students will be able to complete required classes while still participating in electives.</p>	<p>2.12 Additionally, we will review participation data and impact on students college and career trajectory.</p>
<p>2.7</p>	<p>Action: Academic Support for Dual-Identified Students with Disability</p> <p>Need: To address the red indicators on the dashboard related to graduation of SWD as</p>	<p>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</p>	<p>2.6, 2.12 Additionally we will use survey data to determine the effective ness of the support</p>

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	<p>well as the math performance of SWD, English Learners, and Low SES students at the junior high level, the teacher on special assignment will focus on the barriers impacting unduplicated students as well as dual-identified students to improve success in mathematics and, subsequent, graduation rates.</p> <p>Scope: LEA-wide</p>	<p>to strengthen the teaching of foundational skills needed for high school algebra and beyond.</p>	
<p>2.8</p>	<p>Action: Extended Support for Students : Afterschool, Summer School, SAT and AP prep</p> <p>Need: English Learners, foster youth, and homeless students are in the red indicator for English Language Arts and English Learners, foster youth, homeless, and SWD are in the red indicator for math.</p> <p>Scope: Schoolwide</p>	<p>Survey data from parents, particularly, English learner parents indicates that more support is needed beyond the school day and year to support the academic achievement of their students. This schoolwide action will provide additional support with afterschool tutoring, summer school, and test prep for SAT and AP tests will be impactful to improving student outcomes in these areas for unduplicated students.</p>	<p>2.2, 2.3, 2.5, 2.6, 2.7 Additionally we will use surveys to determine if the services is effective and/or sufficient</p>
<p>3.2</p>	<p>Action: Professional Development for Teachers to Address English Learners and Long-Term English Language Learners</p> <p>Need: Data in a variety of metrics across the LCAP plan demonstrate discrepancies in students outcomes for unduplicated students as</p>	<p>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</p>	<p>2.5 , 2.6, 2.7, 3.3, 3.5, 3.1 Additionall7 we will use staff surveys, input from the Certificated Bargaining Unit as well as classroom observers to determine the impact of the professional development</p>

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	<p>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.</p> <p>Scope: LEA-wide</p>	<p>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</p>	
<p>3.6</p>	<p>Action: Parent Engagement Programs</p> <p>Need: 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.</p> <p>Scope: LEA-wide</p>	<p>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 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.</p>	<p>1.3, 2.14 Additionally we will use participation data, participant survey, parent surveys and DELAC input to determine the effectiveness of the parent engagement programs.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>4.1</p>	<p>Action: Reading Intervention teachers and reading and math paraeducators TK-6th grade</p> <p>Need: CAASPP data beginning in the third grade demonstrates a discrepancy between the performance of English learners, low income and foster students as compared to other subgroups. Early intervention is a key factor in addressing this through targeted and focused intervention groups as well as real-time support in the classroom.</p> <p>Scope: Schoolwide</p>	<p>CAASPP data beginning in the third grade demonstrates a discrepancy between the performance of English learners, low income and foster students as compared to other subgroups. Early intervention is a key factor in addressing this through targeted and focused intervention groups as well as real-time support in the classroom. This schoolwide action is allocated based on the number of English learners, low income and foster youth that the school services. Reading intervention teachers evaluate data and provide literacy intervention through a pull-out and push-in model to avoid learning gaps for English learners, low income and foster youth in the elementary grades. Paraeducators provide in classroom support for differentiated group in reading and mathematics with a focus on English learners, low income and foster youth.</p> <p>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.</p>	<p>4.1, 4.2, 4.3, 4.4, 4.5 Additionally we will use survey data from staff and parents to determine effectiveness as well as growth data on iReady</p>
<p>4.2</p>	<p>Action: Extended learning opportunities outside school day</p> <p>Need: Educational partner input includes requests for additional support within and outside of the school day as it relates to connectivity to school and academics.</p>	<p>Educational partner input includes requests for additional support within and outside of the 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</p>	<p>1.11, 1.12 Additionally we will use survey data from staff and parents to determine the effectiveness of this action</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>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.</p> <p>Scope: LEA-wide</p>	<p>iReady and state CAASPP assessments indicate this to be a continued area of need. This LEA-wide action expands library services through increase hours for district library techs and increased access to after school tutoring.</p>	
<p>4.3</p>	<p>Action: Additional academic support - strategic support curriculum</p> <p>Need: Data indicates discrepancies between the state performance data for English learners, low income and foster youth compared to other subgroups</p> <p>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.</p> <p>Scope: LEA-wide</p>	<p>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.</p> <p>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.</p>	<p>4.1, 4.2, 4.3, 4.4, 4.5, 2.5, 2.6, 2.7</p>

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<p>4.4</p>	<p>Action: MTSS Collaboration time to align instruction with needs of unduplicated students</p> <p>Need: Educational partner input from staff included the need for additional collaboration time to focus on best instructional practices and the needs of our unduplicated students.</p> <p>Performance data in ELA and math in the metrics above demonstrate a discrepancy in the performance of unduplicated groups. Therefore, focused collaboration time allows staff to build the team, study data and best practices, and build the capacity of our teachers in best meet student needs.</p> <p>Scope: LEA-wide</p>	<p>K-5 Collaboration for Student Achievement is critical to an effective PLC process. Collaboration with colleagues and strategic review of performance data through is integral to improving student outcomes for English learners, low income and foster youth by surfacing best instructional practices and using data to drive instruction. This action is designed to provide support of collaboration with teacher teams in ELA, math and English learner progress alongside instructional coaches to align practices across school sites and support the onboarding and instruction of current staff.</p>	<p>4.3, 4.4, 4.5, 1.1 , 1.4, 1.5, 1.2 Additionally staff surveys and classroom observation data will be used to determine the effectiveness of the MTSS collaboration</p>
<p>4.5</p>	<p>Action: Early literacy support</p> <p>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 your student.</p>	<p>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 your student. The Early Literacy Coordinator and Outreach position which support the engagement of families with early literacy practices as well as on-site efforts with teachers and staff.</p> <p>This is an LEA-wide position which leads efforts toward early literacy with families through collaboration and outreach such as the Latino</p>	<p>4.1 Additionally we will use participation data, participation survey data and LCAP parent surveys to determine the effectiveness of this action</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: Schoolwide</p>	<p>Literacy project and reading circles on campuses. This position supports family education efforts through collaborative activities and efforts both on and off campus in the community. The anticipated impact of this position includes increased parent connectedness as well as early literacy metrics for the youngest grades.</p>	
<p>4.6</p>	<p>Action: Instructional Coaches to support best instructional practices for English Learners, low-income and foster youth</p> <p>Need: Academic achievement data and educational partner input demonstrates a need for academic support with our new teachers and staff as well as focused coaching efforts</p> <p>Scope: LEA-wide</p>	<p>Data indicates discrepancies between the state performance data for English learners, low income and foster youth compared to other subgroups. Three K-8 Instructional Coaches will provide LEA-wide professional development, training, and on-site coaching to certificated and classified staff. With nearly 68% of students identified as English Learner, low-income or foster youth, the demand for engaging and differentiated instruction which serves the unique needs of these populations is significant. We anticipate that instructional coaches will provide regular training and coaching along with data review of effective practices to improve student performance outcomes and teacher retention at the elementary level.</p>	<p>4.1, 4.2, 4.3, 4.4, 4.5, 3.3 Additional we will use participant feedback and staff surveys to determine the effectiveness of this action</p>
<p>4.7</p>	<p>Action: Professional Development to address the best practices in meeting needs of unduplicated students in the classroom</p> <p>Need: Educational partner input includes request for additional support and training in the area of mathematics and best instructional practices particularly in meeting the needs of our unduplicated students.</p>	<p>Based on the identified needs of our English Learner, low-income and foster youth students, LEA-wide targeted training efforts related to the needs of our unduplicated students, and driven by data, will be coordinated with a focus on mathematics and early literacy. This action aims to increase capacity of staff to best meet the unique needs of our English Learner, low-income and foster youth students through instructional practices which provide differentiated levels of support to our students.</p>	<p>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.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Parent data indicates a priority on academics with particular focus on mathematics.</p> <p>CAASPP Math Performance Data Spring 2023 grades 3-6</p> <p>Exceeded:</p> <p>All Students: 13.37%</p> <p>English Learners: 0.25%</p> <p>Low-SES: 7.56%</p> <p>Foster: 0% (All foster not just 3-6)</p> <p>Homeless: 3.45%</p> <p>SWD: 2.25%</p> <p>Met:</p> <p>All Students: 19.88%</p> <p>English Learners: 4.72%</p> <p>Low-SES: 17.51%</p> <p>Foster: 27.27% (All foster not just 3-6)</p> <p>Homeless: 12.07%</p> <p>SWD: 7.21%</p> <p>Source: Data Quest</p> <p>Scope: LEA-wide</p>	<p>We anticipate that additional staff training will lead to improved student performance outcomes in ELA and math achievement metrics. However, this action will be provided on an LEA-wide basis because fostering a culture which is welcoming and inclusive requires this training of staff be implemented districtwide.</p>	
<p>4.8</p>	<p>Action: Math Intervention teachers in grades K-6</p> <p>Need: Educational partner input includes request for additional support and training in the area of mathematics and best instructional practices particularly in meeting the needs of our unduplicated students.</p>	<p>Our CAASPP data shows a significant discrepancy between the performance of our English learners, low income and foster youth as compared to other subgroups. Math intervention teachers are distributed across elementary sites as one component in our MTSS model to address the targeted needs of English Learner, low-income and foster students through coaching, data review, and intervention groups. Math instruction is a</p>	<p>4.1, 4.2, 4.3, 4.4, 4.5 Additional we will use survey data and input from educational partners to determine the effectiveness of this action/</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Parent data indicates a priority on academics with particular focus on mathematics.</p> <p>CAASPP Math Performance Data Spring 2023 grades 3-6 Exceeded: All Students: 13.37% English Learners: 0.25% Low-SES: 7.56% Foster: 0% (All foster not just 3-6) Homeless: 3.45% SWD: 2.25%</p> <p>Met: All Students: 19.88% English Learners: 4.72% Low-SES: 17.51% Foster: 27.27% (All foster not just 3-6) Homeless: 12.07% SWD: 7.21%</p> <p>Scope: Schoolwide</p>	<p>district priority as we evaluate the math performance outcomes at the high school with the 11th grade state assessments, algebra pass rates and at each level leading up to high school. With adjustments to the math framework along with an increased number of English learner, low-income and foster youth, this is an LEA-wide goal for all elementary schools.</p> <p>Math intervention teachers are anticipated to improve outcomes at the elementary level through focused work and targeted interventions. Iready math data provides a clear lens to areas of deficit which the math intervention teacher will help to support with grade-level teams. This is an LEA-wide focus in mathematics to improve student outcomes for students in mathematics at all levels beginning in the elementary.</p>	
<p>4.9</p>	<p>Action: Education Technology to Support Instruction for English Learners, Low-income and foster youth</p> <p>Need: Enrollment of newcomer students has increased significantly over the past three years with over 60 newcomer students enrolled in the Fall 2024 at PRHS alone.</p>	<p>Education Technology to Support Instruction for English Learner, low-income and foster youth to enhance instruction, access, and embedded supports for unique learning needs.</p> <p>This is an LEA-wide goal that is written broadly to address the unique needs of English Learner, low-income and foster youth students in and outside of the classroom and on our school campuses. Through both communication and engaging</p>	<p>4.1, 4.2, 4.3, 4.4, 4.5, 2.5, 2.6, 2.7, 1.1, 1.4 , 1.2</p> <p>Additionally, staff, student, and parent surveys provide input to the impact of educational technology toward student achievement.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Technology to support with communication and language acquisition has been effective in facilitating the navigation of the school site when bilingual staff is not available.</p> <p>Additionally, performance data demonstrates discrepancies in ELA, math and science as it relates to academics. Engaging instructional strategies were emphasized in our needs surveys from students and integrated technology options for differentiation and support are one way of supporting this for all students.</p> <p>Scope: LEA-wide</p>	<p>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 English Learner, low-income and foster youth students.</p>	

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
<p>1.2</p>	<p>Action: Staff training and coaching to meet the needs of English Learners, low income and foster youth</p> <p>Need: CAASPP ELA Performance Data Spring 2023 3rd-5th grade</p>	<p>Targeted training efforts related to the needs of English learners, low income and foster youth as determined on an annual basis. With an increasing percentage of English learners, low income and foster youth over the past three years, the feedback from surveys and advisory committees, and our Bargaining partners indicate staff and parents would like to see increased</p>	<p>2.5, 2.6, 4.3, 4.4 Additionally we will be using participant survey data and feedback from Educational Partners to determine the effectiveness of this action</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Exceeded:</p> <p>All Students: 16.93%</p> <p>English Learners: 0.51%</p> <p>Low-SES: 10.27%</p> <p>Foster: 9.09% (All foster not just 3-6)</p> <p>Homeless: 5.4%</p> <p>SWD: 2.24%</p> <p>Met:</p> <p>All Students: 22.43%</p> <p>English Learners: 7.59%</p> <p>Low-SES: 20.45%</p> <p>Foster: 18.18% (All foster not just 3-6)</p> <p>Homeless: 17.12%</p> <p>SWD: 7.63%</p> <p>Nearly Met:</p> <p>All Students:24.06%</p> <p>English Learners:21.26%</p> <p>Low-SES: 25.35%</p> <p>Foster: 9.09% (All foster not just 3-6)</p> <p>Homeless: 17.12%</p> <p>SWD: 13.45%</p> <p>Far Below:</p> <p>All Students:36.58%</p> <p>English Learners: 70.63%</p> <p>Low-SES: 43.94%</p> <p>Foster: 63.64% (All foster not just 3-6)</p> <p>Homeless: 60.36%</p> <p>SWD: 76.68%</p> <p>Source: Data Quest "</p> <p>CAASPP ELA Performance Data 7th-11th grade</p>	<p>training of staff to most appropriately respond to the unique needs of English learners, low income and foster youth.</p> <p>The data outlined in the need for this action disaggregates the performance of English learners, low income and foster youth student groups for English Language Arts and demonstrates the disparities in student achievement within these subgroups. Staff training related to the needs of these students is a continually evolving priority and highly requested action from our educational partners.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Exceeded:</p> <p>All Students: 14.86%</p> <p>English Learners: 0%</p> <p>Low-SES: 9.83%</p> <p>Foster: 9.09%(all grades only)</p> <p>Homeless: 5.68%</p> <p>SWD: 4.35%</p> <p>LTEL: 0</p> <p>Met:</p> <p>All Students:29.38%</p> <p>English Learners:2.75%</p> <p>Low-SES: 25.47%</p> <p>Foster: 18.18%(all grades only)</p> <p>Homeless: 18.18%</p> <p>SWD: 10.87%</p> <p>LTEL: 2.27%</p> <p>Nearly Met:</p> <p>All Students: 24.55%</p> <p>English Learners:26.37%</p> <p>Low-SES: 26.23%</p> <p>Foster: 9.09%(all grades only)</p> <p>Homeless: 18.18%</p> <p>SWD: 25%</p> <p>LTEL: 27.27%</p> <p>Far Below:</p> <p>All Students: 31.21%</p> <p>English Learners: 70.88%</p> <p>Low-SES: 38.47%</p> <p>Foster: 63.64%(all grades only)</p> <p>Homeless: 57.96%</p> <p>SWD: 59.78%</p> <p>LTEL: 70.45%</p>		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Scope: Limited to Unduplicated Student Group(s)</p>		
<p>3.1</p>	<p>Action: English Language Development Teachers</p> <p>Need: "2023 Summative ELPAC results districtwide: 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 "</p> <p>50.9% of English Learner students made progress toward English language proficiency in the 2022-2023 school year.</p> <p>Additionally, PRJUSD currently serves 266 long-term English Language Learners. These are students who have been English Learners in the public school system for seven years or more.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>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.</p> <p>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.</p>	<p>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</p>
<p>3.3</p>	<p>Action: English Language Development Coordination</p> <p>Need:</p>	<p>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</p>	<p>3.1, 3.2, 3.3, 3.5 Addition we will use data regarding participation to determine the efficacy of the action as well as staff</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>The coordination of designated ELD instruction, oversight of ELPAC testing, coordination of integrated ELD instruction</p> <p>"2023 Summative ELPAC results districtwide: 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 "</p> <p>50.9% of English Learner students made progress toward English language proficiency in the 2022-2023 school year.</p> <p>Additionally, PRJUSD currently serves 266 long-term English Language Learners. These are students who have been English Learners in the public school system for seven years or more.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>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 parents. Additionally, the coordination of professional development opportunities for certificated and classified staff is a crucial part of the improvement to EL student outcomes.</p>	<p>surveys and Educational Partner feedback.</p>
<p>3.4</p>	<p>Action: Newcomer Support curriculum</p> <p>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</p>	<p>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</p>	<p>3.2, 3.3, 3.5 We will also monitor newcomer progress using the diagnostic portion of our ELD program as well as staff surveys</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>students with limited to no English proficiency upon entering our district. Newcomer classes and support curriculum are essential to scaffolding instruction and learning English.</p> <p>2022-2023 50.9% making progress toward English language proficiency</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>accelerate language acquisition for our newest students.</p> <p>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.</p>	
<p>3.5</p>	<p>Action: Bilingual Support in Class</p> <p>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.</p> <p>2022-2023 50.9% making progress toward English language proficiency</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>To address the needs of our English 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 ensure a welcoming and supportive environment for our EL 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.</p>	<p>3.1, 3.2, 3.3, 3.5</p> <p>We will also seek feedback from staff and students about the bilingual support on campus.</p>
<p>3.7</p>	<p>Action: ELPAC testing</p> <p>Need:</p>	<p>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.</p>	<p>3.1, 3.2, 3.3, 3.5</p> <p>Additionally we will use staff survey and Educational partner input to determine the</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>2022-2023 50.9% making progress toward English language proficiency</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>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.</p>	<p>effectiveness of this action.</p>
<p>3.8</p>	<p>Action: English Language Development Supplemental Materials for English Learners and Long Term English Learners students</p> <p>Need: 2023 Summative ELPAC results districtwide:</p> <p>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 "</p> <p>iReady ELA Spring 2024 Results Grade 3 Mid or Above Grade Level: All Students: 26% English Learners: 6%</p> <p>Early On Grade Level: All Students: 30% English Learners:12%</p> <p>One Grade Level Below: All Students: 32%</p>	<p>To address the needs of LTEL and English Learner EL 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 LTEs and EL students. By incorporating this supplemental curriculum, we aim to improve language proficiency by providing additional resources and structured activities to accelerate language acquisition and proficiency. The curriculum includes built-in assessments to monitor student progress, allowing educators to adjust instruction and interventions to better support student growth. The curriculum will offer personalized learning, with differentiated instruction tailored to meet the diverse needs of LTELs and EL students, ensuring that each student receives the appropriate level of support and challenge. By integrating this supplemental ELD curriculum, we are committed to providing a comprehensive and effective approach to language development, ensuring all our LTELs and EL students have the opportunity to succeed academically and achieve their full potential.</p>	<p>EL Reclassification Rate, Decrease in number of LTEL students, ELPAC and ELPI scores</p> <p>We will also seek feedback from teachers, staff, students, and parents about the supplemental materials.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>English Learners: 26%</p> <p>Two or Three Grade Levels Below: All Students: 23% English Learners: 56%</p> <p>"CAASPP ELA Performance Data 7th-11th grade</p> <p>Exceeded: All Students: 14.86% English Learners: 0%</p> <p>Met: All Students:29.38% English Learners:2.75%</p> <p>Nearly Met: All Students: 24.55% English Learners:26.37%</p> <p>Far Below: All Students: 31.21% English Learners: 70.88% Educational partner feedback revealed the need to include supplemental materials in addition to core curriculum. See Engaging Educational Partners section</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.9	<p>Action: Bilingual teachers compensation to promote student connection and parent engagement</p> <p>Need: LCAP Parent 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</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>With 20.1% English Learners according to the 2022-2023 Dashboard, many of these students speak Spanish in their home. Therefore, the ability to speak Spanish and connect with families and students with limited English proficiency is critical.</p> <p>In an effort to improve connectedness of all students and families as well as outcomes for our EL students, this action is implemented LEA-wide and will provide compensation to bilingual teachers who support the important work of building communication and outreach to our Spanish speaking students and families.</p>	<p>3.1, 3.2, 3.3, 3.5 PASS: Feelings about school for EL Subgroup, English learner Parent Participation</p> <p>Additionally, educational partner input from students, staff and the community will be used to determine the effectiveness of this service</p>

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

Additional Concentration Grant Funding

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

Each of our elementary schools has a paraeducator in grades TK and kindergarten. In our schools with a high percentage of unduplicated students we have 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 are 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	26 : 1 Elementary (only one school that is under 55%)	Elementary: 24: 1 Middle School: 68 :1 High School: 128 :1
Staff-to-student ratio of certificated staff providing direct services to students	21.89: 1 Elementary (only one school that is under 55%)	Elementary: 18.40: 1 Middle School: 19.60: 1 High School: 19.38: 1

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	86,309,243	\$14,806,012	17.155%	0.000%	17.155%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$14,856,012.00	\$170,250.00		\$116,737.50	\$15,142,999.50	\$13,672,237.50	\$1,470,762.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Social Emotional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$1,885,000.00	\$150,000.00	\$2,035,000.00				\$2,035,000.00	
1	1.2	Staff training and coaching to meet the needs of English Learners, low income and foster youth	English Learners Foster Youth Low Income	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	2024-2025	\$440,000.00	\$0.00	\$440,000.00				\$440,000.00	
1	1.3	Parent connectedness to school	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$775,000.00	\$0.00	\$775,000.00				\$775,000.00	
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		\$100,000.00	\$85,000.00	\$185,000.00				\$185,000.00	
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,	2024-2025 school year	\$60,000.00	\$54,197.00	\$114,197.00				\$114,197.00	

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
							Lewis Middle School, and Flamson Middle School 3rd - 8th grade									
1	1.6	Student mentorship and support for 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		\$20,000.00	\$10,000.00	\$30,000.00				\$30,000.00	
1	1.7	Community School Support		Yes	School wide		All Schools		\$95,000.00	\$0.00	\$95,000.00				\$95,000.00	
1	1.8	School facilities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Glen Speck Elementary School TK-6		\$367,500.00	\$0.00	\$367,500.00				\$367,500.00	
1	1.9	Behavior Support	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		\$710,500.00	\$3,500.00	\$714,000.00				\$714,000.00	

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
							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		\$714,000.00	\$47,000.00	\$761,000.00				\$761,000.00	
1	1.11	Transportation Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$75,000.00	\$75,000.00				\$75,000.00	
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		\$0.00	\$40,000.00	\$40,000.00				\$40,000.00	
1	1.13	Cultural Sensitivity, Inclusion and Acceptance	All	No			Specific Schools: Lewis Flamson Junior High, PRHS, Liberty/IH S	2024-2025	\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	
2	2.1	Secondary Academic and Counseling Support and Mentorship		Yes	School wide		Specific Schools: Paso Robles High School, Liberty High School, Flamson Middle School 7th-12th grade	2024-2025	\$1,355,000.00	\$20,000.00	\$1,375,000.00				\$1,375,000.00	
2	2.2	Advancement for Individual Determination (AVID 7-12)		Yes	LEA-wide		Specific Schools: PRHS, Flamson		\$0.00	\$70,000.00	\$70,000.00				\$70,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Middle School, Georgia Brown Elementary									
2	2.3	Algebra 1 Math Support		Yes	School wide		Specific Schools: Paso Robles High School		\$250,000.00	\$100,000.00	\$350,000.00				\$350,000.00	
2	2.4	Junior High ELA and Math Support		Yes	School wide		Specific Schools: George Flamson Middle School 7th-8th grade		\$420,000.00	\$0.00	\$420,000.00				\$420,000.00	
2	2.5	College and CTE Industry Trips		Yes	School wide		Specific Schools: Paso Robles High School, Liberty High School, Independence High School 9th-12th grade		\$0.00	\$40,000.00	\$40,000.00				\$40,000.00	
2	2.6	Access to Zero Period for English Learners, Students Experiencing Homelessness, and Students with Disabilities	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			\$20,000.00	\$0.00	\$20,000.00				\$20,000.00	
2	2.7	Academic Support for Dual-Identified Students with Disability	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Flamson, PRHS 7th-12th grade		\$120,000.00	\$40,000.00	\$160,000.00				\$160,000.00	
2	2.8	Extended Support for Students : Afterschool, Summer School, SAT and AP prep		Yes	School wide		Specific Schools: PRHS		\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.9	Intervention Support at PRHS	Students with Disabilities	No			Specific Schools: PRHS	24-25								
2	2.10	Mentorship for Homeless-identified Students	homeless	No			Specific Schools: Lewis Flamson Junior High	24-25	\$200.00	\$0.00				\$200.00	\$200.00	
3	3.1	English Language Development Teachers	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools K-12	2024-2025	\$1,290,000.00	\$0.00	\$1,290,000.00				\$1,290,000.00	
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		\$20,000.00	\$0.00	\$20,000.00				\$20,000.00	
3	3.3	English Language Development Coordination	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$189,000.00	\$0.00	\$189,000.00				\$189,000.00	
3	3.4	Newcomer Support curriculum	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			\$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			\$200,000.00	\$0.00	\$200,000.00				\$200,000.00	
3	3.6	Parent Engagement Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	

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
3	3.7	ELPAC testing	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$30,000.00	\$0.00	\$30,000.00				\$30,000.00	
3	3.8	English Language Development Supplemental Materials for English Learners and Long Term English Learners students	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
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		\$30,000.00	\$0.00	\$30,000.00				\$30,000.00	
3	3.10	Pat Butler and Virginia Peterson classified staff support	English Learners	No			Specific Schools: Pat Butler		\$62,496.00	\$0.00				\$62,496.00	\$62,496.00	
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		\$2,740,000.00	\$0.00	\$2,740,000.00				\$2,740,000.00	
4	4.2	Extended learning opportunities outside school day	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Glen Speck, Winifred Pifer, Virginia Peterson, Pat Butler, Kermit King, and Georgia		\$200,000.00	\$70,000.00	\$270,000.00				\$270,000.00	

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
							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	2024-2025	\$0.00	\$150,000.00	\$150,000.00				\$150,000.00	
4	4.4	MTSS Collaboration time to align instruction with needs of unduplicated students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$20,000.00	\$0.00	\$20,000.00				\$20,000.00	
4	4.5	Early literacy support	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		\$48,000.00	\$12,000.00	\$60,000.00				\$60,000.00	
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		\$446,250.00	\$0.00	\$446,250.00				\$446,250.00	
4	4.7	Professional Development to address the best practices in meeting needs of unduplicated students in the classroom		Yes	LEA-wide		All Schools		\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	
4	4.8	Math Intervention teachers in grades K-6	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Glen Speck, Georgia Brown, Winifred		\$840,000.00	\$0.00	\$840,000.00				\$840,000.00	

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
							Pifer, Virginia Peterson, Kermit King, Pat Butler TK-5									
4	4.9	Education Technology to Support Instruction for English Learners, Low-income and foster youth		Yes	LEA-wide		All Schools		\$0.00	\$369,065.00	\$369,065.00				\$369,065.00	
4	4.10	Pat Butler classified intervention staff	All English Learners, Students with Disabilities	No			Specific Schools: Pat Butler		\$40,000.00	\$0.00				\$40,000.00	\$40,000.00	
4	4.11	MTSS Data Retreats - Virginia Peterson	English Learners, SWD	No			Specific Schools: Virginia Peterson	24-25	\$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		\$65,000.00	\$0.00		\$65,000.00			\$65,000.00	
5	5.2	Parent Connectivity	All	No			Specific Schools: Liberty Continuation High School 10-12		\$32,750.00	\$0.00		\$32,750.00			\$32,750.00	
5	5.3	Academic support	All EL, SED, hispanic	No			Specific Schools: Liberty Continuation High School 10-12		\$20,000.00	\$0.00		\$20,000.00			\$20,000.00	
5	5.4	Career Technical Education	All EL, SED, hispanic	No			Specific Schools: Liberty High School 10-12		\$52,500.00	\$0.00		\$52,500.00			\$52,500.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
86,309,243	\$14,806,012	17.155%	0.000%	17.155%	\$14,806,012.00	0.000%	17.155 %	Total:	\$14,806,012.00
								LEA-wide Total:	\$6,892,815.00
								Limited Total:	\$2,209,000.00
								Schoolwide Total:	\$6,144,197.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Social Emotional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,035,000.00	
1	1.2	Staff training and coaching to meet the needs of English Learners, low income and foster youth	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$440,000.00	
1	1.3	Parent connectedness to school	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$775,000.00	
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	\$185,000.00	
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,	\$114,197.00	

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 (%)
						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, 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	\$30,000.00	
1	1.7	Community School Support	Yes	Schoolwide		All Schools	\$95,000.00	
1	1.8	School facilities	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Glen Speck Elementary School TK-6	\$367,500.00	
1	1.9	Behavior Support	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	\$714,000.00	
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	\$761,000.00	
1	1.11	Transportation Support	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$75,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
1	1.12	Drug Alcohol and Trama Informed Practice	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$40,000.00	
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	\$1,375,000.00	
2	2.2	Advancement for Individual Determination (AVID 7-12)	Yes	LEA-wide		Specific Schools: PRHS, Flamson Middle School, Georgia Brown Elementary	\$70,000.00	
2	2.3	Algebra 1 Math Support	Yes	Schoolwide		Specific Schools: Paso Robles High School	\$350,000.00	
2	2.4	Junior High ELA and Math Support	Yes	Schoolwide		Specific Schools: George Flamson Middle School 7th-8th grade	\$420,000.00	
2	2.5	College and CTE Industry Trips	Yes	Schoolwide		Specific Schools: Paso Robles High School, Liberty High School, Independence High School 9th-12th grade	\$40,000.00	
2	2.6	Access to Zero Period for English Learners, Students Experiencing Homelessness, and Students with Disabilities	Yes	Schoolwide	English Learners Foster Youth Low Income		\$20,000.00	
2	2.7	Academic Support for Dual-Identified Students with Disability	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Flamson, PRHS 7th-12th grade	\$160,000.00	
2	2.8	Extended Support for Students : Afterschool,	Yes	Schoolwide		Specific Schools: PRHS	\$20,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Summer School, SAT and AP prep						
3	3.1	English Language Development Teachers	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools K-12	\$1,290,000.00	
3	3.2	Professional Development for Teachers to Address English Learners and Long-Term English Language Learners	Yes	LEA-wide	English Learners	All Schools	\$20,000.00	
3	3.3	English Language Development Coordination	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$189,000.00	
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		\$200,000.00	
3	3.6	Parent Engagement Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
3	3.7	ELPAC testing	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$30,000.00	
3	3.8	English Language Development Supplemental Materials for English Learners and Long Term English Learners students	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$20,000.00	
3	3.9	Bilingual teachers compensation to promote student connection and parent engagement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$30,000.00	
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	\$2,740,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						Peterson		
4	4.2	Extended learning opportunities outside school day	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	\$270,000.00	
4	4.3	Additional academic support - strategic support curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,000.00	
4	4.4	MTSS Collaboration time to align instruction with needs of unduplicated students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
4	4.5	Early literacy support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Marie Bauer, Glen Speck, Pat Butler, Virginia Peterson, Winifred Pifer, Kermit King, TK-5	\$60,000.00	
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	\$446,250.00	
4	4.7	Professional Development to address the best practices in meeting needs of unduplicated students in the classroom	Yes	LEA-wide		All Schools	\$15,000.00	
4	4.8	Math Intervention teachers in grades K-6	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Glen Speck, Georgia Brown, Winifred Pifer, Virginia Peterson, Kermit King, Pat	\$840,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						Butler TK-5		
4	4.9	Education Technology to Support Instruction for English Learners, Low-income and foster youth	Yes	LEA-wide		All Schools	\$369,065.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$18,789,877.00	\$11,026,714.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Social Emotional Supports	Yes	\$1,583,885.00	1,092,913
1	1.2	Staff Training and Coaching on the Needs of Unduplicated Students	Yes	\$159,267.00	603
1	1.3	Family Advocates including Family Outreach and Communication Support	Yes	\$815,000.00	792,033
1	1.4	Support for Homeless and Foster Youth and Services including Transportation for Low Income, Homeless/Foster Youth (beyond base services)	Yes	\$145,000.00	26.810
1	1.5	Extension of School Support Beyond the School Day and Enrichment	Yes	\$360,000.00	138,104
1	1.6	Community Partner School Model	Yes	\$90,000.00	33,652
1	1.7	Custodian Support for Additional Staff and Student Program	Yes	\$687,000.00	390049
1	1.8	Additional Support for MTSS for All School Sites	Yes	\$140,000.00	117,007
1	1.9	Student Engagement and Connection	Yes	\$640,000.00	622,189
1	1.10	Technology Support for Learning at Home	Yes	\$80,000.00	38142

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 assistance	Yes	\$150,000.00	780
1	1.12	Drug, Alcohol, Anger Management and Trauma Informed Practices	Yes	\$70,000.00	30,000
1	1.13	Behavioral Paraeducators	No	\$420,000.00	
1	1.14	Visual and Performing Arts Program K-12	No	\$1,900,000.00	
1	1.15	Kinder Camp for all Six Elementary Sites	No	\$30,000.00	
1	1.16	Support for McKinney Vento students	No	\$66,040.00	
2	2.1	Expanded Counseling Services for Unduplicated Students (English learners, low income and foster youth including those with disabilities) in Grades 6-12 Focused on College and Career Readiness, Meeting Graduation Requirements and Social Emotional Needs	Yes	\$1,320,000.00	1,030,034
2	2.2	AVID Programs	Yes	\$100,000.00	67,1777
2	2.3	Algebra I Support	Yes	\$300,000.00	216,766
2	2.4	English Language Arts Support Classes	Yes	\$295,000.00	64.762
2	2.5	College and Career Support and Field Trips for Students in Grades 6-12	Yes	\$75,000.00	1,741
2	2.6	Access to Career Technical Education and elective courses	Yes	\$95,000.00	9533

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.7	Focus on Writing Instruction TK-12th Grade	No	\$20,000.00	
2	2.8	Expanded Summer School Program	No	\$300,000.00	
2	2.9	Develop and Maintain Articulated CTE Pathways	No	\$250,560.00	
2	2.10	Increased Opportunities for Career Readiness Post High School Graduation	No	\$150,000.00	
2	2.11	Continue Partnership with Cuesta Community College to provide Dual Enrollment Options	No	\$125,000.00	
2	2.12	Teacher on Special Assignment (TOSA) for Teacher Induction Program and to Support Teachers who are in the Credential Process	No	\$110,000.00	
2	2.13	Support for Teachers in the Credential Process	No	\$35,000.00	
2	2.14	Algebra 1 Support Paraeducators	No	\$23,000.00	
2	2.15	Online Tutoring Services	No	\$14,000.00	
3	3.1	Elementary ELD Teachers (including newcomer program)	Yes	\$875,000.00	862,070
3	3.2	Middle School and High School ELD strategic and Newcomer sections	Yes	\$550,000.00	513,919
3	3.3	ELD Coordination	Yes	\$175,000.00	161,984
3	3.4	Supplemental Instructional Materials for Newcomer Students	Yes	\$25,000.00	756
3	3.5	Bilingual Paraeducators	Yes	\$300,000.00	138,576

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.6	Parent Education for Spanish Speaking Families	Yes	\$40,000.00	39,813
3	3.7	ELPAC Testing Support	Yes	\$30,000.00	39,155
3	3.8	Certificated and classified professional development	No	\$15,000.00	
3	3.9	EL Supplemental curriculum and monitoring programs	Yes	\$550,000.00	514,800
4	4.1	Intervention Teachers and Paraeducators	Yes	\$1,975,000.00	2184,764
4	4.2	After School Reading Support	Yes	\$270,000.00	108,315
4	4.3	Strategic Support Curriculum and Assessment	Yes	\$225,000.00	68,460
4	4.4	K-5 Collaboration for Reading Achievement	Yes	\$100,000.00	0
4	4.5	Early Literacy and School Readiness Outreach	Yes	\$70,000.00	58,878
4	4.6	K-5 Literacy Coaches	Yes	\$780,000.00	814,051
5	5.1	Professional Development and Coaching Focused on the Needs of Unduplicated Students and Mathematics	Yes	\$125,000.00	81,534
5	5.2	Strategic Mathematics Support Classes	Yes	\$190,000.00	108,315
5	5.3	K-5 Mathematics Intervention Teachers	Yes	\$840,000.00	776.423

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	6th grade math classes	Yes	\$180,000.00	72,958
5	5.5	Middle School Math paraeducators	Yes	\$90,000.00	69,105
5	5.6	Afterschool math tutoring lab	Yes	\$25,000.00	0
5	5.7	Parent University including mathematics	Yes	\$5,000.00	3,070
5	5.8	Educational Technology to Support Student Engagement and Collaborative Learning Experiences	Yes	\$579,125	0
5	5.9	Professional Development and Curriculum Development focused on Core Instructional Practices	No	\$25,000.00	
6	6.1	TOSA to support Students with IEPs who are also unduplicated	Yes	\$120,000.00	
6	6.2	Co-Teacher training and teacher collaboration for English language arts and mathematics	Yes	\$40,000.00	
6	6.3	Interim Assessment Training	No	\$20,000.00	
6	6.4	Universal Design for Learning	No	\$20,000.00	
6	6.5	Parent Education on District and State Assessments	No	\$2,000.00	

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
14,374,100	\$15,435,152.00	\$11,629,153.00	\$3,805,999.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Social Emotional Supports	Yes	\$1,583,885.00	\$1,100,263		
1	1.2	Staff Training and Coaching on the Needs of Unduplicated Students	Yes	\$159,267.00	\$745		
1	1.3	Family Advocates including Family Outreach and Communication Support	Yes	\$815,000.00	\$796,803		
1	1.4	Support for Homeless and Foster Youth and Services including Transportation for Low Income, Homeless/Foster Youth (beyond base services)	Yes	\$145,000.00	\$28,079		
1	1.5	Extension of School Support Beyond the School Day and Enrichment	Yes	\$360,000.00	\$154,325		
1	1.6	Community Partner School Model	Yes	\$90,000.00	\$14,570		
1	1.7	Custodian Support for Additional Staff and Student Program	Yes	\$687,000.00	\$388,433		
1	1.8	Additional Support for MTSS for All School Sites	Yes	\$140,000.00	\$117,336		
1	1.9	Student Engagement and Connection	Yes	\$640,000.00	\$622,974		
1	1.10	Technology Support for Learning at Home	Yes	\$80,000.00	\$38,142		

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	1.11	Transportation assistance	Yes	\$150,000.00	\$780		
1	1.12	Drug, Alcohol, Anger Management and Trauma Informed Practices	Yes	\$70,000.00	\$30,000		
2	2.1	Expanded Counseling Services for Unduplicated Students (English learners, low income and foster youth including those with disabilities) in Grades 6-12 Focused on College and Career Readiness, Meeting Graduation Requirements and Social Emotional Needs	Yes	\$1,320,000.00	\$1,032,671		
2	2.2	AVID Programs	Yes	\$100,000.00	\$79,706		
2	2.3	Algebra I Support	Yes	\$300,000.00	\$221,002		
2	2.4	English Language Arts Support Classes	Yes	\$295,000.00	\$64,738		
2	2.5	College and Career Support and Field Trips for Students in Grades 6-12	Yes	\$75,000.00	\$4,404		
2	2.6	Access to Career Technical Education and elective courses	Yes	\$95,000.00	\$11,911		
3	3.1	Elementary ELD Teachers (including newcomer program)	Yes	\$875,000.00	\$851,449		
3	3.2	Middle School and High School ELD strategic and Newcomer sections	Yes	\$550,000.00	\$551,661		
3	3.3	ELD Coordination	Yes	\$175,000.00	\$162,172		
3	3.4	Supplemental Instructional Materials for Newcomer Students	Yes	\$25,000.00	\$756		
3	3.5	Bilingual Paraeducators	Yes	\$300,000.00	\$148,789		

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	3.6	Parent Education for Spanish Speaking Families	Yes	\$40,000.00	\$39,813		
3	3.7	ELPAC Testing Support	Yes	\$30,000.00	\$65,558		
3	3.9	EL Supplemental curriculum and monitoring programs	Yes	\$550,000.00	\$514,800		
4	4.1	Intervention Teachers and Paraeducators	Yes	\$1,975,000.00	\$2,196,208		
4	4.2	After School Reading Support	Yes	\$270,000.00	\$158,958		
4	4.3	Strategic Support Curriculum and Assessment	Yes	\$225,000.00	\$105,775		
4	4.4	K-5 Collaboration for Reading Achievement	Yes	\$100,000.00	\$88,685		
4	4.5	Early Literacy and School Readiness Outreach	Yes	\$70,000.00	\$50,450		
4	4.6	K-5 Literacy Coaches	Yes	\$780,000.00	\$813,743		
5	5.1	Professional Development and Coaching Focused on the Needs of Unduplicated Students and Mathematics	Yes	\$125,000.00	\$85,351		
5	5.2	Strategic Mathematics Support Classes	Yes	\$190,000.00	\$108,273		
5	5.3	K-5 Mathematics Intervention Teachers	Yes	\$840,000.00	\$757,704		
5	5.4	6th grade math classes	Yes	\$180,000.00	\$72,902		
5	5.5	Middle School Math paraeducators	Yes	\$90,000.00	\$72,395		
5	5.6	Afterschool math tutoring lab	Yes	\$25,000.00	0		
5	5.7	Parent University including mathematics	Yes	\$5,000.00	\$3,221		
5	5.8	Educational Technology to Support Student Engagement and Collaborative Learning Experiences	Yes	\$750,000.00	0		

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)
6	6.1	TOSA to support Students with IEPs who are also unduplicated	Yes	\$120,000.00	\$60,696		
6	6.2	Co-Teacher training and teacher collaboration for English language arts and mathematics	Yes	\$40,000.00	\$12,912		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
	14,374,100		0.000%	\$11,629,153.00	0.000%	0.000%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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