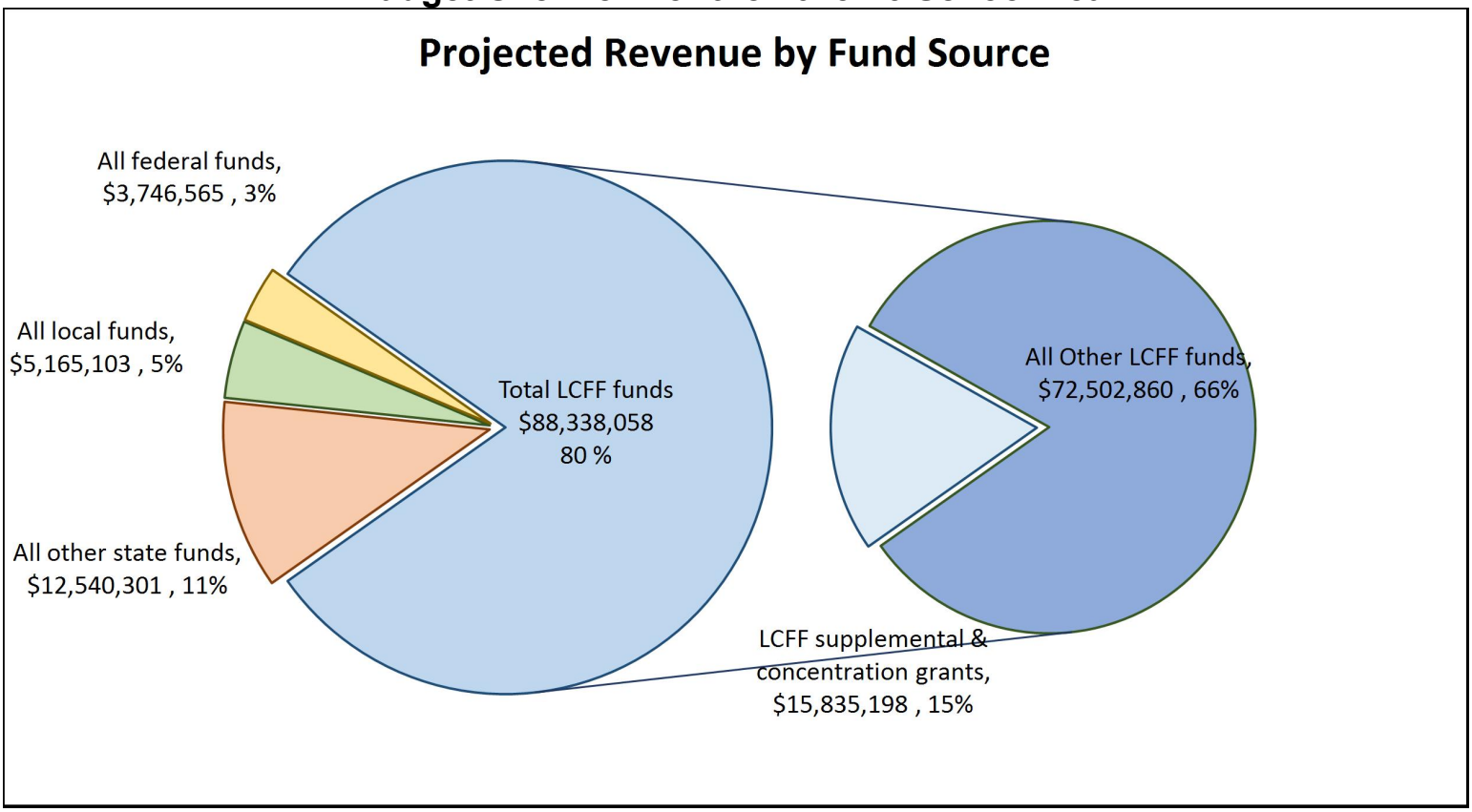
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Paso Robles Joint Unified School District
CDS Code: 40 75457 0000000
School Year: 2025-26
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 2025-26 School Year

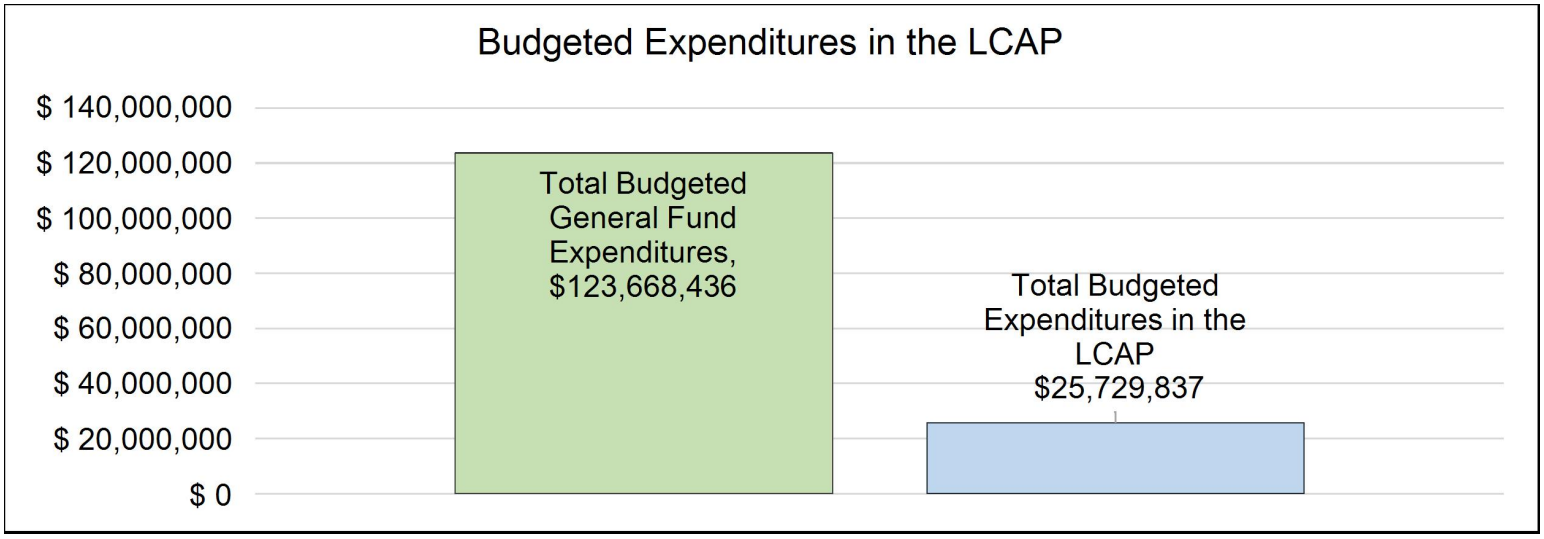


This chart shows the total general purpose revenue Paso Robles Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Paso Robles Joint Unified School District is $109,790,027, of which $88,338,058 is Local Control Funding Formula (LCFF), $12,540,301 is other state funds, $5,165,103 is local funds, and $3,746,565 is federal funds. Of the $88,338,058 in LCFF Funds, $15,835,198 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 2025-26. 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 $123,668,436 for the 2025-26 school year. Of that amount, $25,729,837 is tied to actions/services in the LCAP and $97,938,599 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

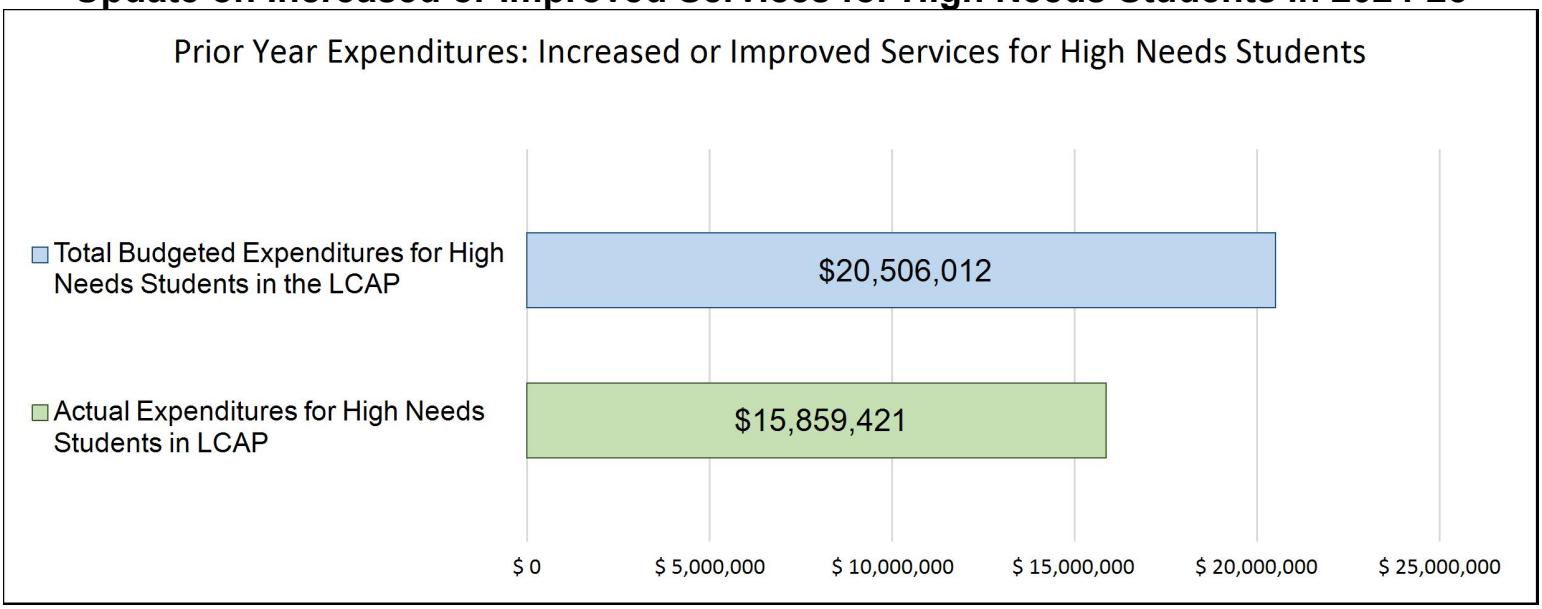
Budgeted expenditures that are not included in the LCAP are intended for general services to all students including supports such as classroom teachers, operational costs, and baseline services to maintain the regular operations of a school site or district.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Paso Robles Joint Unified School District is projecting it will receive $15,835,198 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 $20,555,982 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 2024-25



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 2024-25, Paso Robles Joint Unified School District's LCAP budgeted $20,506,012 for planned actions to increase or improve services for high needs students. Paso Robles Joint Unified School District actually spent $15,859,421 for actions to increase or improve services for high needs students in 2024-25.

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 [2025-26]

General Information

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

Paso Robles Joint Unified School District is composed of twelve schools spanning through grades TK-12 with a total enrollment of 6,284 according to our most recent Calpads census day report from October 2024.

Of those 6,284 students, 71% qualify as unduplicated. In other words, 71% of our students qualify as English Learner, low socioeconomic, or foster with some qualifying in multiple subgroup areas. According to the 2023 CA School Dashboard, the enrollment of Students with Disabilities is approximately 15% or 950 students. We have a several specialized classrooms for our students with disabilities to include Learning Centers, Adaptive Learning Centers (ALC) and Therapeutic Learning Centers(TLC) which range from the elementary to high school level and serve students regionally from neighboring districts.

PRJUSD is composed of five elementary schools serving students in grades TK- 6, one dual immersion K-6th grade which will expand to grades TK- 7 in the 2025-2026 school year.

In addition, PRJUSD has one junior high school serving students in grades 7-8. In the 24-25 school year, the district consolidated two 6-8 grade middle schools into one junior high of approximately 800 students. Sixth graders remained at all elementary sites and our elementary design shifted to a TK-6 grade model.

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 five of this LCAP plan. This is the second year Liberty High School is receiving Equity Multiplier funds and this goal will remain in the LCAP plan.

We also have an independent study program that serves students in two separate grade ranges: Paso Robles Independent Study Center for students in grades TK-8 and Independence High School which serves students in grades 9-12.
Independence High School is also newly eligible to receive Equity Multiplier funds this year which is reflected in Goal 6 of this LCAP plan.

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

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

Reflections: Annual Performance

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

In reflecting on the 2024-2025 school and the California School Dashboard data for the 2023-2024 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 on the 2023 Dashboard and will continue to address these in the three-year LCAP:

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

Based on the performance of these student groups, we have designed targeted supports in our three-year LCAP to adjust these areas of

deficiency and improve our support and outcomes for these student groups beginning in June 2024.

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. Lewis Middle School was closed at the end of the 2023-2024 school year and consolidated with Flamson Middle School to form Lewis Flamson Junior High. Therefore, reference to some of these supports may be listed toward Lewis Flamson Junior High.

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.
Because Daniel E. Lewis Middle School closed at the end of the 2023-2024 school year, these actions are no longer included in the LCAP.

Local Data:
The iReady diagnostic is given three times during the school year in kindergarten through fifth grade in both English language arts and mathematics. Beginning with the 2024-2025 school year, PRJUSD extended the Iready assessment to students in grades 7-10 as well as

English Learners in grades 11 and 12. The program conducts assessments to identify students' strengths and areas for improvement, helping teachers tailor instruction effectively.

In Spring 2024, 51% of students in grades K-5 were early on grade level in English Language Arts. One year later, in Spring 2025, 48% of students in grades K-6 were on grade level in English Language Arts.
In Spring 2024 40% of students in grades K-5 were on grade level in math. One year later in Spring 2025, 41% of students were on grade level in math in grades K-6.

In grades 6-10, NWEA MAP was the assessment used to determine student performance in ELA and math. Not all students participated in this assessment as PRJUSD was piloting two new assessment platforms.
In Spring 2024, 36% of students in grades 6-10 were on grade level in English Language Arts on the NWEA MAP test. One year later in Spring 2025, 30% of students in grades 7-12 performed at grade level in English Language Arts on the Iready formative assessment.
In Spring 2024, 38% of students in grades 6-10 were at or above grade level in math. One year later in Spring 2025, 26% of students in grades 7-10 were at or above grade level in math.

State Assessment Data 2023-2024 School Year:
CAASPP data for 3rd-6th grade ELA indicated that 40% of students met standards in ELA and 33% met standards in mathematics.
CAASPP data for 7th-11th grade indicated that 41% of students met standards in ELA and 30% met standards in mathematics.

PRJUSD has unexpended Learning Recovery Emergency Block Grant funds (LREBG) in the amount of approximately 4.8 million dollars. Beginning with the 2025-2026 LCAP, unexpended LREBG funds must be included in the LCAP. All actions listed below will not be completed expended in the 2025-2026 school year, however, they will be expended by the end of the 2027-2028 school year in alignment with the spending guidance for these funds. Therefore, the following expenditures are included in this LCAP plan:

- Modernization of lunch area at PRHS, Georgia Brown Dual Immersion and Glen Speck to increase access to universal meals Goal 1, Action 4
- Safe and Supportive Schools - cell phone policy implementation Goal 1, Action 10
- Trauma Invested Practices training Goal 1, Action 12
- Inclusive Excellence actions Goal 1, Action 13
- Health Instructional Asst. Goal 1, Action 14
- High Dosage Tutoring (small group) using Tutor.com or other format Goal 2, Action 4
- Original credit summer offerings Goal 2, Action 6
- Summer School - Summer 2025, 2026, 2027 Goal 2, Action 8
- Online tutoring program Tutor.com 2024-2027 Goal 2, Action 8
- PSAT all 10th grade students Goal 2, Action 8
- Credit recovery teacher at PRHS 2025, 2026 Goal 2, Action 9
- Additional teacher at Alternative education high school to support students unsuccessful at PRHS Goal 2, Action 3
- Professional Development - Best Practices for PLC Goal 4, Action 7

Additionally, parent surveys indicate a desire for increased focus in academics, behavior, and mathematics at the elementary, middle and high school levels.

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

Reflections: Technical Assistance

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

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.

This year, PRJUSD became eligible for Direct Technical Assistance in the following areas:
English Language Arts- English Learners, Long-Term English Learners
Mathematics- English Learners, Long-Term English Learners
Chronic Absenteeism - Long-Term English Learners
College and Career Indicator- English Learners, Long-Term English Learners

As a component of this work, our PRJUSD leadership has met with representatives from the San Luis Obispo County Office of Education as well as California Collaborative for Educational Excellence (CCEE) to discuss current practices as well as priority areas moving forward in response to our needs assessment. One component of this partnership included a self-reflection through the CCEE LEVERS online assessment. That self-reflection surfaced the following areas for growth or improved actions: policy and procedures, instructional practices, data review systems, and resource management. The use of LREBG reference above directly aligns with these areas for growth or improvement.

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.

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
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. January 27, 2025 PRHS and Lewis Flamson Junior High February 3, 2025 W.Pifer and V. Peterson February 10, 2025 G.Brown and G.Speck February 24, 2025 K.King and P.Butler
Principals	February 2025
Staff Survey (Teachers and Classified staff)	November/December 2024 (234 responses)
District Management Team (DMT) including site and district administrators	Google Survey - November/December 2024 (21 responses)
Parent Input	Google Survey - November/December 2024 (241 responses)
Student Input Survey 6-8 Student Input Survey 9-12	November/December 2024 (522 responses) November/December 2024 (831 responses)
Submission to the Parent Advisory Committee (PAC)	The PAC met on the following dates and an interpreter was provided for our spanish speaking families: November 18, 2024 January 21, 2025 February 24, 2025 May 5, 2025

Educational Partner(s)	Process for Engagement
Submission to the District English Learner Advisory (DELAC)	Presentation at regular meeting February 20, 2025
Submission to the Superintendent Student Advisory	May 15, 2025
CSEA Classified Bargaining Unit	Staff Survey, Invited to LCAP PAC meetings, 1:1 meeting invite
PRPE Certificated Bargaining Unit	Presentations at each school site, Staff Survey, Invited to LCAP PAC meetings, 1:1 meeting invite
Other School Personnel	November/December 2024 (234 responses)
Schools Receiving Equity Multiplier Funds - Liberty High School	On February 24, 2025 and March 26, 2025, 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 in addressing the College and Career Indicator and development of a goal which supports our Hispanic and low socioeconomic students which performed in the red indicator on the 2024 dashboard. During the course of the 2024-2025 school year, the Equity Multiplier input team met on various occasions to provide input to the use of funds toward the required action areas as defined by CA School Dashboard. The team included the Principal of Alternative Education, Director of Secondary Schools, Assistant Superintendent of Education Services, District and Site EL Coordinators, Counselor, Mental Health Therapist, Bilingual Family Advocate, teachers, students and parent representatives from both School Site Council and ELAC/DELAC Committees. Input venues included LCAP Parent Advisory Committee Meetings, School Site Council Meetings, Staff Meetings, and the Liberty High School mid-cycle WASC Visit.
LCAP Mid-Year Board report	February 25, 2025
Public Comment	May 28th - June 10th
Public Hearing	PRJUSD held a public hearing in accordance with Education Code section 52062(b)(2) on May 27, 2025
Adoption by the governing board	PRJUSD adopted the LCAP in a public meeting in accordance with Education Code 52062(b)(2) on June 10, 2025
Budget Adoption and local indicator report by governing board	June 10, 2025
Schools Receiving Equity Multiplier Funds - Independence High School	On February 24, 2025 and March 26, 2025, the Equity Multiplier input team met at Independence High School to provide input to the use of funds toward the required action areas for graduation rate and the College and Career Indictor as defined by CA School Dashboard.

Educational Partner(s)	Process for Engagement
	During the course of the 2024-2025 school year, the Equity Multiplier input team met on various occasions to provide input to the use of funds toward the required action areas as defined by CA School Dashboard. The team included the Principal of Alternative Education, Director of Secondary Schools, Assistant Superintendent of Education Services, District and Site EL Coordinators, Counselor, Mental Health Therapist, Bilingual Family Advocate, teachers, students and parent representatives from the School Site Council. The goal development for Independence High School involved discussions about increased access to relevant CTE pathways and support with mental health and academics.
SELPA consultation	May 1, 2025

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 November/December 2024 (234 responses)
Best form of professional development includes:
46.2% Collaboration with PLC team
15.8% On-site coaching
5.6% In-service days
When asked what type of training they would like to receive:
36.3% of teachers who completed the survey indicated they would like professional development to use technology to enhance instruction and increase engagement
33.8% requested professional development to provide differentiation in the classroom
29.9% requested professional development with instructional strategies to support English Learners
29.5% requested professional development with instructional strategies to support students with disabilities in their classroom

Staff indicated the most effective way to provide additional connectivity include:
22.2% Afterschool activities and Afterschool sports
22% Additional visual and performing arts opportunities
18.8% Support programs and classes
12.8% Career Technical Education

What are additional supports that could be added to enhance parental connectivity?

51.7% Additional support for parents who do not speak English (family advocates)
47.9% Family nights and parent activities on campus
43.2% Provide parent education classes regarding positive parenting skills and grade-level expectations

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 clerk 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 November/December 2024
District Management Team (including administrators) Input survey from November/December 2024 (21 responses)
51.1% indicated the best professional development is Supporting the PLC Process
66.7% indicated that the following supports are most important: Intervention Teachers, Implementing Project Based Learning, and Instructional Support with PLC's and Curriculum Alignment
42.9% indicated they would like to have professional development in instructional strategies that support English Language Learners and Multi-tiered Systems of Supports
23.8% felt that mentoring programs and student mentors could improve connectivity and student engagement at school
57.1% felt increased visits to families in need and additional supports for families that do not speak English will improve and enhance parent connectivity to school

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 November/December 2024 (241 responses)

Parents indicated that the most important actions are 1.) Class size reductions, 2.) School Safety, and 3.) Intervention Supports
69.4% indicated they are most concerned with their child’s Literacy and 55.7% are concerned with Mathematics
72.5 % believe that their children are getting a high quality education.
What supports need to be in place to improve and support student connection to school?
87.4% strong teacher and student connections
58.6% Enrichment and extracurricular activities for students
51.9% counseling and mental health
Of those who expressed concern, the greatest concern was:
44.9% Reading on grade-level
45.8% Mathematics
38.3% 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 November/December 2024
7-12 Grade Students (1,358 responses)
Students indicated that the most important actions are 1.) School Safety, 2.) Mental Health, and 3.) Supports For New Teachers
Students participate in school in the following ways:

- 52% School Sports
- 38.6% AP/Honors Courses
- 32.7% Clubs and student organizations

91.6% feel welcome and included on their campus.
76.4% have a plan for college or career after school
43.7% plan to attend a 4 year college
54.2% feel they are getting a high-quality education
Students feel the most difficult part of school is:

- Motivation (52.8%)
- Academic Classes (43.2%)
- Behavior of students in class and outside of class (26.5%)

81.5% Feel safe at school
If students have an issue at school, they reach out to:

- a counselor (49.5%)
- a teacher (49.5%)

67.7% indicated they have eaten lunch at school

The Superintendent Advisory Committee met on May 15th and provided input to the development of the new three-year LCAP.
What is an area we can improve for students?
Better access to AI resources and technology support.
More help for students to improve their work quality.
Increased awareness and promotion of Tutor.com.
Affordable insurance options for Chromebooks for low-income students.
Greater student engagement in dances and other school activities.
Expansion of the parking lot to accommodate more vehicles.
Flexibility to complete a CTE pathway without pausing studies in another pathway.
Open campus access privileges for juniors.

What would you love to see at your school?
Expanded and more diverse food options, including food trucks and a smoothie bar.
Increased variety and availability of language programs.
More academic support, such as help improving assignments before submission.
Stronger partnerships and opportunities with Cuesta College.
Additional funding to help cover AP test fees.
No Yondr bags on PRHS campus.

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 motivation 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 November 18, 2024, January 21, 2025, February 24, 2025, and May 5, 2025 to review the key components of the LCAP, data review from educational input, propose improvements and review the new three-year LCAP.
Goal 1:
Maintain support for teachers, students, and parents through continuous communication
Prioritize funding for family advocates if additional money becomes available.
Ensure adequate reading intervention resources at each site, with some schools potentially needing more.
Focus on reducing class sizes in junior high and K-6 levels.
Increase para support in elementary English and Math classrooms.
Enhance safety measures at LFJHS with police supervision and additional security.
Assess individual school needs for support with more supportive resources.

Goal 2:
Current secondary supports in Math are not are ineffective with prep class.
Limited access to resources at the Junior High (JH) level.
Scheduling issues at both JH and High School (HS) prevent access to some classes
Outside-of-school supports show some success, but many students still need help.
Increased resources needed for effective first teaching and coaching to minimize the need for interventions.
Innovative approaches required to integrate electives with intervention programs.
Continued counseling support is essential for improving graduation rates and CTE completers

Goal 3:
Emphasize funding directly for teachers and ensure equitable resources for ELD teachers across sites.
Explore funding for professional development rather than conferences
Increased support for Long term English Learners

Better translation for parents is important and please consider the importance of PIQE (Parent Institute for Quality Education).
Orientation support for new students and their families.

Goal 4:
More math support
Prioritize full-time classroom paraprofessionals in 1st and 2nd grade at Pifer and Speck, with potential additional support for TK classes.
Class Size and Ratios: Implement a hard cap on class sizes and maintain a 25:1 student-to-teacher ratio for Math 7 & 8 Algebra 1.
Ensure equitable distribution of concentration grant funding at high-need schools, particularly for unduplicated students.
Early intervention in K-2 classes and consider smaller class sizes to better support high-need students.

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), summer elective offerings and reduction of prep classes at junior high to increase access to an elective during the day (Goal 3) support for a welcome center for families new to the community and increase instructional support through dual identified Teacher on Special Assignment, bilingual paraeduators and educational technology to expand access to instruction for all students.

The District English Learner Advisory Committee (DELAC) met on February 20, 2025 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 which, in turn, will impact student attendance and graduation rates.

Here’s a summary of the key points from the DELAC Committee:

Increase the number of intervention teachers for English learners and Math, while enhancing support within Special Education.
Establish year-round sports programs and encourage good academic performance.
Create student groups to share information about programs like LCAP, ELAC, and DELAC.
Introduce cultural themes in schools to boost attendance and motivation.
Invite parents with translation services and offer classes for parental involvement.
Provide access to afterschool courses and expand elective spaces based on student interest.
Recognize parent volunteers and offer incentives like In-N-Out passes for attending meetings.
Address students' post-COVID challenges with mental health support and literacy achievement recognition.
Provide field trips to different places for everyone

This summary captures the main ideas and suggestions for enhancing support and engagement within the school community.

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 ALL teachers to support high quality integrated ELD instruction to reach reclassification (Goal 3). We are also expanding our parent engagement and opportunities through both DELAC and Parent University to include a special education parent

empowerment committee (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 2025-2026 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 February 24, 2025 and March 26, 2025 to provide input to the use of funds toward the required action areas as defined by CA School Dashboard in addressing the College and Career Indicator and development of a goal which supports our Hispanic and low socioeconomic students which performed in the red indicator on the 2024 dashboard.

During the course of the 2024-2025 school year, the Equity Multiplier input team met on various occasions to provide input to the use of funds toward the required action areas as defined by CA School Dashboard. The team included the Principal of Alternative Education, Director of Secondary Schools, Assistant Superintendent of Education Services, District and Site EL Coordinators, Counselor, Mental Health Therapist, Bilingual Family Advocate, teachers, students and parent representatives from both School Site Council and ELAC/DELAC Committees. Input venues included LCAP Parent Advisory Committee Meetings, School Site Council Meetings, Staff Meetings, and the Liberty High School mid-cycle WASC Visit.

These funds were provided due to a high instability rate of students at Liberty High School and was 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 on the 2023 CA School Dashboard. We have seen improvement since that time but continue to focus on the targeted populations in Goal 5.

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 started our first Career Technical Education pathway in healthcare this year and plans to expand based upon student interest.
Equity multiplier funds were 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)

Independence High School and Equity Multiplier Funds- Educational Partner Engagement:
In the 2025-2026 school year, Independence High School is receiving Equity Multiplier funds and PRJUSD has consulted with educational partners in the following ways:

Independence High School teachers met on February 24, 2025 and March 26, 2025 to provide input to the use of funds toward the required action areas for graduation rate and the College and Career Indictor as defined by CA School Dashboard. Input toward the use of funds recommended increased support for mental health, academics, and access to Career Technical Education which are outlined in Goal 6.

During the public comment period from May 27 - July 10, public comment was received from staff and two parents requesting second grade paraeducators be maintained in the plan at Glen Speck and Winifred Pifer Elementary Schools. In response, two additional paraeducators

were added to the plan- one at Winifred Pifer and one at Glen Speck to share between second grade classrooms.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Educational partner feedback and surveys from students, staff, and families indicate common trends in the areas of motivation, mental health, and behavior with several performance metrics demonstrating a decline in the reported student connectivity to school beginning in the 4th grade and extending through the middle school and high school years. While we see some improvement beginning in the eleventh grade, the academic slide from 4th to 10th grade is significant.
We notice this trend using our PASS Universal screener data as well as our California Healthy Kids Survey data. Corresponding to the connectivity statement is the chronic absenteeism data listed below which is improving in the past three years but has not yet reached the pre-COVID levels. We know that chronic absenteeism can be directly impacted by a students feeling or connectedness to school. Developing a goal with additional counseling, mental health, mentoring, access to basic needs, and behavior support were highlighted throughout our needs assessment process to improve student connectedness to school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Attendance Rate	Baseline reported from 2022-23 School year District Attendance rate K-12: 91.3%	2023-24 School year District Attendance rate K-12: 92.2%		District Attendance rate K-12: 94% English Learners: 94%	District Attendance rate K-12: increase of 0.9 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: 91.5% Low Socioeconomic: 90.4% Foster youth: 87.2% DATA SOURCE CDE Data Quest	English Learners: 92% Low Socioeconomic: 91.5% Foster youth: 91.8% DATA SOURCE CDE Data Quest		Low Socioeconomic: 92.9% Foster youth: 90%	English Learners increase of: increase of 0.5 percentage points Low Socioeconomic increase of: 0.9 percentage points Foster youth increase of: 4.6 percentage points
1.2	Chronic Absenteeism Rate	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% LTEL: TBD DATA SOURCE CA Dashboard Chronic Absenteeism Report	Updated for 2023-24 Data All students: 20.1% English Learners: 23.3% Low Socioeconomic: 23.5% Foster youth: 31.6% DATA SOURCE CA Dashboard		Chronic Absenteeism Rate (K-8) Reduce Chronic Absenteeism rate by 5% each year toward the target of : All students: 10% English Learners: 10% Low Socioeconomic: 10% Foster youth: 20%	Chronic Absenteeism Rate (K-8) All students decrease of: 6.1 percentage points English Learners decrease of: 2.2 percentage points Low Socioeconomic decrease of: 6.9 percentage points Foster youth decrease of 20 percentage points
1.3	Seek parent input and promote parental participation in programs for English learner, low socioeconomic and foster students and	LCAP Parent Survey (156 responses) 71.8% of parents reported their child feels connected to school 89.1% of parents reported their child has	2023-24 CHKS (414 respondents) 89% of parents reported their child feels connected to school		LCAP Parent Survey (156 responses) 80% of parents reported their child feels connected to school	17.2% increase of parents reported their child feels connected to school 1.9% increase of parents reported

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	students with exceptional needs	at least one caring adult they can go to at school PIQE Participation Glen Speck 29.4% EL parent participation with 18.4% graduating from program PRHS 35.4% EL parent participation with 20.2% graduating from program Community school participation 242 of 380 (63%) enrolled parent responses to the input surveys. Site estimates this to be 80% participation considering families with multiple students. DATA SOURCE Local Parent Survey	91% of parents reported their child has at least one caring adult they can go to at school PIQE Participation GBDI 60 of 261 EL parent participation 22.95% completing and graduating from the program 14.15% with perfect attendance LFJH 53 of 186 parent participation EL parent participation all 28.44% completing and graduating from the program 5.91% with perfect attendance Community school participation 217 of 349 (57%) enrolled parent responses to the input surveys. Site estimates this to be 62% participation considering		95% of parents reported their child has at least one caring adult they can go to at school PIQE Participation Improve participation by 5% at each school site from the prior year Community school participation : 90% parent participation	their child has at least one caring adult they can go to at school PIQE Participation Increase of 4.6% participation at elementary Increase of 8.2% participation at secondary Community School Participation: Decrease of 6 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			families with multiple students.			
1.4	PASS Universal Screener (Social-emotional)	Percent Mean for: Feelings About School K-2nd grade All Students 93.2% EL 94.3% SES 90.7% Homeless/Foster 94% 3-5th grade All Students 82.3% EL 82.6% SES 81.4% Homeless/Foster 85.6% 6-12th grade All Students 70% EL 70.6 % SES 71.9% Homeless/Foster 69.8% and 71.2% Learner Self Worth/Regard K-2nd grade All Students 87.4% EL 88.2% SES 86.8% Homeless/Foster 87.4% 3-5th grade All Students 65.7% EL 60.2% SES 63.4% Homeless/Foster 63.1%	Percent Mean Feelings About School K-2 All Students 92.6% EL 93.5% SES 92.7% Homeless: 93.1% Foster 94.4% 3-5 All Students 80.4% EL 82.4% SES 80.5% Homeless: 80.6% Foster 87.5% 6-12 All Students 69.3% EL 69.4% SES 69.2% Homeless 70.4% Foster 85.9% Learner Self Worth/Regard K-2 All Students 87.8% EL 89.5% SES 87.8% Homeless: 87.6% Foster 85.4% 3-5		Percent Mean for: Feelings About School Improve each subgroup by 1% per year	Percent Mean Feelings About School K-2 All Students decrease of 0.6 percentage points EL decrease of 0.8 percentage points SES increase of 2 percentage points Homeless: decrease of 0.9 percentage points Foster increase of 0.4 percentage points 3-5 All Students decrease of 1.9 percentage points EL decrease of 0.2 percentage points SES decrease of 0.9 percentage points Homeless: increase of 6.1 percentage points Foster increase of 1.9 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		6-12th grade All Students 59.3% EL 56.7% SES 62.5% Homeless/Foster 57.4% and 57.5% General Work Ethic K-2nd grade N/A (Not Measured K-2) 3-5th grade All Students 75.7% EL 73.8% SES 74.5% Homeless/Foster 74.4% 6-12th grade All Students 67.7% EL 68.9% SES 70% Homeless/Foster 67.3% and 67% DATA SOURCE PASS Reports	All Students 64.3% EL 57.6% SES 62.2% Homeless: 59.0% Foster 58.3% 6-12 All Students 59.6% EL 55.6% SES 58.6% Homeless 57.3% Foster 45.8% General Work Ethic K-2 N/A (Not Measured K-2) 3-5 All Students 76.1% EL 73.3% SES 75.5% Homeless 73.4% Foster 75.0% 6-12 All Students 68.2% EL 69.3% SES 68.2% Homeless 68.1% Foster 67.5%			6-12 All Students decrease of 0.7 percentage points EL decrease of 0.8 percentage points SES decrease of 2.7 percentage points Homeless increase of 0.6 percentage points Foster increase of 14.7 percentage points Learner Self Worth/Regard K-2 All Students increase of 0.4 percentage points EL increase of 1.3 percentage points SES increase of 1 percentage points Homeless: increase of 0.8 percentage points Foster decrease of 2 percentage points 3-5 All Students decrease of 1.4 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						EL decrease of 2.6 percentage points SES decrease of 1.2 percentage points Homeless: decrease of 4.1 percentage points Foster decrease of 4.8 percentage points 6-12 All Students increase of 0.3 percentage points EL decrease of 0.9 percentage points SES decrease of 3.9 percentage points Homeless increase of 0.1 percentage points Foster decrease of 12.3 percentage points General Work Ethic K-2 N/A (Not Measured K-2) 3-5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						All Students increase of 0.4 percentage points EL decrease of 0.5 percentage points SES increase of 1 percentage points Homeless decrease of 1.1 percentage points Foster increase of 0.6 percentage points 6-12 All Students increase of 0.5 percentage points EL increase of 0.4 percentage points SES decrease of 0.8 percentage points Homeless increase of 0.8 percentage points Foster increase of 0.5 percentage points
1.5	California Healthy Kids Survey (annually)	Baseline Data from 2021-22 % of students feel safe at school: 5th: 86% 7th: 50% 9th: 43%	Data from 2023-24 % of students feel safe at school: 5th: 75% 7th: 50% 9th: 48% 11th: 43%		% of students feel safe at school: • All subgroups will show improvem	% of students feel safe at school: 5th: decrease of 11 percentage points 7th: no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		11th: 48% Alt Ed: 71% English Learners: 5th: Not reported 7th: 49% 9th: 40% 11th: 36 % Alt Ed: 68% % of students feel connected to school: 5th: 77% 7th: 54 % 9th: 45% 11th: 46% Alt Ed: 71% English Learners: 5th: not reported 7th: 52 % 9th: 41% 11th: 42 % Alt Ed: not reported DATA SOURCE CHKS	Alt Ed: 78% English Learners: 5th: Not Reported 7th: 43% 9th: 64% 11th: 56% Alt Ed: Not Reported % of students feel connected to school: 5th: 72% 7th: 48% 9th: 49% 11th: 40% Alt Ed: 63% English Learners: 5th: Not reported 7th: 47 % 9th: 54% 11th: 41 % Alt Ed: not reported Not Reported DATA SOURCE CHKS		ent of 1% per year % of students feel connected to school: • All subgroups will show improvement of 1% per year DATA SOURCE CHKS	9th: increase of 5 percentage points 11th: decrease of 5 percentage points Alt Ed: increase of 7 percentage points English Learners: 5th: Not Reported 7th: decrease of 6 percentage points 9th: increase of 24 percentage points 11th: increase of 20 percentage points % of students feel connected to school: 5th: decrease of 5 percentage points 7th: decrease of 6 percentage points 9th: increase of 4 percentage points 11th: decrease of 6 percentage points Alt Ed: decrease of 8 percentage points English Learners: 5th: Not reported

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						7th:decrease of 5 percentage points 9th: increase of 13 percentage points 11th: decrease of 1 percentage points
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 56.7% of 9-12th grade students reported feeling safe at school with 37.6% reported feeling neutral 50.5% of 6th-8th grade students reported feeling safe at school with 40.5% reported feeling neutral % of students who feel connected to school	% of students with a caring adult at school 64.25% of 6th-12th grade students reported they have at least one caring adult they can go to at school (CHKS 2024) % of students who report feeling safe at school 81.5% of 6-12th grade students reported feeling safe at school Data Source: Google Survey Fall 2024 % of students who feel connected to school 6th - 12th grade		% 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 % of students who report feeling safe at school 80% of 9-12th grade students reported feeling safe at school 80% of 6th-8th grade students reported feeling safe at school	The data source changed and the comparison cannot be populated this year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	91.6% feel connected to school Data Source: Google Survey Fall 2024		% of students who feel connected to school 6th-8th grade 80% feel connected to school 9th - 12th grade 80% feel connected to school	
1.7	Pupil Suspension Rate	Suspension Rate (2024-05-24), Total: 3.2%, EL: 4.8%, Low Socio: 4.4%, Foster: 12.1%, African American: 3.4% DATA SOURCE Aeries Query	Suspension Rate (2025-04-30), Total: 2.8%, EL: 4.1%, Low Socio: 3.33%, Foster: 2.9%, African American: 17.9%		Suspension Rate Total: 3% EL: 3% Low Socio:3% Foster: 8% African American: 3%	Suspension Rate Total: decrease of 0.4 percentage points EL: decrease of 0.7 percentage points Low Socio: decrease of 1.1 percentage points Foster: decrease of 9.2 percentage points African American: increase of 14.5 percentage points
1.8	Pupil Expulsion Rate	Pupil Expulsion Rate: All Students: 0.16% English Learners: 0.08% Low Socioeconomic: 0.16% Foster youth: 4.3%	Pupil Expulsion Rate: All Students: 0.07% English Learners: 0.15%		Pupil Expulsion Rate: All Students: 0.10% overall with no disparities between subgroups	Pupil Expulsion Rate: All Students decrease of 0.9 percentage points English Learners increase of 0.07 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Of those Expelled: EL's:10% (30% RFEP) Low SES: 70% Foster: 10% DATA SOURCE Aeries	Low Socioeconomic: 0.09% Foster youth: 0% Of those Expelled: EL's:40% (60% RFEP) Low SES: 80% Foster: 0%			Low Socioeconomic decrease of 0.07 percentage points Foster youth decrease of 4.3 percentage points Of those Expelled: EL's increase of 30 percentage points (+30 percentage points RFEP) Low SES increase of 10 percentage points Foster decrease of 10 percentage points
1.9	Middle School and High School Drop Out Rates	Junior High dropout rate Baseline using 2022-23 data Overall: 0.07% English Learners: 0% Low Socioeconomic: 0.11% Foster youth: 0% High School dropout rate Baseline using 2022-23 data Overall: 2.2% English Learners: 7.2%	Junior High dropout rate 2023-24 data Overall: 0.08% (1 student) English Learners: 0% Low Socioeconomic: 0.11% (1/1290 students) Foster youth: 0% High School dropout rate 2023-24 data		Junior High dropout rate Overall: 0.05% English Learners: 0% Low Socioeconomic: 0% Foster youth: 0% High School dropout rate Overall: 1% English Learners: 4%	Junior High dropout rate Overall: increase of 0.01 percentage points English Learners: no change Low Socioeconomic: no change Foster youth: no change High School dropout rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low Socioeconomic: 2.6% Foster youth: 0% Data Source: CalPads Report Fall 1: 1.24 supporting reports 1.1, 1.14, 1.8	Overall: 2.2% (52/2342 students) English Learners: 7.1% (18/253 students) Low Socioeconomic: 2.6% (40/1515 students) Foster youth: 0%		Low Socioeconomic: 1% Foster youth: 0% Source: CalPads Report Fall 1: 1.24 supporting reports 1.1, 1.14, 1.8	Overall: no change English Learners: decrease of 0.1 percentage points Low Socioeconomic: no change Foster youth: no change
1.10	Quality of Facilities (FIT) - Facilities Maintained	Average FIT score district: 90.1% Georgia Brown: 85.63% Pat Butler: 90.35% Kermit King: 93.04% Glen Speck: 96.90% Virginia Peterson: 92.11% Winifred Pifer: 88.46% GF Junior High:86.51% PRHS:88.88% Alt Ed: 94.69% DATA SOURCE CA FIT Reports	2024-25 Average FIT score district: 88.02% Georgia Brown: 83.23% Pat Butler: 87.65% Kermit King: 88.84% Glen Speck: 92.69% Virginia Peterson: 89.17% Winifred Pifer: 86.56% GF Junior High: 85.11% PRHS: 87.16 Alt Ed: 91.82%		Average FIT score district: 93.1% Improve district average by 3% overall	Average FIT score district: decrease of 2.0 percentage points Georgia Brown: decrease of 2.4 percentage points Pat Butler: decrease of 2.7 percentage points Kermit King: decrease of 4.2 percentage points Glen Speck: decrease of 4.21 percentage points Virginia Peterson: decrease of 3.01 percentage points Winifred Pifer: decrease of 1.9 percentage points GF Junior High: decrease of 1.4 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						PRHS: decrease of 1.72 percentage points Alt Ed: decrease of 2.87 percentage points
1.11	Aftercare Participation - Expanded Learning Opportunity Program TK-6	Participant numbers exclude ASES and 7th & 8th graders served which may be eligible in ELOP counts in some reports TK - 6th grade Students served 23/24: Number of participants: 513 Number of unduplicated participants: 143 DATA SOURCE: Aeries	2024-2025 Number of students participating: 650 Number of unduplicated students participating: 508		The goal is to serve 1200 students or more inclusive of ASES braiding, in the fiscal year 26-27	Number of students participating: increase of 137 students Number of unduplicated students participating: increase of 365 students
1.12	Aftercare Participation - ASES K-6	Students served 23/24 W.Pifer: 99 V.Peterson: 103 G.Speck: 100 DATA SOURCE Aeries	By Site 2024-2025 W.Pifer: 84 V.Peterson: 87 G.Speck: 84		Maintain the number of students served based on allocated funding in 23/24 W.Pifer: 99 V.Peterson: 103 G.Speck: 100	By Site W.Pifer: decrease of 15 V.Peterson: decrease of 16 G.Speck: decrease of 16

Goal Analysis [2024-25]

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

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

Action 1.1 PRJUSD implemented the planned actions for this goal by hiring counselors and mental health therapists as well as implementing the universal social emotional screener to all students in grades K-12. Both the WEB at junior high and LINK CREW at the high school level were administered. Due to the consolidation of the two middle schools to one junior high, the WEB program was administered in a modified fashion that will shift to a mentoring model of 8th graders with 7th graders this year.
Action 1.2 Staff training was provided to all certificated staff with a focus on the needs of English Learners, Low-Income and foster youth on October 10 and March 17th. Focused training for staff around the culture and needs of our Mixteco population was successful as well.
Action 1.3 All family advocate positions were filled in action 3 with bilingual staff who supported families with access to basic needs, including transportation.
Action 1.4 was implemented. Funds were used as intended across the district. Bus passes were utilized.
Action 1.5 Afterschool enrichment programs were implemented in grades three through eight providing equitable access to enrichment and academic support. This action was effective.
Action 1.6 The student mentorship program was implemented as planned and deemed effective.
Action 1.7 was implemented. The Community School Coordinator was hired. The initial phases of the CSSPP were implemented to plan.
Action 1.8 was implemented. Custodian positions were filled.
Action 1.9 This action was challenging to implement, as we were unable to fill the Board Certified Behavior Analyst position all year. In lieu of this, we contracted with an agency to provide support with behavior and staff training at some school sites. Behavior paraeducator positions were filled.
Action 1.10 This action was implemented; however, one Student Engagement Specialist was out all year, so that position had a rotation of substitutes at Kermit King and Pat Butler.
Action 1.11 This action was implemented. We added an additional bus route to San Miguel due to the transportation barriers shared by many high school students coming from this area. That bus route was implemented and completely full the entire school year.
Action 1.12 This action was implemented in partnership with SLO County Behavioral Health and was successful. One challenge has been the continued need for more support than there are available resources for this Tier 3 level of support.
Action 1.13 Professional development was conducted via multiple consultants in alignment with our work around inclusive excellence.

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

Goal 1, Action 1 was budgeted for $2,035,000 and actual expenditures represent $1,162,916 of that. This was due to several staff members being out for extended periods of time in addition to vacant positions at the elementary and junior high at various point in the year.
Goal 1, Action 5 Connectivity to School including enrichment and afterschool sports was budgeted for $370,855 with only $171,484 expended. This is partially due to the decreased accessibility of transportation for travel. Additionally, several afterschool programs and enrichment activities shifted to Expanded Learning Opportunities program (ELOP) funds and are organized within the aftercare locations.

Goal 1, Action 9 was budgeted for a Board Certified Behavior Analyst which we were unable to fill all year. Therefore, we contracted with a private agency for behavioral training and support at high-need sites.

Goal 1, Action 10 demonstrated a difference between budgeted and estimated actual expenditures due to a vacant Student Engagement Specialist position all year. This is the difference between the $1,678,229 and the $1,343,801.

Goal , Action 13 was not implemented as originally planned due to challenges with scheduling for our partnering vendor. We did, however, contract with an alternate vendor from professional development which continued to target our work with Inclusive Excellence and will continue to carry forward the priority of this work in the 2025-2026 school year.

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

Actions 1.1, 1.2, 1.4, 1.6, 1.7, 1.9 and 1.10, 1.11, 1.12 and 1.13 are effective and the corresponding metrics and associated data to those actions are listed below. There are some areas for improvement such as the CHKS data sense of safety which shows a few trends of improvement and others for growth. The suspension rate, specifically for our African American students, supports the recommendation for continued work around the Inclusive Excellence efforts referenced in Action 13. While the number of African American students enrolled in PRJUSD is just over 50 students, the number of suspensions out of total enrolled proves to be higher than other subgroups to date.

Attendance Rate An analysis of attendance rates for the district reveals a positive trend across the board. Overall district attendance improved from 91.3% to 92.2%, indicating increased student engagement. This improvement is reflected in the attendance rates of several student subgroups. English Learners demonstrated a slight increase in attendance, moving from 91.5% to 92%. Students from low socioeconomic backgrounds showed a more substantial gain, with attendance rising from 90.4% to 91.5%. Notably, foster youth exhibited the most significant improvement in attendance, increasing from 87.2% to 91.8%. These data points collectively suggest a positive shift towards improved attendance across the district, with particularly encouraging progress observed among historically underserved student populations.

Chronic Absenteeism Rate A comparative analysis of chronic absenteeism rates reveals a generally positive trend, with a decrease observed across most student groups. Overall, the chronic absenteeism rate for all students decreased from 26.2% in the 2022-23 baseline year to 20.1% in 2023-24. English Learners experienced a reduction in chronic absenteeism, from 25.5% to 23.3%. Similarly, chronic absenteeism among low socioeconomic students declined from 30.4% to 23.5%. While still showing the highest rate of chronic absenteeism, foster youth also demonstrated a substantial improvement, with chronic absenteeism decreasing from 51.6% to 31.6%. In sum, there is a clear trend towards reduced chronic absenteeism across all student subgroups and this will continue to be an area of focus in the 2025-2025 school year.

PASS Universal Screener (Social-emotional) In summary, the social-emotional screener data reveals nuanced changes across grade levels and student groups. While there are some positive trends, such as improvements in work ethic and feelings about school for certain subgroups, there are also areas of concern, particularly regarding self-worth/regard, especially among older students and Foster youth. PRJUSD plans to shift to a more informative screener, Wayfinder, in the upcoming school year in an effort to provide more informative data and subsequent interventions.

California Healthy Kids Survey The California Healthy Kids Survey data indicates a concerning trend of decreasing feelings of safety and connectedness among many student groups, particularly in the 5th grade. However, there are some positive shifts observed among 9th and 11th-grade English Learners, who reported increased feelings of safety and connectedness. This is a positive start for these subgroups and a continued focus area for all students.

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 64.25% of 6th-12th grade students reported they have at least one caring adult they can go to at school (CHKS Spring 2024- 2025 results not yet available)
% of students who report feeling safe at school 81.5% of 6-12th grade students reported feeling safe at school (Data Source: Google Survey Fall 2024)
% of students who feel connected to school 6th - 12th grade 91.6% feel connected to school (Data Source: Google Survey Fall 2024)

Pupil Suspension Rate An analysis of pupil suspension rates reveals mixed trends across student subgroups. Overall, the total suspension rate decreased from 3.2% to 2.8%. Similarly, the suspension rate for English Learners decreased from 4.8% to 4.1%, and for low socioeconomic students, it decreased from 4.4% to 3.33%. A significant decrease was observed in the suspension rate for foster youth, which dropped dramatically from 12.1% to 2.9%. However, there is a concerning and substantial increase in the suspension rate for African American students, which rose significantly from 3.4% to 17.9%

Pupil Expulsion Rate Analysis of pupil expulsion rates reveals a positive trend overall, with the rate decreasing from 0.16% to 0.07%However, while the overall rate has decreased, the expulsion rate for English Learners increased from 0.08% to 0.15%. The rate for low socioeconomic students also decreased, from 0.16% to 0.09%. Notably, the expulsion rate for foster youth decreased from 4.3% to 0%
In terms of the composition of expelled students, the percentage of those who are English Learners rose from 10% to 40%, and the percentage of those who are low socioeconomic rose from 70% to 80%. There were no foster youth expelled in the 2023-24 year, compared to 10% in the previous year.
Middle School and High School Drop Out Rates Overall: The overall high school dropout rate remained constant at 2.2% from 2022-23 to 2023-24.
English Learners: The dropout rate for English Learners decreased slightly from 7.2% to 7.1%. While a decrease is positive, the dropout rate for this subgroup remains significantly higher than the overall rate.
Low Socioeconomic: The dropout rate for low socioeconomic students remained unchanged at 2.6%.

Action 1.3 is measured through survey data and demonstrates effectiveness through improvement listed below:
Seek parent input and promote parental participation in programs for unduplicated students and students with exceptional needs The surveys show strong parent engagement and student connection across multiple schools and programs. In the LCAP Parent Survey with 156 responses, 71.8% of parents said their child feels connected to school, and 89.1% reported their child has at least one caring adult at school. PIQE participation among English Learner (EL) parents ranged from 29.4% to 35.4%, with graduation rates between 18.4% and 20.2%. Community school participation had a 63% response rate from enrolled parents, estimated at 80% considering families with multiple students. The 2023-24 CHKS survey with 414 respondents showed even higher connection rates—89% felt connected and 91% had a caring

adult. PIQE EL parent participation at GBDI and LFJH was 23% and 28%, respectively, with graduation rates of 22.95% and 28.44%, though perfect attendance was lower. Community school participation responses were at 57%, with an estimated 62% considering multiple students.

Action 1.5 is effective and measured through participation in aftercare enrichment programs such as athletics, clubs, tutoring, parent surveys and the metrics listed below.
Aftercare Participation - Expanded Learning Opportunities (ELOP) TK-6 In the 2023-2024 school year, aftercare extended learning opportunities served 513 participants in TK through 6th grade, with 143 being unduplicated students. For the 2024-2025 school year, the number of students participating increased to 650, with 508 unduplicated students expected to take part. This action is effective.

Aftercare participation - ASES K-6 During the 2023-2024 school year, aftercare participation (ASES) showed that W. Pifer served 99 students, V. Peterson served 103 students, and G. Speck served 100 students. For the 2024-2025 school year, participation by site is slightly lower, with W. Pifer expected to serve 84 students, V. Peterson 87 students, and G. Speck 84 students. This action is effective and the decrease is likely due to the expansion of aftercare seats in action 1.11.

Action 1.8 is effective and requires continued focus at specific sites to address the decline in scores on the FIT assessment. Survey data, however, indicates that staff and students feel their classroom space in safe and clean.
1.10 Quality of Facilities (FIT) - Facilities Maintained The district's average FIT score decreased from 90.1% in 2023-24 to 88.02% in 2024-25, with all sites showing a decline in scores. In 2023-24, Glen Speck had the highest score at 96.90%, followed by Alt Ed at 94.69% and Kermit King at 93.04%. By 2024-25, Glen Speck remained highest at 92.69%, with Alt Ed at 91.82% and Virginia Peterson at 89.17%. Other sites, including Georgia Brown, Pat Butler, Winifred Pifer, GF Junior High, and PRHS, also experienced drops, reflecting an overall district-wide decrease in FIT scores across all locations. This action is necessary and we will continue to work on the priority of work in response to the FIT reports to increase next year.

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.

Several actions were adjusted to add the newly monitored Long-term English Language Learners in alignment with technical assistance/differentiated assistance.

Goal 1, Action 1
Due to the large carryover in prior year LCAP, this year's plan includes a reduction of one high school counselor and one middle school counselor from this action. In addition, one mental health therapist was reduced and two mental health trainees have been added to this action to maintain support in this area as was recognized in our educational partner input. Wellness Room upgrades funded with LREBG funds were added to this action as there are unexpended funds and the use of wellness rooms within our efforts toward trauma-informed schools and restorative efforts was reflected in our educational partner input. Wellness Rooms will be measured through metrics 1.1 and 1.6.

Goal 1, Action 2 Maintain this goal with the addition of long-term English Language Learners.

Goal 1, Action 3
Bilingual family advocate job description for elementary sites was adjusted to be a Bilingual Student and Family Support Clerk to maintain front-facing bilingual staff to support families. We maintained the same number of Bilingual Student and family Support Clerks at the elementary sites that we previously had as Bilingual Family Advocates, however, the position was combined with the site clerk position and funding 50% with supplemental funds. We reduced a 0.5 family advocate position at PRHS in response to budgetary decision. The full-time Community Communication Specialist position is no longer in this action, however, there remains a 0.3 FTE of a public information officer (upon board approval) to support communication with the community. Additionally, the parent engagement component of this action was expanded to include a Special Education Parent Empowerment Committee in alignment with our CIM and DA process.

Goal 1, Action 4
This action was adjusted to included additional funds toward the infrastructure of school sites to increase access to meals- specifically our high school which is transitioning to one lunch period rather than two, our community school Glen Speck, and our Georgia Brown Dual Immersion which is expanding to a K-8 program and, therefore, has a need for increased access to meals. This is funded with Learning Recovery Emergency Block grant funds and aligns with metrics 1.2 Chronic Absenteeism as well as achievement data in metrics 2.5, 2.6, 4.3, and 4.4.

Goal 1 Action 5 Reduction of release sections from schedule for leadership teachers and an increase of one section for the staff member overseeing afterschool enrichment at LFJH. This is in alignment with the need to reduce funds to accommodate reduced carryover. In an effort to maintain that focus on mentoring and support, we are implementing a PEER elective in the regular school day to establish a tier one mentoring program for high school students

Goal 1, Action 6.
This action focuses on mentoring which has been a common discussion in educational partner conversations throughout the year. In reflection on the past year and in review of the input from educational partners, we are increasing mentoring supports for EL and newcomer students to improve connectedness and participation rates of these subgroups in our school system. We know that students who are connected to school are more likely to be successful and we also know that some EL and LTEL students struggle to find a place where they feel connected and/or successful on campus. This will be a priority with adjustments to this goal in the 2025-2026 school year. Additionally, in response to the input from educational partner input, review of student outcome data for suspensions and attendance, a teacher was added at LFJH to support restorative practices and mentoring in the Alternative Reset Classroom (ARC).

Goal 1, Action 7
In response to input collected regarding the need for additional resources to families new to the district/community, some funds were added to support the development of a Welcome Center on the westside of campus near the Community School. Additionally, funds were used to fund an outdoor family engagement pavilion (shaded area) to encourage community and family participation in alignment with our CCSPP at Glen Speck. Given the size of this school and the expansion of on-campus aftercare with ELOP funds, this covered space will also provide a location for supplemental instructional space for tutoring, intervention, hands-on science, and other educational uses consistent with the support of unduplicated youth.

Goal 1, Action 8
In response to budgetary needs, this action was reduced from 6 custodians to 4 with a continued focus on the FIT and priorities in that area.

Goal 1, Action 9 None

Goal 1, Action 10
Restructure in this department to support budgetary needs involved a reduction of a PPS position and a School Truancy Officer and is replaced by a Coordinator of Student Services in this action. The metrics are similar as the focus areas of this action continue to be a priority. Additionally, one high school counselor was reduced in this action in response to budgetary needs. Additionally, the funding of Yondr bags was added in this action to be funded through LREBG funds.

Goal 1, Action 11 None

Goal 1, Action 12
This action was adjusted to include funding toward the implementation of trauma invested practices across the district using LREBG funds and in alignment with our needs assessment and educational partner input.

Goal 1, Action 13 No changes to planned action. Funding changed to reflect LREBG funds.

Goal 1, Action 14 PE Paraeducators have been maintained in the district but shifted to general fund due to budgetary reasons, as well as the determination that these be a baseline need moving forward for all students. Adjusted Goal 1, Action 14 to fund a health instructional assistant using LREGB 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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Social Emotional Support	This action includes several components of staffing and programs which focus on the establishment of support of social emotional wellness and connectedness to school. Six elementary counselors, 1.5 mental health therapists, mental health trainees, junior high wellness room counselor, Prevention and Early Intervention counselor at LFJH, Orientation and mentoring programs- LINK	$1,935,388.94	Yes

Action #	Title	Description	Total Funds	Contributing
		Crew and WEB in grades 7-12, Universal screener for social-emotional wellness and Wellness Room upgrades.		
1.2	Staff training and coaching to meet the needs of English Learners, Long-term English Learners, low income and foster youth	Staff Professional development days and coaching for certificated on the needs of English Learners, Low Income and Foster Youth	$591,004.17	Yes
1.3	Parent connectedness to school	Six bilingual family support clerks, two and a half bilingual secondary family advocates, one district family support clerk, one 0.3 FTE of a public information officer, Spanish and Mixteco interpreter services to support with increased efforts to increase connectedness to school and decrease chronic absenteeism rates with English Learners, low-income and foster youth. To address the red indicator on the 2023 LEA dashboard related to chronic absenteeism, each site has a bilingual student and family support clerk or bilingual family advocate to ensure communication is made with families and efforts are made to remove barriers for our most at-risk populations, specifically foster youth. Family advocates with work closely to contact and check-in with students experiencing homelessness and foster youth individually along with their counselor to understand each child's needs and resources as it relates to school attendance.	$631,886.00	Yes
1.4	Basic needs for students experiencing homelessness, English Learners, low-income and foster youth	Bus passes, hygiene products, school supplies, backpacks, to ensure basic needs for school are met. Hotspots for wifi connectivity at home for homework and supplemental school programs. PRJUSD is eligible for differentiated assistance/direct technical assistance for support to foster youth, English Learners and Students with disabilities. This action provides access to basic needs to address this area. Foster youth are in the red indicator on the CA School Dashboard for	$2,206,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		chronic absenteeism and the following schools also have subgroups in the red/orange indicator on the dashboard for chronic absenteeism. Glen Speck- Low SES, white Flamson- Homeless Lewis - Low SES, SWD, and White Through the Parent Advisory Committee, DELAC and Community Schools Steering Committee work, we have identified transportation and basic needs as a barrier to school attendance. Therefore, we acknowledge that this is an area for improved service to our English Learner, low-income and foster families. Access to basic needs, including transportation support, prove to be a consistent issue with attendance. Transportation is a significant challenge for some students with no general education bussing available. Bus passes provide access to options. Some students do not have wifi at home which prevents them from accessing Google Classroom and other required platforms for school. LREBG Action: Description : Infrastructure funds to support the design and implementation of improved access to meals at PRHS which is shifting to one lunch period for all students. Students advocated for the shift from two lunches to one to increase connectedness to school through improved access to clubs and collaboration with peers. In the two lunch model, not all clubs are offered in both lunch periods. GBDI which is expanding to a TK-8 program and has nearly 75% of students unduplicated and eating on campus. Increased access to meals is essential to the basic needs, wellness, and attendance. Glen Speck which is a Community School with over 80% of students identified as English Learner, low-income or foster and the expansion of access to meals to increase engagement and attendance will be added to this action using LREBG funds in the amount of $1,626,000. Research: Studies show breakfast is an important meal for children (Nicklas, O'Neil & Myers, 2004). Breakfast consumption at school is associated with children's educational performance, (Murphy, Drake & Weineke, 2005), behavior (Murphy et al., 2000) and health (Rampersaud, Pereira, Girard, Adams, & Metzel 2005).		

Action #	Title	Description	Total Funds	Contributing
		This website has a link to a Collection of Evidence-Based Strategies for School Nutrition and Physical Activity https://onlinelibrary.wiley.com/toc/17461561/93/9 Metric: 1.2 Chronic Absenteeism		
1.5	Connectivity to school including Enrichment and afterschool sports	Enrichment opportunities and after school supports including access to elementary and middle school athletic programs and increased connectedness on campus with release periods for teachers coordinating afterschool athletics and leadership.	$316,766.00	Yes
1.6	Student mentorship and support for English Learners, Long-term English Learners, low-income and foster youth	Mentoring and Restorative practices Two full-time teachers at high school and junior high levels to lead restorative efforts in the ARC room with all students and in an effort to reduce disciplinary incidents and improve attendance efforts through on-campus reteach strategies and evidence-based interventions. Differentiated Assistance - In response to the eligibility for technical assistance for our English Learners and Long-Term English Learners for student performance data on English Language Arts, Math, College and Career Indicator, and Chronic Absenteeism survey data and educational partner input encouraged a more robust mentoring program for this population specifically. English Learners and Long-term English Learners will work closely with staff to develop opportunities for partnerships with other students to inspire and motivate as well as increase connectedness to school.	$320,236.91	Yes
1.7	Community School Support	Establish community school supports at Glen Speck by hiring a Community School Coordinator and administering efforts for 90% parent engagement as required with community school language. Community School Coordinator will facilitate efforts with parents to remove barriers impacting student success including attendance.	$965,834.45	Yes

Action #	Title	Description	Total Funds	Contributing
		Outdoor Family Engagement Pavilion to support school activities and a welcoming instructional space for student learning as well as afterschool, evening and weekend events. This action utilizes supplemental and concentration funds to construct an Outdoor Family Engagement Pavilion—a sheltered, multipurpose area designed to host family engagement nights, outdoor instructional space, multilingual family workshops, cultural celebrations, weekend resource fairs, and other community-building events aligned with CCSPP goals. Glen Speck is 81.6% low SES students and our low SES students at Glen Speck are in the red indicator on the CA School Dashboard for chronic absenteeism. Chronic Absenteeism Rate (K-8) 2023-24 Data All students: 20.1% English Learners: 23.3% Low Socioeconomic: 23.5% Foster youth: 31.6% Glen Speck Chronic Absenteeism Rate: 25.4% of students were chronically absent in the 2023-2024 school year. (10% or more of the school year)		
1.8	School facilities with extended day and enrichment opportunities	4 custodians An additional 4 FTE in custodial support based extended learning opportunities funded through supplemental and concentration grant funds, which are supplemental to the school day, such as after school instruction, summer school programs, and field trips for students so that they have additional opportunities beyond the school day to progress towards grade-level standards, access enrichment opportunities and complete course credits towards graduation. With these additional learning opportunities comes an additional need for custodial work in order to maintain facilities and allow	$316,818.56	Yes

Action #	Title	Description	Total Funds	Contributing
		access to classrooms, restrooms, and site rooms during the extended school day. To meet this additional need, 6 FTE custodians will be hired to support extended school day programs. The additional custodians will ensure facilities are clean and safe and allow access to restrooms and all rooms. In the report entitled, Expert Report of Glen I Earthman, G. Earthman, from Virginia Polytechnic Institute, states, “Based on my own studies, my review of pertinent research studies, and my background and experience in the field, my conclusion is that school facility conditions do affect student academic achievement.” He further states “…Correlation studies show a strong positive relationship between overall building conditions and student achievement” (p. 4). He further states, “All of the studies cited in this report demonstrate a positive relationship between student performance and various factors or components of the built environment (p.5). Cash and Twilford (2009) further support these claims in improving student achievement and school facilities in a time of limited funding. Cash and Twilford summarized their study by reporting that the cumulative effect of a schools facility’s condition has been related directly to student outcomes.		
1.9	Behavior Support And Safe, Inclusive learning environment	BCBA position, Trauma informed practices and 6 behavior paraeducators to deploy to K-6 sites based upon need and percentage of unduplicated students Counselor on Special Assignment to support implementation of Multi-tiered Systems of Support (MTSS) School safety dispatcher at PRHS	$750,148.49	Yes
1.10	Positive School Culture and Climate	Student Engagement and Connection Specialists and Assistant Principals (6 certificated and one classified) to support PBIS, attendance, and behavior. Site budgets to support the implementation of PBIS and district training. Coordinator of Student Services and PPS to support attendance, school	$1,672,558.91	Yes

Action #	Title	Description	Total Funds	Contributing
		culture initiatives and multi-tiered behavioral efforts for English learners, low-income and foster youth. LREBG Action Description: In response to educational partner feedback and in an effort to maintain a safe and engaging learning environment, LREBG funds will be used to funds Yondr bags to support the implementation of BP 5131.8 at the junior high level in alignment with the priorities related to multi-tiered systems of support and the research therein. Research: CDE defines the importance of MTSS within a school system explaining that it focuses on students in all educational contexts, "Using school-wide and classroom research-based behavioral supports for achieving important social and learning outcomes". https://www.cde.ca.gov/ci/cr/ri/mtsscomprti2.asp With Board approval, PRJUSD will implement a phone-free policy in alignment with Assembly Bill 3216 which outlines the impact of mobile communication devices on mental health and engagement in the classroom. Metric: 2.5, 2.6 Funding: $150,000 through the 2027-2028 school year.		
1.11	Transportation Support	Transportation Supports for Unduplicated Students including an additional bus driver to expand routes to San Miguel area before and after school	$97,855.50	Yes
1.12	Drug, Alcohol and Trama Informed Practice	Contracted support in addressing drug and alcohol support for students in the secondary setting as well as trauma invested practices for staff K-12. LREBG action Description : Trauma Informed practices districtwide training supported with LREBG funds in the amount of $150,000 or $50,000 for three years. Research: Crisis Prevention Institute published an article titled, "How Trauma-Informed Schools Help Students Succeed" which explains that, "Schools are the single point of connection between home, life and community dynamics, and the responsibility of educators to prepare young people to function successfully in the world as adults can only be bolstered with a trauma-sensitive approach" Metric: 1.2, 1.4, 1.5, 1.7	$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.13	Cultural Sensitivity, Inclusion and Acceptance	To address the red indicator on the CA School dashboard for the LEA related to suspension of African American students, staff and student training will be conducted to address a culture of acceptance, diversity and inclusion on school sites. Improved culture, awareness, and acceptance of all students. This training will equip staff with the resources and knowledge to address offensive language when heard in and outside of the classroom, thereby, building a school culture which is accepting of all students and intolerant of derogatory comments and behaviors. The African American 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. LREBG Action Description: Inclusive Excellence is the term we are using to describe the collective efforts toward the design of a system which serves all students through education and empathy while evaluating student outcome data in several areas to identify any areas where outcomes differ by subgroup and, subsequently, to research root causes and solutions in those areas. The CDE explains the importance of MTSS on school campuses, "...to develop resources within an LEA that align the academic, behavioral and social-emotional support ....in order to serve the whole child". Based upon our internal data reviews, reduced access to mobile communication devices during the school day is an essential tier 1 support for all students to focus learning and enhance the school culture. https://www.cde.ca.gov/ci/cr/ri/ Metrics: 1.2, 2.5, 2.6 LREBG funds: $50,000 to be spent through 2027-2028	$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 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	College and Career Readiness Indicator	2023 Data All Students: 31.9% **English Learners: 4.5% Low-SES: 22.4% Foster: Not Reported **Homeless: 7% **SWD: 5.9%	2024 Data All Students: 39.9% **English Learners: 4.9% Low-SES: 31.8% Foster: Not Reported		2026 Data All Students: 36.9% **English Learners: 9.5% Low-SES: 27.4% Foster: Not Reported	All Students increase of: 8 percentage points English Learners increase of 0.4 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 24.8% White: 42.7% ** Required Action Data Point Source: CA Dashboard - CCI	**Homeless: 11.8% **SWD: 8.3% Hispanic: 32.6% White: 50.2% ** Required Action Data Point Source: CA Dashboard - CCI		**Homeless: 12% **SWD: 10.9% Hispanic: 29.8% White: 47.7%	Low-SES increase of 9.4 percentage points Foster: Not Reported Homeless increase of 4.8 percentage points SWD increase of 2.4 percentage points Hispanic increase of 7.8 percentage points White increase of 7.5 percentage points
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	2024 Data All Students: 21.3% English Learners: 2.3% Low-SES: 15.6% Foster: Not Reported Homeless: 6.1% SWD: 4.4% Hispanic: 15% White: 28.6% Source: CA Schools Dashboard Additional Reports - Met UC/CSU/CTE		2026 Data: 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	All Students increase of: 0.5 percentage points English Learners increase of 0.7 percentage points Low-SES increase of 1.4 percentage points Foster: Not Reported Homeless increase of 4.3 percentage points SWD increase of 1.5 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Pathway Completion Report		Pathway Completion Report	Hispanic decrease of 1.2 percentage points White increase of 0.5 percentage points
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 received a 3 or higher = 36.19% Foster: 0 Source: Aeries SIS	2024 College Board Data All Students (232 Students): 465 Tests, 291 Passed = 63% Low-SES (99 Students): 190 Test, 102 Passed = 53.6% Hispanic (98 Students): 177 Tests (105 Passed) = 59.3% Black/African American (3 Students): 5 Test (4 Passed) = 80% White (106 Students): 221 Test (141 Passed) = 63.8% Asian (7 Students): 19 Test (12 Passed) = 63% Two Or More (14 Students): 36 Test (26 Passed) = 72%		2026 AP Testing Participation and Pass Rate All Students: 50% of those tested will earn a 3 or higher Low-SES: 50% of those tested will earn a 3 or higher Foster: Measurable number of foster youth testing Source: Aeries SIS	All Students: 78 fewer tests taken, 291 Passed. From 233 to 291 = 25% increase Low-SES: 20 fewer tests taken, 102 Passed. From 76 to 102 = 34% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Source: Aeries SIS			
2.4	CTE Pathway Completion Rate	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% Source: CA Schools Dashboard Additional Reports - Met UC/CSU/CTE Pathway Completion Report	2024 Data All Students: 27% English Learners: 4.5% Low-SES: 22.4% Foster: Not Reported Homeless: 8.5% SWD: 16.5% Hispanic: 21.1% White: 36.3% Source: CA Schools Dashboard Additional Reports - Met UC/CSU/CTE Pathway Completion Report		2026 CTE pathway completion All Students: 35% English Learners: 10% Low-SES: 20% Foster: Not Reported Homeless: 5% SWD: 20% Hispanic: 35% White: 35% Source: CA Schools Dashboard Additional Reports - Met UC/CSU/CTE Pathway Completion Report	All Students: increase of 7.4 percentage points English Learners: increase of 1.6 percentage points Low-SES: increase of 7.9 percentage points Foster: Not Reported Homeless: increase of 5 percentage points SWD: increase of 2 percentage points Hispanic: increase of 6.3 percentage points White: increase of 6 percentage points
2.5	Statewide Assessment Data ELA	CAASPP ELA Performance Data 2022-2023 7th-11th grade Exceeded: All Students:14.86% English Learners (12mo+): 0.0% Low-SES: 9.83%	CAASPP ELA Performance Data 2023-2024 7th-11th grade Exceeded: All Students: 13.99% English Learners (12mo+): .49% Low-SES: 9.62%		CAASPP ELA Performance Data 7th-11th grade All Student performance levels and student subgroups will improve by 9 points over the	Exceeded: All Students: decrease of .87 percentage points English Learners (12mo+): increase of .49 percentage points Low-SES: decrease of 0.21 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster: 9.09% (All grades) Homeless: 5.68% SWD: 4.35% LTEL: 0% HISP: 9.35% Met: All Students: 29.38% English Learners (12mo+): 2.79% Low-SES: 25.47% Foster: 18.18% (All grades) Homeless: 18.18% SWD: 10.37% LTEL: 2.27% HISP: 24.82% Nearly Met: All Students: 24.55% English Learners (12mo+): 26.82% Low-SES: 26.23% Foster: 9.09% (All grades) Homeless: 18.18% SWD: 25% LTEL: 27.27% HISP: 26.86% Far Below: All Students: 31.21% English Learners (12mo+): 70.39% Low-SES: 38.47%	Foster: no data Homeless: 7.9% SWD: 0.55% LTEL: 0% HISP: 9.44% Met: All Students: 28.33% English Learners (12mo+): 1.48% Low-SES: 25.88% Foster: no data Homeless: 8.77% SWD: 7.69% LTEL: 1.11% HISP: 22.49% Nearly Met: All Students: 22.45% English Learners (12mo+): 17.24% Low-SES: 22.98% Foster: no data Homeless: 21.93% SWD: 15.39% LTEL: 20% HISP: 23.66% Far Below: All Students: 35.22% English Learners (12mo+): 80.79% Low-SES: 41.52% Foster: no data		next three years (3 points per year). Met/Exceeded: All Students: 53.24% English Learners (12mo+): 11.79% Low-SES: 44.30% Foster: 36.27% Homeless: 32.86% SWD: 14.72% Long-term English Learner (LTEL): 11.27% Hispanic: 43.17% Source: DataQuest/CAASPP Site	Foster: no data Homeless: increase of 2.22 percentage points SWD: decrease of 3.8 percentage points LTEL: no change HISP: increase of .09 percentage points Met: All Students: decrease of 1.05 percentage points English Learners (12mo+): decrease of 1.31 percentage points Low-SES: increase of .41 percentage points Foster: no data Homeless: decrease of 9.41 percentage points SWD: decrease of 2.68 percentage points LTEL: decrease of 1.16 percentage points HISP: decrease of 2.3 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster: 63.64% (All grades) Homeless: 57.96% SWD: 59.78% LTEL: 70.45% HISP: 38.97% Source: DataQuest/CAASPP Site	Homeless: 61.4% SWD: 76.37% LTEL: 78.89% HISP: 44.41% Source: DataQuest/CAASPP Site			Nearly Met: All Students: decrease of 2.1 percentage points English Learners (12mo+): decrease of 9.58 percentage points Low-SES: decrease of 3.25 percentage points Foster: no data Homeless: increase of 3.75 percentage points SWD: decrease of 9.61 percentage points LTEL: decrease of 7.27 percentage points HISP: decrease of 3.2 percentage points Far Below: All Students: increase of 4.01 percentage points English Learners (12mo+): increase of 10.4 percentage points Low-SES: increase of 3.05 percentage points Foster: no data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Homeless: increase of 3.44 percentage points SWD: increase of 16.59 percentage points LTEL: increase of 8.44 percentage points HISP: increase of 5.44 percentage points
2.6	Statewide Assessment Data Mathematics	CAASPP Math Performance Data 2022-2023 7th - 11th grade Exceeded: All Students: 11.97% English Learners (12mo+): 0% Low-SES: 8.03% Foster: 0 Homeless: 1.05% SWD: 1.62% LTEL: 0% HISP: 6.89% Met: All Students: 15.24% English Learners (12mo+): 0% Low-SES: 11.17% Foster: 27.27% Homeless: 5.26% SWD: 6.48%	CAASPP Math Performance Data 2023-2024 7th-11th grade Exceeded All Students: 9.83% English Learners (12mo+): 0% Low-SES: 6.58% Foster: no data Homeless: 4.84% SWD: 1.1% LTEL: 0 HISP: 4.97% Met: All Students: 13.75% English Learners (12mo+): 1.12% Low-SES: 10.91% Foster: no data		CAASPP Math Performance Data 7th - 11th grade All Student performance levels and student subgroups will improve by 9 percentage points over the next three years (3 points per year). Met/Exceeded: All Students: 36.21% English Learners (12mo+): 9% Low-SES: 28.20% Foster: 9% Homeless: 15.31%	Exceeded All Students: decrease of 2.14 percentage points English Learners: no change Low-SES: decrease of 1.45 percentage points Foster: no data Homeless: increase of 3.79 percentage points SWD: decrease of 0.52 percentage points LTEL: no change HISP: decrease of 1.92 percentage points Met:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LTEL: 0% HISP: 10.57% Nearly Met: All Students: 22.55% English Learners (12mo+): 7.95% Low-SES: 21.37% Foster: 18.18% Homeless: 15.79% SWD: 9.73% LTEL: 8.24% HISP: 20.43% Far Below: All Students: 50.24% English Learners (12mo+): 92.05% Low-SES: 59.44% Foster: 54.55% Homeless: 77.90% SWD: 82.16% LTEL: 91.76% HISP: 62.11% Source: DataQuest/CAASPP Site	Homeless: 8.87% SWD: 0.55% LTEL: 1.12% HISP: 11.55% Nearly Met: All Students: 24.86% English Learners (12mo+): 6.74% Low-SES: 24.59% Foster: no data Homeless: 16.13% SWD: 10.44% LTEL: 6.74% HISP: 22.98% Far Below: All Students: 51.57% English Learners (12mo+): 92.14% Low-SES: 57.92% Foster: no data Homeless: 70.16% SWD: 87.91% LTEL: 92.14% HISP: 60.51% Source: DataQuest/CAASPP Site		Long-term English Learners (LTELS): 9% Hispanic:26.46%	All Students: decrease of 1.49 percentage points English Learners: increase of 1.12 percentage points Low-SES: decrease of 0.26 percentage points Foster: no data Homeless: increase of 3.61 percentage points SWD: decrease of 6.03 percentage points LTEL: increase of 1.12 percentage points HISP: increase of .98 percentage points Nearly Met: All Students: increase of 2.31 percentage points English Learners: decrease of 1.21 percentage points Low-SES: increase of 3.22 percentage points Foster: no data Homeless: increase of 0.34 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						SWD: increase of 0.71 percentage points LTEL: decrease of 1.5 percentage points HISP: increase of 2.55 percentage points Far Below: All Students: increase of 1.33 percentage points English Learners: increase of .02 percentage points% Low-SES: decrease of 1.52 percentage points Foster: no data Homeless: decrease of 7.74 percentage points SWD: increase of 5.75 percentage points LTEL: increase of 0.38 percentage points HISP: decrease of 1.6 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Statewide Assessment Data Science - Grades 8 and 11	CAST Performance Data 2022-2023 Exceeded: All Students: Grade 8: 9.33% Grade 11: 3.83% English Learners (12mo+): Grade 8: 0% Grade 11: 0% Low-SES: Grade 8: 5.14% Grade 11: 2.91% Foster: Grade 8: too small to report Grade 11: too small to report Homeless: Grade 8: 0% Grade 11: 0% SWD: Grade 8: 3.45% Grade 11: 2.82% LTEL: Gr 8: 0% Gr 11: 0% HISPANIC: Gr 8: 3.82 % Gr 11: 2.10 % Met: All Students: Grade 8: 22.22% Grade 11: 24.70%	CAST Performance Data 2023-2024 Exceeded: All Students: Grade 8: 8.73% Grade 11: 4.28% English Learners (12mo+): Grade 8: 0% Grade 11: 0% Low-SES: Grade 8: 6.40% Grade 11: 3.63% Foster: Grade 8: too small to report Grade 11: too small to report Homeless: Grade 8: 2% Grade 11: 2.7% SWD: Grade 8: 5.08% Grade 11: 0% LTEL: Grade 8: 0% Grade11: 0% HISPANIC: Gr 8: 3.91 % Gr 11: 3.12 % Met: All Students: Grade 8: 23.35% Grade 11: 16.95%		CAASPP CAST Performance Data 8th and 11th grade All Student performance levels and student subgroups will improve by 9 points over the next three years (3 points per year). Science CAST Performance Data (Grades 8 and 11) All student performance levels and student subgroups will improve by no fewer than 3 percentage points each year for a total of at least 9 points over the next three years. Met/Exceeded: All Students: Grade 8: 40.55% Grade 11: 37.53% English Learners: Grade 8: 9% Grade 11: 9% Low-SES:	Exceeded: All Students: Grade 8: decrease of 0.6 percentage points Grade 11: increase of .45 percentage points English Learners (12mo+): Grade 8: no change Grade 11: no change Low-SES: Grade 8: increase of 1.26 percentage points Grade 11: increase of 0.72 percentage points Foster: Grade 8: too small to report Grade 11: too small to report Homeless: Grade 8: increase of 2 percentage points Grade 11: increase of 2.7 percentage points HISPANIC: Grade 8: increase of .09 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners (12mo+): Grade 8: 1.67% Grade 11: 0 Low-SES: Grade 8: 17.47% Grade 11: 18.02% Foster: Grade 8: too small to report Grade 11: too small to report Homeless: Grade 8: 3.70% Grade 11: 10.81% SWD: Grade 8: 8.62% Grade 11: 7.04% LTEL: Gr 8: 3.23% Gr 11: 0% HISPANIC: Gr 8: 17.56 % Gr 11: 16.82 % Nearly Met: All Students: Grade 8: 54.67% Grade 11: 57.39% English Learners (12mo+): Grade 8: 68.33% Grade 11: 62.50% Low-SES: Grade 8: 58.90% Grade 11: 62.21% Foster:	English Learners (12mo+):: Grade 8: 0% Grade 11: 1.96% Low-SES: Grade 8: 19.53% Grade 11: 13.41% Foster: Grade 8: too small to report Grade 11: too small to report Homeless: Grade 8: 16% Grade 11: 2.70% SWD: Grade 8: 1.69% Grade 11: 4.76% LTEL: Grade 8: 0 Grade11: 6.67% HISPANIC: Gr 8: 18.75 % Gr 11: 10.90 % Nearly Met: All Students: Grade 8: 54.25% Grade 11: 67.78% English Learners (12mo+):: Grade 8: 71.43% Grade 11: 52.94% Low-SES: Grade 8: 56.90% Grade 11: 69.55% Foster:		Grade 8: 31.61% Grade 11: 29.93% Foster: Grade 8: too small to report Grade 11: too small to report Homeless: Grade 8: 10.70% Grade 11: 19.81% SWD: Grade 8: 21.07% Grade 11: 18.86% LTEL Gr 8: 12.23% Gr 11: 9% HISPANIC: Grade 8: 30.38% Grade 11: 27.92%	Grade 11: increase of 1.02 percentage points Met: All Students: Grade 8: increase of 1.13 percentage points Grade 11: decrease of 7.75 percentage points English Learners: Grade 8: decrease of 1.67 percentage points Grade 11: increase of 1.96 percentage points Low-SES: Grade 8: increase of 2.06 percentage points Grade 11: decrease of 4.61 percentage points Foster: Grade 8: too small to report Grade 11: too small to report Homeless: Grade 8: increase of 12.3 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 8: too small to report Grade 11: too small to report Homeless: Grade 8: 55.56% Grade 11: 64.86% SWD: Grade 8: 51.72% Grade 11: 61.97% LTEL: Gr 8: 64.52% Gr 11: 52% HISPANIC: Gr 8: 60.69 % Gr 11: 62.76 % Not Met: All Students: Grade 8: 13.78% Grade 11: 14.09% English Learners (12mo+): Grade 8: 30% Grade 11: 37.50% Low-SES: Grade 8: 18.49% Grade 11: 16.86% Foster: Grade 8: too small to report Grade 11: too small to report Homeless: Grade 8: 40.74% Grade 11: 24.32% SWD:	Grade 8: too small to report Grade 11: too small to report Homeless: Grade 8: 52% Grade 11: 62.16% SWD Grade 8: 49.15% Grade 11: 71.43% LTEL: Grade 8: 66.67 % Grade11: 46.67 HISPANIC: Gr 8: 59.77 % Gr 11: 72.59 % Not Met: All Students: Grade 8: 13.68% Grade 11: 10.99% English Learners (12mo+):: Grade 8: 28.57% Grade 11: 45.10% Low-SES: Grade 8: 17.17% Grade 11: 13.41% Foster: Grade 8: too small to report Grade 11: too small to report Homeless: Grade 8: 30% Grade 11: 32.43% SWD:			Grade 11: decrease of 8.11 percentage points HISPANIC: Grade 8: increase of 1.19 percentage points Grade 11: decrease of 5.92 percentage points Nearly Met: All Students: Grade 8: decrease of 0.42 percentage points Grade 11: increase of 10.39 percentage points English Learners: Grade 8: increase of 3.1 percentage points Grade 11: decrease of 9.56 percentage points Low-SES: Grade 8: decrease of 2 percentage points Grade 11: increase of 7.34 percentage points Foster: Grade 8: too small to report

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 8: 36.21% Grade 11: 28.17% LTEL: Gr 8: 32.26% Gr 11: 48% HISPANIC: Gr 8: 17.94 % Gr 11: 18.32 % Source: DataQuest/CAASPP Site	Grade 8: 44.07% Grade 11: 23.81% LTEL: Grade 8: 33.33% Grade11: 46.67% HISPANIC: Gr 8: 17.58 % Gr 11: 13.40 % Source: DataQuest/CAASPP Site			Grade 11: too small to report Homeless: Grade 8: decrease of 3.56 percentage points Grade 11: decrease of 2.7 percentage points HISPANIC: Grade 8: decrease of .92 percentage points Grade 11: increase of 9.83 percentage points Not Met: All Students: Grade 8: decrease of 0.1 percentage points Grade 11: decrease of 3.1 percentage points English Learners: Grade 8: decrease of 1.43 percentage points Grade 11: increase of 7.6 percentage points Low-SES: Grade 8: decrease of 1.32 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Grade 11: decrease of 3.45 percentage points Foster: Grade 8: too small to report Grade 11: too small to report Homeless: Grade 8: decrease of 10.74 percentage points Grade 11: increase of 8.11 percentage points SWD: Grade 8: increase of 7.86 percentage points Grade 11: decrease of 4.36 percentage points LTEL: Grade 8: increase of 1.07 percentage points Grade 11: decrease of 1.33 percentage points HISPANIC: Grade 8: decrease of .36 percentage points Grade 11: decrease of 4.92 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	2024-2025 Course Offerings include: Career Technical Education - 51 Courses in 15 Pathways (22 Courses Dual Enrolled, 37 A-G approved), AP coursework - 18 Courses, Dual enrollment Courses - 33 Courses (73 Sections), Visual and Performing Arts - 25 Courses, Intensive ELD - 5 Courses, Co Teaching ELA and Math - 6 Courses		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 Intensive ELD - 5 Courses Coteaching ELA and Math - 8 Courses Data Source: PRHS Course Guide and Master Schedule	Career Technical Education - increase of both 6 Courses and 1 Pathway AP coursework - no changes Dual enrollment Courses - increase of 1 course, Visual and Performing Arts - increase of 1 course, Intensive ELD - no change Co Teaching ELA and Math - decrease of 2 courses
2.9	Outcomes of Broad Course of Study	2023 Data Dual Enrollment Completion: -Seniors completing one	Dual Enrollment Completion: -Seniors completing one		Dual Enrollment Completion:	-Seniors completing one semester - a decrease of 50.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-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: -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 -	semester - 33 (5.3%) in 2024, a decrease from 258 (56%) in 2022. -Seniors completing two or more semesters - 118 (19.1%) in 2024, an increase from 48 (10.4%) in 2022 Post Secondary Placements: • Percentage of Students Enrolled in College Immediately After Graduation (PRHS Data Only) --All Institutions - 73% for the Class of 2023 increased from 67% for the Class of 2022 --2 Year - 43% for the Class of 2023 decreased from 44% for the Class of 2022 --4 Year - 31% for the Class of 2023 increased from		-Seniors Completing 1 Semester - 60% -Seniors Completing 2 or more Semesters - 20% Source: CA Dashboard Additional Reports - College/Career Levels and Measures Report Post Secondary Placements: -Percentage of Students Enrolled in College One Year After Graduation --All Institutions - 78% Source: Student Clearinghouse CTE Pathway Completion: 30% Source: CA Schools Dashboard Additional Reports - Met UC/CSU/CTE Pathway Completion Report	-Seniors completing two or more semesters - an increase of 8.7% Post Secondary Placements: • Percentage of Students Enrolled in College Immediately After Graduation (PRHS Data Only) --All Institutions - increase of 6% --4 Year - increase of 8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		College/Career Levels and Measures Report	23% for the Class of 2022 Data Source: CA Dashboard Additional Reports - College/Career Levels and Measures Report			
2.10	Appropriately Credentialed Teachers	District % of teachers appropriately credentialed: 96% District % of teachers intern credentialed: 4% Data Source: HR	2024-25 District % of teachers appropriately credentialed: 93.14% District % of teachers intern credentialed: 6.86% Data Source: HR		District % of teachers appropriately credentialed: 100% Data Source: HR	A decrease of 2.86 percentage points
2.11	Implementation of the state board adopted academic content and performance standards for all students, including how the programs and services will enable English Learners to access the common core academic content knowledge and English language proficiency.	EL Coordinator/Site Admin will provide feedback in every ELD/newcomer class on a quarterly basis specific to the the implementation of state ELD standards using the ELD Monitoring Tool. Baseline TBD from monitoring tool.	We successfully implemented culturally relevant practices and professional development in both integrated and designated ELD. All educators participated in collaborative planning sessions		Feedback will reflect fidelity to the instruction of ELD standards.	Baseline TBD in the 2025-2026 school year using monitoring tool.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			focused on analyzing EL data to effectively implement EL strategies across all academic areas. Practical strategies for enhancing student discourse among ELs was integrated into classroom practices, fostering a more inclusive learning environment. We established an understanding for ELD translanguaging, enabling students to leverage their linguistic resources effectively in their learning processes.			
2.12	High School Graduation Rates	2023 Data All Students: 87% **English Learners: 67.1% Low-SES: 83.8% Foster: Not Reported **Homeless: 59.6%	2024 Data All Students: 89.1% **English Learners: 76.1% Low-SES: 86.4% Foster: N/A		Overall graduation rate of 90% with each subgroup improving graduation rate 2 percentage points per year.	All Students: increase of 2.1 percentage points English Learners: increase of 9 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		**SWD: 65.2% Hispanic: 84.1% White: 92.8% LTEL: TBD 2023 Liberty Graduation rate: 74.1% graduated English Learners: 64.5% Hispanic: 74.5% Low-SES: 73.1% LTEL: TBD ** Required Action metric Source: CA Dashboard - Graduation Rate	**Homeless: 79.3% **SWD: 75.8% Hispanic: 87.4% White: 91% ** Required Action metric Source: CA Dashboard - Graduation Rate			Low-SES: increase of 2.6 percentage points Foster: N/A Homeless: increase of 12.2 percentage points SWD: increase of 10.6 percentage points Hispanic: increase of 3.3 percentage points White: decrease 01.8 percentage points
2.13	Early Assessment Program (EAP) ELA and Math	2022-2023 ELA Score 4: 18.45% Math Score 4: 8.49% ELA Score 3: 29.70% Math Score 3: 14.90% ELA Score 1 and 2: 51.85% Math Score 1 and 2: 76.60 Percent of grade 11 students scoring “Standard Exceeded” (Level 4) - enroll in GE English and/or mathematics college	2023-24 Math Percent of grade 11 students scoring “Standard Exceeded” (Level 4): 4.97% Percent of grade 11 students scoring “Standard Met” (Level 3): 12.97% ELA Percent of grade 11 students scoring		Percent of students scoring "Standard Exceeded" and "Standard Met" will increase by 2% each year in both math and ELA	Math Percent of grade 11 students scoring “Standard Exceeded” (Level 4): decrease of 3.52 percentage points Percent of grade 11 students scoring “Standard Met” (Level 3): decrease of 1.93 percentage points ELA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		level courses upon entering the CSU 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.) Percent of grade 11 students scoring "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).	"Standard Exceeded" (Level 4): 16.21% Percent of grade 11 students scoring "Standard Met" (Level 3): 29.28% Data Source: ETS CAASPP Testing Site			Percent of grade 11 students scoring "Standard Exceeded" (Level 4): decrease of 2.24 percentage points Percent of grade 11 students scoring "Standard Met" (Level 3): decrease of 0.42 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: ETS CAASPP Testing Site				
2.14	FAFSA Completion Rate	Class of 2023 FAFSA submitted PRHS 65% LHS 9% IHS 37% FAFSA Completed PRHS 62% LHS 8% IHS 34% Applied for Cal Grants PRHS 56% LHS 0 IHS 0 Awarded Cal Grants PRHS 43% LHS 0 IHS 0	Class of 2024 FAFSA submitted PRHS 67.83% LHS 11.03% IHS 48.28%% FAFSA Completed PRHS 65% LHS 9.66% IHS 44.83% Applied for Cal Grants PRHS 61.09% LHS 0 IHS 0 Awarded CALGrants PRHS 44.48% LHS 0 IHS 0		FAFSA Completion rates PRHS 80% LHS 30% IHS 60%	FAFSA submitted PRHS decrease of 15.07% LHS decrease of 9.98% IHS increase of 8.99% FAFSA Completed PRHS decrease of 9.47% LHS decrease of 5.54% IHS increase of 5.54% Applied for Cal Grants PRHS decrease of 8.23% LHS no change IHS no change Awarded Cal Grants PRHS increase of 5.63% LHS no change IHS no change
2.15	Access to Standards Aligned Instructional Materials	All Students have access to standards aligned instructional materials in grades TK-12. The board certified Williams Act textbook sufficiency by the eighth	All Students have access to standards aligned instructional materials in grades TK12. The board approved the		All Students have access to standards aligned instructional materials in grades TK-12. The board approved the	Students have access to standards aligned instructional materials.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		week of school. There were no uniform complaints regarding the lack of instructional materials.	Williams Act by the eighth week of school and there were no uniform complaints regarding the lack of instructional materials.		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	2023-24 Data Overall - 9.2% (58) SED - 6.6% (32) SWD - 1.1% (1) EL - 0% (0) Homeless - 3.7% (3) 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.	Overall - increase of 1.4 points SED - increase of 1.7 points SWD - decrease of 0.3 points EL - no change Homeless - increase of 3.7 points
2.17	Formative Assessments Grades 7-10 Mathematics	No 2022-2023 baseline data for grades 7-10	iReady Math Spring 2024 Results Mid or Above Grade Level: All Students: 8% English Learners: 1% Low-SES: 5% Foster: No Reported Homeless: Not Reported SWD: 1% Early On Grade Level: All Students: 21%		5 point growth each year from one band to the next.	None until 2025-26

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			English Learners: 1% Low-SES: 18% Foster: No Reported Homeless: Not Reported SWD: 3% One Grade Level Below: All Students: 18% English Learners:3% Low-SES: 17% Foster: Not Reported Homeless: Not Reported SWD: 7% Two or Three Grade Levels Below: All Students: 54% English Learners: 95% Low-SES: 60% Foster: Not Reported Homeless: Nte reported SWD: 89% Total students tested: 1833			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.18	Formative Assessments Grades 7-10 ELA	No 2022-2023 baseline data for grades 7-10	2023-2024 iReady ELA Spring 2024 Results Mid or Above Grade Level: All Students: 17% English Learners: 1% Low-SES: 11% Foster: No Reported Homeless: Not Reported SWD: 5% Early On Grade Level: All Students: 14% English Learners: 3% Low-SES: 12% Foster: No Reported Homeless: Not Reported SWD: 5% One Grade Level Below: All Students: 18% English Learners: 4% Low-SES: 19% Foster: Not Reported Homeless: Not Reported		5 point growth each year in the two upper bands, and 5 point move from 2+ Grades Below to 1 Grade Below.	None until 2025-26

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SWD: 9% Two or Three Grade Levels Below: All Students: 51% English Learners: 92% Low-SES: 58% Foster: Not Reported Homeless: Nte reported SWD: 80% Total Students tested: 1858			

Goal Analysis [2024-25]

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.

The overall implementation of this plan was administered to the intent of the plan.
Action 2.1 was implemented according to plan. One high school counselor was out for the majority of the year which led to a substitute in her place.
Action 2.2 was implemented as planned. Challenges in finding AVID tutors. AVID college trips were successful.
Action 2.3 High School algebra coaching was successful and supported alignment across classes. Recommended expansion to this support in the 25-26 LCAP.
Action 2.4 ELA and math support sections were implemented to plan at the junior high level. One challenge of this model is the limited access for English learners and Students with disabilities. Recommended adjustment to this action in 25-26. Required actions related to Lewis Middle School CA School Dashboard from 2024 are not included as Lewis Middle School closed.
Action 2.5 College and Career support was implemented to plan.
Action 2.6 Implemented to plan.
Action 2.7 Implemented to plan. One challenge with the structure of coteach training outside of the day was that not all staff attended. Will adjust the format for delivery of the coteach training in the coming year.

Action 2.8 Afterschool math tutoring at PRHS was particularly well-attended. Challenges with the implementation of the Saturday school support for SAT and AP. Will refine communication in the 25-26 year.
Action 2.9 Curriculum support classes were implemented for students with disabilities but the enrollment was low. Challenges adjusting schedules to access these.
Action 2.10 This action was not implemented to the fidelity it was originally intended. Will continue to work on it this year with this target population from the CA Dashboard required metrics.

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

Action 2.1 One counselor was out for a large portion of the year for personal reasons. This contributed to the difference between budgeted and actual expenditures.
Action 2.3. While we intended to hire an additional teacher, we were not able to due to the unavailability of qualified candidates.
Action 2.5 College and Career Support - this action had unspent funds for college trips due to our having used other available funds. This action will remain for the coming year, as those one-time funds will not be available in the coming year.

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

Actions 2.1 and Action 2.2 have been instrumental toward the increase of college trips and exposure to college options for students and particularly our English Learner, low-income and foster youth. We saw a slight increase in our percentage of students who met A-G and CTE pathway completion rates. Overall, the data shows upward trends in performance for nearly all reported subgroups from 2023 to 2024, with especially notable growth among Low-SES, Homeless, SWD, and Hispanic student populations.

Action 2.3 The data indicates slow but positive movement toward A-G Completion, with some subgroups making encouraging gains. Access to A-G courses continues to be a focus moving forward. In response to the increased efforts to meet student needs particularly at the alternative education site, an additional teacher was added to this goal and action funded through LREBG funds.

Action 2.4 CTE Pathway completion rates showed significant growth from 2023 to 2024 across most student groups, with overall completion rising from 19.6% to 27%. English Learners increased from 2.9% to 4.5%, Low-SES students from 14.5% to 22.4%, Homeless students from 3.5% to 8.5%, SWD from 14.5% to 16.5%, Hispanic students from 13.8% to 21.1%, and White students from 30.3% to 36.3%. Foster student data remains unreported due to a small population in both years, but the upward trend highlights progress in meeting CTE Pathway completion goals.

Action 2.5 The CAASPP ELA performance data for 7th-11th grades from 2022-23 to 2023-24 show slight declines in students exceeding standards, with all students dropping from 14.86% to 13.99%, and English Learners remaining very low at 0% to 0.47%. The percentage of students meeting standards also decreased slightly for all students (29.38% to 28.33%) and English Learners (2.75% to 1.41%). Nearly met percentages declined across most groups, including all students (24.55% to 22.45%) and English Learners (26.37% to 16.51%). Conversely, the far below category increased for all students (31.21% to 35.22%), English Learners (70.88% to 81.6%), and other subgroups such as

Low-SES, Homeless, and SWD. Foster student data were missing in 2023-24, but prior data showed high percentages in far below and low percentages exceeding or meeting standards. Overall, the trends indicate growing challenges in ELA proficiency, especially among vulnerable groups like English Learners, SWD, and Homeless students.

Action 2.6 The CAASPP math performance data for grades 7th to 11th shows consistently low achievement across all student groups, with the majority of students falling in the "Far Below" category—ranging from about 50% to over 90%, especially high among English Learners (88–92%), Students with Disabilities (82–88%), and Long-Term English Learners (91–92%). Few students "Exceeded" standards, generally below 12%, with English Learners and LTELs near zero. The "Met" category ranges from roughly 6% to 27%, with Foster youth showing some higher met percentages in one dataset. "Nearly Met" rates vary between 7% and 25%, with English Learners and Low-SES students typically higher in this group. Overall, the data highlights significant challenges for vulnerable populations in math proficiency.

Action 2.7 The CAST performance data for Grades 8 and 11 shows varied achievement levels across student groups. For Grade 8, approximately 8.7% to 9.3% of all students exceeded standards, while 3.4% to 4.3% of Grade 11 students did so; English Learners consistently had 0% exceeding. Low-SES students had between 5.1% and 6% exceeding in Grade 8 and around 2.9% to 3.6% in Grade 11. The majority of students in both grades nearly met standards, with percentages ranging from about 49% to 67%, depending on subgroup. Meeting standards ranged from about 16% to 24% in Grade 8 and 13% to 25% in Grade 11 for most groups, though some subgroups like English Learners and Foster youth had very low or unreported rates. Not Met rates were generally higher among English Learners, Homeless, Hispanic, and LTEL subgroups, with some groups exceeding 30%-50%, especially in Grade 11. Foster subgroup data was mostly too small to report. Overall, students cluster mostly in the Nearly Met category, with lower percentages achieving Exceeded or Met, and notable disparities among English Learners, Homeless, and LTEL groups.

Action 2.8 The 2023/2024 course offerings included 45 Career Technical Education courses across 14 pathways, 18 AP courses, 32 dual enrollment courses, 24 visual and performing arts courses, 5 intensive ELD courses, and 8 co-teaching ELA and Math courses. For 2024/2025, offerings expanded to 51 Career Technical Education courses in 15 pathways (including 22 dual-enrolled and 37 A-G approved courses), maintained 18 AP courses, increased dual enrollment to 33 courses with 73 sections, raised visual and performing arts to 25 courses, kept 5 intensive ELD courses, and slightly reduced co-teaching ELA and Math courses to 6.

Action 2.9 In 2023, dual enrollment completion data was incorrectly reported, but in 2022, 56% of seniors completed one semester and 10.4% completed two or more semesters; by 2024, only 5.3% completed one semester, though those completing two or more semesters rose to 19.1%. Post-secondary placements for the Class of 2023 showed 73% enrolled in college one year after graduation, consistent with prior data, with 43% attending 2-year institutions (a slight decrease from 44%) and 31% attending 4-year institutions (up from 23%). Additionally, 24.5% of students completed a CTE pathway as reported in 2023. Overall, college enrollment remained stable with shifts in dual enrollment completion patterns and steady CTE completion rates.

Action 2.10 The percentage of appropriately credentialed teachers decreased from 96% in 2023-24 to 93.14% in 2024-25.

Action 2.11 The EL Coordinator/Site Admin will provide quarterly feedback in every ELD/newcomer class on the implementation of state ELD standards using the ELD Monitoring Tool. We successfully implemented culturally relevant practices and professional development, engaged educators in collaborative EL data analysis, integrated practical strategies to enhance EL student discourse, and established understanding of ELD translanguaging to support students' use of linguistic resources.

Action 2.12 High school graduation rates improved overall from 87% to 89.1%, with English Learners increasing significantly from 67.1% to 76.1%, Homeless students rising from 67.1% to 79.3%, and Students with Disabilities (SWD) improving from 65.2% to 75.8%. Low-SES students' graduation rates increased from 83.8% to 86.4%, Hispanic students from 84.1% to 87.4%, while White students saw a slight decrease from 92.8% to 91%. Data for Foster youth remains unavailable. These gains align with steady or improving post-secondary placements, increased dual enrollment semesters for some seniors, and expanded course offerings, reflecting progress in supporting diverse student groups across academic and career pathways.

Action 2.13 The Early Assessment Program (EAP) data for Grade 11 shows a decline in math proficiency with 4.97% exceeding and 12.97% meeting standards, down from 8.49% and 14.9% respectively, while ELA scores slightly decreased with 16.21% exceeding and 29.28% meeting standards compared to 18.45% and 29.7%. Overall, a majority of students scored below standard levels, with 76.6% scoring Level 1 or 2 in math and 51.85% in ELA. These results highlight ongoing challenges in math achievement, contrasted with relatively better but still modest ELA performance, underlining the need for targeted support to increase college readiness in both subjects.

Action 2.14 For the Class of 2023, FAFSA submission and completion rates were highest at PRHS with 82.9% submitted and 74.47% completed, compared to LHS at 21.01% submitted and 15.2% completed, and IHS at 39.29% for both. PRHS also led in Cal Grant applications and awards, with 69.32% applying and 38.85% awarded, while LHS and IHS had none. For the Class of 2024, FAFSA submission and completion rates declined at PRHS to 67.83% and 65%, respectively, but improved slightly at IHS (48.28% submitted, 44.83% completed) and decreased at LHS (11.03% submitted, 9.66% completed). Cal Grant applications and awards remained only at PRHS, with 61.09% applying and 44.48% awarded, while LHS and IHS again had no applicants or awards.

Action 2.15 All students in grades TK–12 have access to standards-aligned instructional materials, the board approved the Williams Act by the eighth week of school, and no uniform complaints about instructional materials were reported.

Action 2.16 The A-G and CTE Pathway Completion Rates show an overall increase from 7.8% (45 students) in 2022/2023 to 9.2% (58 students) in 2023/2024. Among specific groups, students with socioeconomic disadvantages (SED) improved from 4.5% (18) to 6.6% (32), while students with disabilities (SWD) slightly decreased from 1.4% (1) to 1.1% (1). English learners (EL) remained at 0% completion both years. Homeless students showed growth from 0% (0) to 3.7% (3), and foster youth data remain unreported in both years.

Action 2.17 and 2.18 The iReady Math Spring 2024 results for grades 7-10 show that only 8% of all 1,833 students tested scored mid or above grade level, with English Learners and students with disabilities (SWD) at 1%, and low-SES students at 5%. Early on grade level, 21% of all students achieved this, including 1% of English Learners, 18% of low-SES students, and 3% of SWD. One grade level below included 18% of all students, with English Learners at 3%, low-SES at 17%, and SWD at 7%. The majority, 54%, scored two or three grade levels below, disproportionately impacting English Learners (95%), low-SES students (60%), and SWD (89%). The iReady ELA Spring 2024 results for grades 7-10 show that 17% of all 1,858 students tested scored mid or above grade level, with English Learners at 1%, low-SES students at 11%, and SWD at 5%. Early on grade level, 14% of all students achieved this, including 3% of English Learners, 12% of low-SES students, and 5% of SWD. One grade level below included 18% of all students, with English Learners at 4%, low-SES at 19%, and SWD at 9%. The majority, 51%, scored two or three grade levels below, disproportionately affecting English Learners (92%), low-SES students (58%), and SWD (80%). Foster and homeless student data were not reported. Compared to Math results, ELA shows slightly higher

percentages mid or above grade level but similarly high proportions of students significantly below grade level, particularly among English Learners, low-SES students, and SWD.

In review of our instructional design K-12, we noticed a lack of formative assessment data at the secondary level due to inconsistent administration of our NWEA Map Assessment and/or a sentiment from teachers that the data from the NWEA Map assessment was not useful to their reflective and responsive instructional practices. This year, we have implemented the Iready assessment in grades K-10 as well as EL students in grades 11 and 12. This had been added as an additional metric above to help monitor our progress during the year toward our proficiency in ELA and Math.

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.

Metrics 2.17 and Metric 2.18 are new metrics added in the 2025-2026 LCAP.

Action 2.1 Reduction of one counselor at PRHS and one counselor in response to the need to reduce positions funded through carryover in previous plan. Adjusted structure at these sites to maintain focus on specialized positions. PRHS will maintain the international bilingual counselor in support of newcomer/English Learner students as well as the dual enrollment counselor position.

Action 2.4 Adjusted to include the use of LREBG for high dosage tutoring in math classes.

Action 2.5 Director of Data, Assessment and Plan Alignment was added to this action for the upcoming school year to bring improved process and procedures to our system in alignment with our self-reflection LEVERS assessment referenced at the beginning of this LCAP.

Action 2.7 Increase from 1 TOSA to focus on dual-identified students to two TOSAs in response to the reflection on data and impact of the one full time TOSA.

Action 2.6 Adjusted to include use of LREBG funds for original credit Career Technical Education options.

Action 2.8 Additional support was added to Goal 2, Action 8 in response to survey data and participation rates. All 10th graders will take the PSAT moving forward in response to student request for additional support. Additionally, Learning Recovery Emergency Block grant will fund summer school and online tutoring support to expand support for students, and particularly our low SES, English Learner and foster students, after school hours. Our needs assessment demonstrate a significant need in this area for students who have earned a D/F in classes and need to retake the course including English Learners and students with disabilities. Additionally, this will provide original credit offerings particularly in the area of A-G and CTE courses to increase access and completion rates for our English Learners, Long-term English Learners, students with disabilities and foster youth subgroups.

Adjusted 2.9 Adjusted to include the use of LREBG funds for credit recovery sections at PRHS.

Action 2.11 was added using Supplemental funds to address the need for systematic technology rotation plan to ensure that English Learners, low-income students, and foster youth always have access to the latest and most effective technology. The approach guarantees that all users benefit from modern, functional tools tailored to meet their educational requirements efficiently. Educational partner input from students, staff, and families indicate the need for technology support to access supplemental programs as well as develop the 21st century skills which were identified to be important in the strategic planning process.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Secondary Academic and Counseling Support and Mentorship	3.33 High School Counselors, 1 Middle School Counselors, 0.75 Alternative Education Counselor, Counseling Secretary at PRHS College and Career Assessment Program Data Analysis Ed Tech TOSA (50%)/LCAP specialist (75%) FASFA Support - College Coaches In response to the red indicator on the CA School Dashboard for graduation rate at the district level and the College and Career Indicator at PRHS, Independence High School and Liberty for English Learners, homeless, and SWD, PRJUSD added additional counseling support including, but not limited to, an International bilingual counselor using supplemental funds to address the disparity in this area. 2023 Graduation Data shows a discrepancy between the performance of 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. 2023-24 Graduation Rate All Students: 89.1% **English Learners: 76.1%	$1,066,416.82	Yes

Action #	Title	Description	Total Funds	Contributing
		Low-SES: 86.4% Foster: N/A **Homeless: 79.3% **SWD: 75.8% Hispanic: 87.4% White: 91% 2024 Graduation Rate - Liberty HS All Students: 79.6% **English Learners: 66.7% Low-SES: 78.8% Foster: No Data Reported Homeless: 77.4% SWD: 73.1% Hispanic: 77.4% White: 85.3% College and Career Indicator: 2024 Data All Students: 21.3% English Learners: 2.3% Low-SES: 15.6% Foster: Not Reported Homeless: 6.1% SWD: 4.4% Hispanic: 15% White: 28.6% Liberty High School CCI: 2024 All Students: 2.3% **English Learners: 0% Low-SES: 2.5% Foster: No Data Reported Homeless: 3.7% **SWD: 0% Hispanic: 2.1% White: 3.0%		

Action #	Title	Description	Total Funds	Contributing
2.2	Advancement for Individual Determination (AVID 7-12)	Advancement via Individual Determination (AVID) is a program intended to improve percentage of students attending college with a particular emphasis on first-generation college goers and disadvantaged youth. This action funds the AVID training for the district, tutors, college trips, and AVID elective offerings at PRHS and LFJH.	$285,643.47	Yes
2.3	Algebra 1 Math Support	Additional FTE to reduce class size in Algebra at PRHS, math professional development, math tutors. Full-time Math/Science Teacher on Special Assignment to support 7th-12th grade. To address red indicators for the LEA on the CA school dashboard in the area of mathematics for English Learners, foster youth, homeless, and students with disabilities, the high school will provide support from a teacher on special assignment related to best instructional math practices as well as alignment of instruction and assessments in all algebra classes. Additionally, Algebra 1 classes at the high school will have a reduced class size maximum to provide more individualized and focused support to all students and especially our subgroups which demonstrate a disparity on the dashboard. LREBG Action: In response to the large number of students who we have determined to struggle in the comprehensive high school for a variety of reasons, additional staff is needed to support the influx of enrollment at Independence and Liberty High School sites with a large number of students struggling in mathematics. Research: The alternative education options in a continuation high school and independence High School prove to be very effective for many students through the alternative means of course completion and alternative means of attendance in the IHS design. California Dept. of Education Continuation Education webpage provides information about several resources for educational option programs which increase	$603,840.29	Yes

Action #	Title	Description	Total Funds	Contributing
		attendance and intervention options. https://www.cde.ca.gov/sp/eo/cd/resources.asp Metric: 1.2, 2.5 and 2.6 specifically for IHS and Liberty High Schools Funding: $139,301 of LREBG funds to be spent in funding an additional teacher at Alternative Education site. CAASPP Math Performance Data 2024 7th-11th grade Exceeded All Students: 9.83% English Learners: 0.44% Low-SES: 6.58% Foster: no data Homeless: 4.84% SWD: 1.1% LTEL: 0 Met: All Students: 13.75% English Learners: 0.89% Low-SES: 10.91% Foster: no data Homeless: 8.87% SWD: 0.55% LTEL: 1.12%		
2.4	Junior High ELA and Math Support	Reduced class size in both 7th and 8th grade math through increased FTE funded through this action. Two math paraeducators at LFJH. To address the red indicator on the dashboard for the LEA in English language arts and mathematics for English Learners, foster youth, students experiencing homelessness, and Students with disabilities as well as the following subgroups at Flamson, English Learners, Hispanic, low income, and Students with Disabilities an additional 50 minutes of instruction will be provided in ELA and math support classes. In addition, the math teacher on special assignment will provide support related to best instructional math practices as well as alignment of instruction and	$732,588.47	Yes

Action #	Title	Description	Total Funds	Contributing
		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. LREBG Action: Increased support in mathematics has been a high area of identified need across the district and particularly at the junior high and high school level. Embedded math support through in-class tutoring options funded with LREBG in the amount of $200,000. Research: Research from the National Student Support Accelerator site operated by Stanford University explains the significant impact of high-impact tutoring for students. https://nssa.stanford.edu/research Metric: 2.6 Funding: $200,000 of LREBG funds will be used through 2027-2028 to support high dosage math tutoring/support in the class and outside of the school day.		
2.5	College and Career Industry Trips, Awareness, and Education	College and Career Field Trips for Unduplicated Students an Families College and Career Center upgrades to expand educational opportunities and resources for all students. In alignment with the district effort to build college and career awareness K-12, supplemental funds will be used to support the expansion of college and career trips to the elementary level as well as expand the awareness and resources related to college and career readiness through designated locations on campus. Additionally, this action will support the enhancement and improvement of College and Career center locations at secondary sites to maximize the resource accessibility for students in designing a most academic and approachable space for students to explore their options post high-school.	$1,809,281.19	Yes
2.6	Access to Zero Period and Summer Original Credit Offerings for English Learners, Students	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	$173,757.57	No

Action #	Title	Description	Total Funds	Contributing
	Experiencing Homelessness, and Students with Disabilities	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. 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. 2024 Data College and Career Indicator: All Students: 39.9% **English Learners: 4.9% Low-SES: 31.8% Foster: Not Reported **Homeless: 11.8% **SWD: 8.3% Hispanic: 32.6% White: 50.2% LREBG Action: Funds are allocated to provide zero period and summer access to Career Technical Education and other elective courses which will increase the opportunity for students to meet the CCI, particularly our most impacted populations including those listed above. Research: Research from the US Dept of Education article, "Achieving Dramatic School Improvement: An Exploratory Study" outlines the importance of shared data to identify needs. Our LREBG needs assessment showed us the discrepancy between pathway completer data across subgroups. chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.ed.gov/sites/ed/files/rschstat/eval/other/dramatic-school-improvement/exploratory-study.pdf Metric: 1.2, 2.5, 2.6 Funding: $173,757 through 2027-2028 will support the staff and materials/supplies to implement the programs listed above.		
2.7	Academic Support for Dual-Identified	Two full-time Teachers on Special Assignment to support dual-identified Students with disabilities as well as professional development in the best practices for coteaching.	$292,536.44	Yes

Action #	Title	Description	Total Funds	Contributing
	Students with Disability	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. 2023-2024 Data All Students: 89.1% **English Learners: 76.1% Low-SES: 86.4% Foster: N/A **Homeless: 79.3% **SWD: 75.8% Hispanic: 87.4% White: 91% CAASPP MathPerformance Data 2023-24 7th-11th grade Exceeded All Students: 9.83% English Learners: 0.44% Low-SES: 6.58% Foster: no data Homeless: 4.84% SWD: 1.1% LTEL: 0 Met: All Students: 13.75% English Learners: 0.89% Low-SES: 10.91% Foster: no data Homeless: 8.87% SWD: 0.55%		

Action #	Title	Description	Total Funds	Contributing
		LTEL: 1.12% Nearly Met: All Students: 24.86% English Learners: 10.67% Low-SES: 24.59% Foster: no data Homeless: 16.13% SWD: 10.44% LTEL: 6.74% Far Below: All Students: 51.57% English Learners: 88% Low-SES: 57.92% Foster: no data Homeless: 70.16% SWD: 87.91% LTEL: 92.14% Source: ETS testing site		
2.8	Extended Support for Students : Afterschool, Summer School, SAT and AP prep	Extended support Secondary schools afterschool tutoring during the school year, Summer school program for students in grades 1-12, Saturday school support for SAT and AP prep, PSAT for all students) Additionally, to address the red indicator on the dashboard for graduation rate of SWD, PRHS will explore the expansion of offerings with Edgenuity for SWD in grades 9-12, targeting Grade 9 students who are non-promotes and upperclassmen who have failed more than one class to provide equitable access to this resource for all students. LREBG Action: Summer school is being funded with LREBG funds at approximately $300,000 a year for the next three years in this action. Edgenuity is a research-based credit recovery program utilized in the summer session for students who need to retake a course to stay on track	$1,127,419.40	Yes

Action #	Title	Description	Total Funds	Contributing
		for graduation. RESEARCH: The following article from Harvard Graduate School of Education provides reference to the research around summer programs and the impact it can have on student achievement. https://www.gse.harvard.edu/ideas/usable-knowledge/23/06/summer-programs-can-help-kids-catch-after-covid Metric: 1.2, 2.5, 2.6 Funding: $905,999 will be funded through LREBG funds to support the implementation of summer school for all grades 1-12 through the 2027-2028 school year. Additionally, all students will be provided access to the PSAT assessment over the next three years and, lastly, high impact tutoring will be funded to implement through the aforementioned summer school programs.		
2.9	Intervention Support at PRHS through credit recovery	To address the red indicator on the dashboard for graduation rate of SWD, PRHS will Implement opportunities for SWD in grades 9-12, targeting Grade 9 students who are non-promotes and upperclassmen who have failed more than one class to access credit recovery options. . LREBG Action: 5 sections of credit recovery option included in the master schedule using LREBG funds to address the graduation rate and CCI by embedding opportunities at the comprehensive high school to keep students on track for graduation. These funds include a total of 5 sections in the master schedule each year for three years. Research: Logic models and LEA studies per the Edgenuity webpage (https://www.imaginelearning.com/research-and-evaluation/) provide research around the impact on online credit recovery programs. We know that our English Learners, Long-Term English Learners, and SWD have higher fail rates than other subgroups and hope to interrupt this trend by embedding intervention options into the school day. Metric: 2.1, 2.5, 2.6 Funding: $420,948 to be spent through 2027-2028	$420,948.00	No

Action #	Title	Description	Total Funds	Contributing
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
2.11	Technology/Software Devices	Technology for students in grades K-12 provides access to the materials and supplies needed for supplemental instruction, intervention and development of 21st century skills. Devices and support are prioritized for low-income, foster youth, and English Learners based on need, but provided LEA-wide to reduce stigma and increase equitable access across all school sites. This universal approach also allows teachers and staff to implement consistent tools and instructional strategies, which is especially important for continuity of services for these students.	$650,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	English Language Proficiency Assessments for California (ELPAC) on the English Language Performance Index (ELPI)	2023 Summative ELPAC 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	2024 Summative ELPAC results districtwide: 41.4% ELs who progressed at least one ELPI level 0.9% ELs who maintained ELPI level 4 36.9% ELs who maintained ELPI levels 1,2L, 3L, 3H		60% of EL students will progress at least one level or maintain a level 4	ELs who progressed at least one ELPI level decrease of 6.7 percentage points ELs who maintained ELPI level 4 decrease of 1.8 percentage points ELs who maintained ELPI levels 1,2L, 3L, 3H increase of 6 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: CA School Dashboard	20.8% ELs who decreased one level on ELPI Data Source: CA School Dashboard			ELs who decreased one level on ELPI increase of 2.5 percentage points
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	2023-2024 42.2% making progress toward English language proficiency Data Source: CA School Dashboard		60% of students will make progress toward English language proficiency	decrease of 8.7 percentage points
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 2023-24 Reclassification Rate: 12.3% Number of students reclassified: 102 Elementary: 50 Junior High: 26 High School: 26	2024-25 Reclassification Rate: 3.35% Number of students reclassified: 45 Elementary: 21 Junior High: 10 High School: 14		Increase the percentage of English Learner students reclassified each year by 3 percentage points	Reclassification Rate: decrease of 8.9 percentage points Number of students reclassified: decrease of 143 Elementary: decrease of 29 Junior High: decrease of 16 High School: decrease of 12

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Aeries and Summative ELPAC test results				
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	Total LTEL 2024-2025: Elementary:: 0 Junior High: 101 High School: 130 Data Source: Aeries		Reduce the number of long-term English Learners by 10%	Junior High: decrease of 29.37% (from 143 students to 101 students) High School: increase of 5.69% (from 123 students to 130 students)

Goal Analysis [2024-25]

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.

All actions within this goal were implemented as planned.
Goal 3, Action 5 includes the funding for 8 bilingual paraeducators. This was challenging to fill these positions and, as a solution, we contracted with a hiring agency to bring bilingual paraeducators on campus.

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

Goal 3, Action 4 shows a budgeted expenditure of $10,000 for newcomer curriculum. Of those funds budgeted, none were expended. This is because supplemental federal funds were used to purchase several supplemental curriculum programs.
Goal 3, Action 5 showed a difference between budgeted expenditures of $303,132 and actual expenditures of $221,385 due to the challenges mentioned above with the filling of vacant positions.
Goal 3, Action 6 shows parent engagement funds budgeted at $40,000 and only $27,000 expended. This is because all invoices have not yet processed.

Goal 3, Action 8 shows budgeted expenditures in the amount of $50,000 for EL Supplemental Materials for EL and LTEL students. Of those funds budgeted, none were expended. This is because supplemental federal funds were used to purchase several supplemental curriculum programs.
Goal 3, Action 9 shows budgeted expenditures in the amount of $45,000 and only $3,334 expended. This is because there were far less teachers who took the bilingual assessment than we anticipated. Additionally, the stipend for this action is paid 50% in December and 50% in June. The June expense has not yet been paid.

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

Actions 3.1, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8 and 3.9 correlates to all of the following metrics and indicate a decline in almost all metric areas. This demonstrates a need for increased focus and support with our integrated and designated ELD in the upcoming year.
Action 3.2 involved professional development related to the needs of our EL and LTEL students. While great improvements were made this year, it is not demonstrating the effectiveness in the actions below. Staff plans to expand offerings and accessibility to increase effectiveness in the coming year.

Metric 3.1 English Language Proficiency Assessments for California (ELPAC) on the English Language Performance Index (ELPI) The 2023 Summative ELPAC results districtwide showed that 48.1% of English Learners (ELs) progressed by at least one ELPI level, 2.7% maintained ELPI level 4, 30.9% maintained ELPI levels 1, 2L, 3L, or 3H, and 18.3% decreased by one ELPI level. In 2024, districtwide results indicated a decline in progress with 41.4% of ELs advancing at least one ELPI level, only 0.9% maintaining ELPI level 4, 36.9% maintaining levels 1, 2L, 3L, or 3H, and an increase to 20.8% of ELs decreasing by one ELPI level.

Metric 3.2 Rate of English Learner students making progress toward English proficiency Between the 2022-2023 and 2023-2024 school years, the percentage of English Learner students making progress toward English language proficiency in the district declined from 50.9% to 42.2%, indicating a notable decrease in the rate of students advancing toward English proficiency during this period.

Metric 3.3 EL Reclassification rate The English Learner (EL) reclassification rate districtwide decreased from 12.3% in the 2023-24 school year, with 102 students reclassified (50 Elementary, 26 Junior High, 26 High School), to 3.35% in 2024-25, with 45 students reclassified (21 Elementary, 10 Junior High, 14 High School).

Metric 3.5 Long-term English Language Learners (7 years or more) by grade-span
For the 2023-2024 school year, there were a total of 266 Long-term English Language Learners (LTELs) with 0 in elementary, 143 in junior high, and 123 in high school.
In the 2024-2025 school year, the total LTEL count is not provided, but the numbers by grade-span shifted to 0 in elementary, 101 in junior high, and 130 in high school, showing a decrease in junior high LTELs and a slight increase in high school LTELs, with elementary remaining at zero both years. This is because a student must be an English Learner for at least seven years to be an LTEL.

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

Goal 3, Action 1 After reflecting upon the most recent Calpads census data and enrollment of English Learner and Long-term English Learner students, the staffing of EL support staff was adjusted for the 25-26 year to increase support at Kermit King and reduce slightly at Georgia Brown.
Goal 3, Action 2 was increased slightly as this type of professional development was a common request through educational partners. Staff plans to incorporate more opportunities for training related to the best practices for instruction related to EL and LTEL students in the 25-26 school year.
Goal 3, Action 10 was eliminated in the 25-26 LCAP. This action was designed 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. This support was reduced in the site SPSA plans, however, the red indicator for ELPI at Pat Butler Elementary and Virginia Peterson Elementary School is being addressed through the hiring of bilingual paraeducators as described in Goal 3, Action 5.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	English Language Development Teachers	To address the district level reds on the CA School Dashboard, 6.5 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.	$1,439,132.98	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.	$30,000.00	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,	$190,087.86	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	Eight Bilingual Paraeducators at PRHS (2), Lewis Flamson Junior High (2) Kermit King (1), Pat Butler (1), Virginia Peterson (1) and Glen Speck (1). Interpreter devices to support instruction and parent engagement To address the red indicator 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.	$444,246.47	Yes
3.6	Parent Engagement Programs	Parent Institute for Quality Education (PIQE) and additional parent education opportunities	$40,000.00	Yes
3.7	ELPAC testing	ELPAC Testing -Certificated and classified staff time	$51,024.00	Yes
3.8	English Language Development Supplemental	English Language Development Supplemental Materials for English Learners and Long Term English Learners students.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
	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 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	$25,512.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Local Assessments for ELA K-6	iReady ELA Spring 2024 Results Grades K-5 (Grade 6 added next school year) Mid or Above Grade Level: All Students: 27% English Learners: 6% Low-SES: 12% Foster: Homeless: Early On Grade Level: All Students: 22%	iReady ELA Spring 2025 Results Grades K-6 Mid or Above Grade Level: All Students: 28% English Learners: 6% Low-SES: 21% Foster: Sample Size too small Homeless: 24% SWD: 10%		Increase by 5 percentage points each year students who are early on grade-level or above grade level toward the target of 55%. Decrease by 5 percentage points each year the students who are one year or more	Mid or Above Grade Level: All Students: increase of 1 percentage point English Learners: no change Low-SES: increase of 9 percentage points Foster: N/A Homeless: N/A SWD: no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: 13% Low-SES: 23% Foster: Homeless: One Grade Level Below: All Students: 31% English Learners: 36% Low-SES: 31% Foster: Homeless: Two or Three Grade Levels Below: All Students: 24% English Learners: 45% Low-SES: 34% Foster: Homeless: Data Source: iReady Data Reports	Early On Grade Level: All Students: 21% English Learners: 14% Low-SES: 20% Foster: Sample Size too small Homeless: 35% SWD: 12% One Grade Level Below: All Students: 30% English Learners: 37% Low-SES: 33% Foster: Sample Size too small Homeless: 14% SWD:26 % Two or Three Grade Levels Below: All Students: 22% English Learners: 43% Low-SES: 26% Foster: Sample Size too small Homeless: 27% SWD: 52%		below grade level to a target of no more than 45% of students below grade level.	Early Grade Level: All Students: decrease of 1 percentage point English Learners: increase of 1 percentage point Low-SES: decrease of 3 percentage points Foster: N/A Homeless: N/A SWD: decrease of 1 percentage point One Grade Level Below: All Students: increase of 1 percentage point English Learners: increase of 1 percentage point Low-SES: increase of 2 percentage points Foster: N/A Homeless: N/A SWD: decrease of 4 percentage points Two or Three Grade Levels Below:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						All Students: decrease of 2 percentage points English Learners: decrease of 2 percentage points Low-SES: decrease of 8 percentage points Foster: N/A Homeless: N/A SWD: increase of 5 percentage points
4.2	Local Assessments for Math K-6	iReady Math Spring 2024 Results Grades K-6 Mid or Above Grade Level: All Students: 15% English Learners: 4% Low-SES: 7% Foster: Homeless: Early On Grade Level: All Students: 18% English Learners: 11% Low-SES: 14% Foster: Homeless: One Grade Level Below: All Students: 47% English Learners: 55%	iReady Math Spring 2025 Results Grades K-6 Mid or Above Grade Level: All Students: 20% English Learners: 7% Low-SES: 15% Foster: Sample Size too small Homeless: 23% SWD: 8% Early On Grade Level: All Students: 21% English Learners: 15% Low-SES: 19%		Increase by 5 percentage points each year students who are early on grade-level or above grade level toward the target of 45%. Decrease by 5 percentage points each year the students who are one year or more below grade level to a target of no more than 55% of students below grade level.	Mid or Above Grade Level: All Students: increase of 5 percentage points English Learners: increase of 3 percentage points Low-SES: increase of 8 percentage points Foster: N/A Homeless: N/A SWD: no change Early Grade Level: All Students: decrease of 3 percentage points English Learners: increase of 4 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low-SES: 48% Foster: Homeless: Two or Three Grade Levels Below: All Students: 19% English Learners: 30% Low-SES: 30% Foster: Homeless: Data Source: iReady Data Reports	Foster: Sample Size too small Homeless: 51% SWD: 10% One Grade Level Below: All Students: 43% English Learners: 52% Low-SES: 47% Foster: Sample Size too small Homeless: 15% SWD: 41% Two or Three Grade Levels Below: All Students: 15% English Learners: 27% Low-SES: 18% Foster: Sample Size too small Homeless: 11% SWD: 41%			Low-SES: decrease of 5 percentage points Foster: N/A Homeless: N/A SWD: decrease of 2 percentage points One Grade Level Below: All Students: decrease of 4 percentage points English Learners: decrease of 3 percentage points Low-SES: increase of 1 percentage point Foster: N/A Homeless: N/A SWD: decrease of 3 percentage points Two or Three Grade Levels Below: All Students: decrease of 4 percentage points English Learners: decrease of 3 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Low-SES: decrease of 12 percentage points Foster: N/A Homeless: N/A SWD: increase of 2 percentage points
4.3	State Assessment for ELA 3rd-6th	CAASPP ELA Performance Data Spring 2023 Exceeded: All Students: 16.93% English Learners: 0.51% Low-SES: 10.27% Foster: 9.09% (All foster not just 3-6) Homeless: 5.4% Met: All Students: 22.43% English Learners: 7.59% Low-SES: 20.45% Foster: 18.18% (All foster not just 3-6) Homeless: 17.12% Nearly Met: All Students:24.06% English Learners:21.26% Low-SES: 25.35%	CAASPP ELA Performance Data Spring 2024 Exceeded: All Students: 17.47% English Learners: 0.8% Low-SES: 11.67% Foster: NA Homeless: 7.65% SWD: 4.13% LTEL: 0 Hispanic: 11.1% Met: All Students: 24.43% English Learners: 11.17% Low-SES: 22.24% Foster: NA Homeless: 15.93% SWD: 7.34% LTEL: 7.89% Hispanic: 21.11%		Increase each student group by 5 percentage points each year toward a target of 55% students who met or exceeded standards Decrease each student group by 5 percentage points each year toward a target of 45% of students who have Nearly Met or are Far Below	Exceeded: All Students: increase of 0.54 percentage points English Learners: increase of 0.29 percentage points Low-SES: increase of 1.4 percentage points Foster: N/A Homeless: increase of 2.25 percentage points SWD: increase of 1.89 percentage points Met: All Students: increase of 2 percentage points English Learners: increase of 3.58 percentage points Low-SES: increase of 1.79 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster: 9.09% (All foster not just 3-6) Homeless: 17.12% Far Below: All Students:36.58% English Learners: 70.63% Low-SES: 43.94% Foster: 63.64% (All foster not just 3-6) Homeless: 60.36% Source: Data Quest	Nearly Met: All Students: 21.7% English Learners: 17.29% Low-SES: 23.25% Foster: NA Homeless: 17.83% SWD: 11.47% LTEL: 13.16% Hispanic: 22.89% Far Below: All Students: 35.61% English Learners: 70.74% Low-SES: 42.85% Foster: NA Homeless: 58.60% SWD: 77.06% LTEL: 78.95% Hispanic: 44.90% Source: Data Quest			Foster: N/A Homeless: decrease of 1.19 percentage points SWD: decrease of 0.29 percentage points Nearly Met: All Students: decrease of 2.36 percentage points English Learners: decrease of 3.97 percentage points Low-SES: decrease of 2.1 percentage points Foster: N/A Homeless: increase of 0.71 percentage points SWD: decrease of 1.98 percentage points Far Below: All Students: decrease of 0.97 percentage points English Learners: increase of 0.11 percentage points Low-SES: decrease of 1.09 percentage points Foster: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Homeless: decrease of 1.76 percentage points SWD: increase of 0.38 percentage points
4.4	State Assessment for Math 3rd-6th	CAASPP Math Performance Data Spring 2023 - Grades K-5 Exceeded: All Students: 13.37% English Learners: 0.25% Low-SES: 7.56% Foster: 0% (All foster not just 3-6) Homeless: 3.45% 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% Nearly Met: All Students: 29.76% English Learners:25.56% Low-SES: 32.26% Foster: 18.18% (All foster not just 3-6)	CAASPP ELA Performance Data Spring 2024 Exceeded: All Students: 14.32% English Learners: 1.43% Low-SES: 8.97% Foster: NA Homeless: 4.47% SWD: 3.65% LTEL: 2.63% Hispanic: 8.02% Met: All Students: 18.77% English Learners: 5.97% Low-SES: 16.34% Foster: NA Homeless: 14.53% SWD: 5.02% LTEL: 0% Hispanic: 15.76% Nearly Met:		Increase each student group by 5 percentage points each year toward a target of 45% students who met or exceeded standards Decrease each student group by 5 percentage points each year toward a target of 55% of students who have Nearly Met or are Far Below	Exceeded: All Students: increase of 0.95 percentage points English Learners: increase of 1.18 percentage points Low-SES: increase of 1.41 percentage points Foster: N/A Homeless: increase of 1.021 percentage points SWD: increase of 1.4 percentage points Met: All Students: decrease of 1.03 percentage points English Learners: increase of 1.25 percentage points Low-SES: decrease of 1.17 percentage points Foster: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless: 26.73% Far Below: All Students: 36.99% English Learners: 69.48% Low-SES: 42.68% Foster: 54.55% (All foster not just 3-6) Homeless: 57.76% Data Source: Data Quest	All Students: 29.18% English Learners: 26.49% Low-SES: 29.93% Foster: NA Homeless: 28.49% SWD: 16.44% LTEL: 15.79% Hispanic: 29.13% Far Below: All Students: 37.73% English Learners: 66.11% Low-SES: 44.76% Foster: NA Homeless: 52.51% SWD: 74.88% LTEL: 81.58% Hispanic: 47.09% Source: Data Quest			Homeless: increase of 2.46 percentage points SWD: decrease of 2.19 percentage points Nearly Met: All Students: decrease of 0.58 percentage points English Learners: increase of 0.93 percentage points Low-SES: decrease of 2.33 percentage points Foster: N/A Homeless: increase of 1.76 percentage points SWD: increase of 1.13 percentage points Far Below: All Students: increase of 0.74 percentage points English Learners: decrease of 3.37 percentage points Low-SES: increase of 2.08 percentage points Foster: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Homeless: decrease of 5.25 percentage points SWD: decrease of 0.35 percentage points
4.5	State assessment for science	CAST Performance Data Grade 5 Exceeded: All Students:11.27% English Learners:0 Low-SES: 4.14% Foster: Too Few to report Homeless: 0 SWD: 1.52% Met: All Students: 21.6% English Learners: 2.94% Low-SES: 19.55% Foster: Too Few to report Homeless:9.68% SWD: 7.58% Nearly Met: All Students: 52.58% English Learners:56.86% Low-SES: 59.02% Foster: Too Few to report	CAST Performance Data Grade 5 Exceeded: All Students: 9.89% English Learners:0 Low-SES: 4.68% Foster: Too Few to report Homeless: 0 SWD: 0% LTEL: NA Hispanic: 2.94% Met: All Students: 19.33% English Learners: 2.65% Low-SES: 16.39% Foster: Too Few to report Homeless: 12.5% SWD: 7.69% LTEL: NA Hispanic: 14.34% Nearly Met:		Increase by 5 percentage points each students group each year to meet the target of 40% met or exceeded standards in CAST	Exceeded: All Students: decrease of 1.38 percentage points English Learners: no change Low-SES: increase of 0.54 percentage points Foster: N/A Homeless: no change SWD: decrease of 1.52 percentage points Met: All Students: decrease of 2.27 percentage points English Learners: decrease of 0.29 percentage points Low-SES: decrease of 3.16 percentage points Foster: N/A Homeless: increase of 2.82 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless:61.29% SWD: 48.48% Far Below: All Students:14.55% English Learners:40.20% Low-SES: 17.29% Foster: Too Few to report Homeless:29.03% SWD: 42.42% Data Source: Data Quest	All Students: 51.24% English Learners: 58.41% Low-SES: 56.86% Foster: Too Few to report Homeless: 57.14% SWD: 40% LTEL: NA Hispanic: 56.62 Far Below: All Students:19.55% English Learners: 38.94% Low-SES: 22.07% Foster: Too Few to report Homeless: 30.36% SWD: 52.31% LTEL: NA Hispanic: 26.1%			SWD: increase of 0.11 percentage points Nearly Met: All Students: decrease of 1.34 percentage points English Learners: increase of 1.55 percentage points Low-SES: decrease of 2.16 percentage points Foster: N/A Homeless: decrease of 4.15 percentage points SWD: decrease of 8.48 percentage points Far Below: All Students: increase of 5 percentage points English Learners: decrease of 1.26 percentage points Low-SES: increase of 4.78 percentage points Foster: N/A Homeless: increase of 1.33 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						SWD: increase of 9.71 percentage points
4.6	3rd Grade Literacy	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% Early On Grade Level: All Students: 30% English Learners:12% Low-SES: 34% Foster: Homeless: SWD: 17% One Grade Level Below: All Students: 32% English Learners: 26% Low-SES: 25% Foster: Homeless: SWD: 15% Two or Three Grade Levels Below: All Students: 23% English Learners: 56% Low-SES: 30%	iReady ELA Spring 2024 Results Grade 3 Mid or Above Grade Level: All Students: 25% English Learners: 3% Low-SES: 20% Foster: Sample Size too small Homeless: 30% SWD: 4% Early On Grade Level: All Students: 28% English Learners:20% Low-SES: 26% Foster: Sample Size too small Homeless: 15% SWD: 20% One Grade Level Below: All Students: 21% English Learners: 27% Low-SES: 23% Foster: Sample Size too small		Increase by 3 percentage points each year students attaining The Early On Grade Level and Mid or Above Grade Level categories for all student groups	Mid or Above Grade Level: All Students: decrease of 1 percentage points English Learners: decrease of 3 percentage points Low-SES: increase of 8 percentage points Foster: N/A Homeless: N/A SWD: decrease of 6 percentage points Early Grade Level: All Students: decrease of 2 percentage points English Learners: increase of 8 percentage points Low-SES: decrease of 8 percentage points Foster: N/A Homeless: N/A SWD: increase of 3 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster: Homeless: SWD: 58%	Homeless: 20% SWD: 5% Two or Three Grade Levels Below: All Students: 27% English Learners: 51% Low-SES: 31% Foster: Sample Size too small Homeless: 35% SWD: 72%			One Grade Level Below: All Students: decrease of 11 percentage points English Learners: increase of 1 percentage points Low-SES: decrease of 2 percentage points Foster: N/A Homeless: N/A SWD: decrease of 10 percentage points Two or Three Grade Levels Below: All Students: decrease of 4 percentage points English Learners: decrease of 5 percentage points Low-SES: increase of 1 percentage points Foster: N/A Homeless: N/A SWD: increase of 14 percentage points

Goal Analysis [2024-25]

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

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

Action 4.1 Reading Intervention teachers were implemented in alignment with the plan at elementary sites.
Action 4.2 includes the extension of library techs afterschool and was implemented successfully this year at all sites as well as communicated to families.
Action 4.3 was implemented to fidelity with the successful rollout of the Iready Toolbox at all elementary sites. The Illuminate assessment platform was implemented according to the plan but has limited usage.
Action 4.4 was minimally implemented due to competing efforts for release time with initiatives related to Iready as well as curriculum adoptions.
Action 4.5 Library techs were fully implemented at all sites and successfully implemented a variety of reading incentives, book fairs, and afterschool enrichment activities through school libraries this year.
Action 4.6 Instructional coaches fully implemented all year with several coaching cycles, monthly professional development, support of new teachers, and support with data reviews.
Action 4.7 professional development to support the needs of unduplicated students was administered through a variety of mechanisms this year, however, several presenters of professional development were internal staff and, therefore, is not reflected in actual expenditures.
Action 4.8 Math intervention teachers were implemented partially due to the early recognition in the Fall/Winter that math intervention teachers were recommended for reduction due to budgetary concerns. When this happened, vacated positions were not filled and one math intervention teacher at Pat Butler was placed in a vacant 2nd grade classroom.
Action 4.9 Educational technology was partially implemented. The intent of these funds is to expand technology at the secondary level in the 25-26 school year to provide integrated support such as closed captioning for multilingual students, etc. Due to timeline and pilot efforts with technology, this was not fully implemented this year.

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

Action 4.4 shows that $60,000 was budgeted for MTSS collaboration and only $9,727 was expended this year. There was a large focus on Iready instructional support this year in the elementary and multiple core curriculum adoptions at the secondary which pulled some of the staff focus from the intentions of these funds. Anticipated increase to the use of these funds in 25-26.
Action 4.8 Math intervention teachers shows a significant difference between the planned expenditures of $840,000 and the actual expenditures of $523,504. The reason for this discrepancy is that it became evident during the year that staff would need to reduce positions for budgetary reasons. Through the LCAP process, math intervention teachers were identified as one that would be reduced. Therefore, when a position became vacant, it was not replaced. Additionally, another math intervention teacher was asked to take over a 2nd grade classroom in the Fall due to vacancy. That position was not backfilled for the reasons stated above.
Action 4.9 Budgeted expenditures for education technology were $369,065 and actual expenditures were $54,224. This continues to be a priority for secondary schools to provide improved access to technology which supports multilingual learners and differentiated instruction. Anticipated to use these funds in 25-26 school year.

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

Action 4.1 Local Assessments for ELA K-6 The iReady ELA Spring assessments for Grades K-5 in 2024 and K-6 in 2025 show that the percentage of all students performing at mid or above grade level remains relatively steady around 27–28%, with English Learners consistently low at 6%, while Low-SES students improved from 12% to 21%. Early on grade level percentages are similar, around 21–22% for all students, with slight increases for English Learners and Homeless students in 2025. Students one grade level below remain about 30–31% overall, with English Learners and Low-SES groups consistently higher in this category. Those two or three grade levels below decreased slightly from 24% to 22% overall, though English Learners and SWD (Students with Disabilities) remain disproportionately represented at 43–45% and 47–52% respectively

Action 4.2 Local Assessments for Math K-6 The iReady Math Spring assessments for Grades K-5 in 2024 and K-6 in 2025 reveal a modest improvement in students performing at mid or above grade level, increasing from 15% to 20% overall, with English Learners rising from 4% to 7% and Low-SES students from 7% to 15%. Early on grade level percentages also increased slightly from 18% to 21% for all students, with notable gains among Homeless students jumping from unreported to 51%. The largest group remains one grade level below, though it decreased slightly from 47% to 43% overall, with English Learners and Low-SES staying high in this category. Those two or three grade levels below dropped from 19% to 15% overall, but Students with Disabilities continue to be disproportionately represented at about 39–41%.

Action 4.3 Statewide assessment data ELA 3rd - 6th grade The CAASPP ELA performance data for grades 3-6 shows slight improvements from Spring 2023 to Spring 2024. The percentage of all students who exceeded standards increased from 16.93% to 17.47%, and those who met standards rose from 22.43% to 24.43%, while those nearly meeting standards decreased slightly from 24.06% to 21.7%. However, the proportion of students far below standards remained high, with 36.58% in 2023 and 35.61% in 2024. English Learners consistently showed low rates of exceeding standards (0.51% to 0.8%) and very high far below percentages (over 70%). Low-SES students had modest gains in exceeding (10.27% to 11.67%) and meeting (20.45% to 22.24%) but still had over 40% far below. Students with disabilities (SWD) remained among the lowest performers with far below rates above 76%, though small improvements appeared in exceeding and meeting categories. Homeless students showed some improvement in exceeding (5.4% to 7.65%) and decreased far below from 60.36% to 58.60%. Foster student data is only available for 2023, showing high far below rates at 63.64%. Additional 2024 data for Long-Term English Learners (LTEL) and Hispanic students reveal LTEL far below at 78.95% and Hispanic students with 11.1% exceeding and 44.9% far below. Overall, while some groups show slight progress, significant achievement gaps remain across subgroups.

Action 4.4 Statewide assessment data Math 3rd - 6th grade The CAASPP Math data for grades 3-6 indicates slight changes from Spring 2023 to Spring 2024. The percentage of all students exceeding standards rose from 13.37% to 14.32%, while those meeting standards decreased slightly from 19.88% to 18.77%. Nearly met rates remained similar (29.76% to 29.18%), and far below stayed high, increasing slightly from 36.99% to 37.73%. English Learners showed improvement in exceeding standards (0.25% to 1.43%) and met (4.72% to 5.97%), though far below remained very high (69.48% to 66.11%). Low-SES students had small gains in exceeding (7.56% to 8.97%) but a slight increase in far below (42.68% to 44.76%). Students with disabilities (SWD) had minimal improvement in exceeding (2.25% to 3.65%) but continued to show very high far below rates near 75%. Homeless students showed a modest rise in exceeding (3.45% to 4.47%) and a decrease in far below from 57.76% to 52.51%. Foster student data was only available in 2023, showing low exceeding (0%) and high far below (54.55%). New 2024 data for Long-Term English Learners (LTEL) and Hispanic students showed LTEL with very high far below

(81.58%) and Hispanic students with moderate exceeding (8.02%) but nearly half far below (47.09%). Overall, math achievement remains a challenge, with persistent gaps across subgroups despite some incremental improvements.

Action 4.5 "Statewide Assessment Data CAST
Grade 5" The CAST science test results for Grade 5 show that 9.89% to 11.27% of all students exceeded standards, with English Learners consistently at 0%, while Low-SES students ranged from 4.14% to 4.68%. Students meeting standards ranged from 19.33% to 21.6% overall, with English Learners between 2.65% and 2.94%, and Low-SES students from 16.39% to 19.55%. The majority of students nearly met standards, with all students between 51.24% and 52.58%, English Learners around 56-58%, and Low-SES students approximately 56-59%. Students far below standards ranged from 14.55% to 19.55% overall, with English Learners between 38.94% and 40.20%, and Low-SES students from 17.29% to 22.07%. Other groups such as students with disabilities (SWD), homeless, and Hispanic students showed significant variation, with SWD far below standards as high as 52.31% and homeless students far below around 29-30%.

Action 4.6 Local Assessments for ELA Grade 3 The Grade 3 iReady ELA Spring 2024 results show that approximately 25–26% of all students are performing at mid or above grade level, with English Learners and students with disabilities (SWD) scoring notably lower, often below 10%. Early on grade level performance ranges from 28–30% for all students, but English Learners and Low-SES students show mixed results, with some groups reaching up to 34%. About 21–32% of students are one grade level below, with higher percentages among English Learners and Low-SES groups. Two or three grade levels below include 23–27% of all students, with English Learners and SWD disproportionately represented, sometimes exceeding 50% or even 70%, especially among SWD and homeless students

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

Action 4.1 was adjusted to reduce second grade paraeducators at Glen Speck and Winifred Pifer as well as six intervention paraeducators (one at each elementary site) due to budgetary decisions as well as the emphasis on Tier 2 interventions in the general education classroom setting. With the recent adoption/incorporation of UFLI, staff are utilizing programs like this in their general education classroom with some push-in support from other funding sources (determined by site).
Action 4.2 Included extension of library techs as well as kindercamp at all sites. Given the adoption of Transitional kindergarten at all schools, we no longer require the kindercamp intervention as the purpose is now served in TK.
Action 4.3 was adjusted to include funding for a data analysis platform to more readily support site and district leaders with data reports as well as review of several metrics in one location to more appropriately review and support the whole-child.
Action 4.4 was eliminated as it is supported through the partnership described in Action 4.7 to focus on collaboration and professional learning communities districtwide.
Action 4.5 was adjusted to include funding for school library enhancements districtwide.
Action 4.7 was adjusted to include funding toward a robust training for professional learning communities districtwide using LREBG funds.
Action 4.8 Math intervention teachers were discontinued in the 25-26 school year due to budgetary decisions and a focus on Tier 2 interventions in the general education classroom. Additionally, there were scheduling challenges due to several competing interventions and enrichment opportunities, including math, ELA, ELD, band, arts, and newcomer support. Reducing math intervention teachers provided greater flexibility toward our goal of supporting students more fully in the general education setting.
Action 4.10: was adjusted to account for not being able to fill the position.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Reading Intervention teachers and reading and math paraeducators TK-6th grade	7.50 Reading Intervention Teachers serving K-6th grade (.5 FTE for KK, 1 each for PB, VP, 1.25 for W. Pifer, 1.75 for GS, and 2.0 for GB) Paraeducators TK, K, at all school sites Additional 1st grade paraeducators in every class at W.Pifer, and G.Speck Additional 2nd grade paraeducator per site at W.Pifer and G.Speck To address the red indicator for LEA in ELA for English Learners, foster youth and homeless identified students, PRJUSD will provide focused reading intervention teachers. Reading intervention teachers will participate in MTSS review process around data to ensure these subgroups are highlighted and students in these subgroups are individually reviewed and supported.	$2,365,905.00	Yes
4.2	Extended learning opportunities outside school day	Extended learning opportunities including, but not limited to afterschool and summer extension of library hours at each site and elementary tutoring	$148,906.32	Yes
4.3	Additional Academic Support - Strategic Support curriculum	Strategic Support Curriculum and Assessment for math and reading District Assessment Support position to assist with disaggregation of data and intervention support for English Learners, low-income and foster youth.	$654,061.53	Yes

Action #	Title	Description	Total Funds	Contributing
4.5	Early literacy support and library techs	Research tells us that many of our underserved students lack literacy resources in the home. These staff members will support increasing access to literacy resources beyond the regular school day. Early Literacy and School Readiness Coordinator to support with the design and planning of early literacy programs in partnership with school sites and parents.	$675,410.12	Yes
4.6	Instructional Coaches to support best instructional practices for English Learners, low-income and foster youth	Three instructional coaches will focus on best instructional practices for student learning with a focus on English Learners, low SES, and foster youth. Additionally, a full-time TIP mentor for new teachers will support new hires with best instructional practices and differentiation strategies to meet the needs of all students through best instructional teaching practices.	$545,680.69	Yes
4.7	Professional Development to address the best practices in meeting needs of unduplicated students in the classroom	Professional Development to address the best practices in meeting needs of unduplicated students in the classroom specific to the range of students in grades TK-6 as it aligns to early literacy and mathematics. 50% of Director of Curriculum and Instruction position is funded through this action as the role supports site leaders and teachers with the training and implementation of differentiated instruction to improve outcomes for our English Learners, low-income and foster youth. Professional Development as it relates to most effective practices for best instruction of unduplicated students and professional learning communities. Additional professional development in the LETRS foundations of literacy program for all teachers new to the district as well as compensation for the completion of this program. LREBG Action: Partnership with West Ed to provide tailored professional development at every school site with teacher leaders and administration to support the effective implementation of professional learning communities (PLCS) across the district.	$1,049,091.62	Yes

Action #	Title	Description	Total Funds	Contributing
		RESEARCH: Collective Teacher Efficacy has the highest effect size on student achievement according to the research of John Hattie. https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/ Additionally, staff input has indicated a need for additional support in the area of training for professional learning communities. Metric: 2.5, 2.6, 4.3, and 4.4 Funding: $700,000 will be spent in 2025-2026 from LREBG funds to support the implementation of West Ed across the district.		
4.9	Education Technology to Support Instruction for English Learners, Low-income and foster youth	Education Technology to Support Instruction for English Learner, low-income and foster youth to enhance instruction, access, and embedded supports for unique learning needs. This is an LEA-wide goal that is written broadly to address the unique needs of our English Learner, low-income and foster youth students in and outside of the classroom but on our school campuses. Through both communication and engaging instruction, students feel welcomed in their school environment, therefore, this action is important to the broad spectrum of resources in designing a supportive school environment for our students.	$350,000.00	Yes
4.10	Pat Butler classified intervention staff	To address the red indicators on the dashboard for English Learner and Students with Disabilities in the area of English Language Arts, classified staff to identify, screen, determine the appropriate intervention for, provide pull-out targeted intervention support to, and track the process for and progress of students identified as intervention candidates.	$40,000.00	No
4.11	MTSS Data Retreats - Virginia Peterson	MTSS Data Retreats- Release days for teachers including intervention teachers and Special Education teachers for grade level assessment data analysis and planning Federal funds to release teachers for data review and progress monitoring in ELA with specific progress monitoring in English Language Arts with a focus on students with disabilities.	$14,041.50	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This 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 and targeted focus areas based upon the performance of those subgroups on the CA School Dashboard. At Liberty Continuation High School, these funds were originally allocated (based upon the 2023 Dashboard) to address the red subgroups in the College and Career Indicator for English Learner, Hispanic, and Socioeconomically disadvantaged students as well as graduation rate for English Learners.
In the most recent 2024 dashboard, however, no subgroups are in the red indicator for graduation rate. Both Hispanic and low socioeconomic are in the red for the College and Career Indicator. Therefore, the actions listed below were designed in collaboration with educational partners to address these target areas with the most impactful strategies and supports based upon the input of several educational partners and data review of effective interventions and supports. Metric 5.2 is the College and Career Indicator metric, however, we have included metrics 5.3 and 5.4 as both are components of meeting CCI.

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%	2024 Data - Liberty HS All Students: 79.6%		Increase the graduation rate by 2.5% each year in each subgroup.	All Students: increased 5.5 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low-SES: 73.1% Foster: No Data Reported Homeless: 66.7% SWD: 62.5% Hispanic: 74.5% White: 76.9% ** Required Action Data Point Source: CA Dashboard - Graduation Rate	**English Learners: 66.7% Low-SES: 78.8% Foster: No Data Reported Homeless: 77.4% SWD: 73.1% Hispanic: 77.4% White: 85.3% ** Required Action Data Point Source: CA Dashboard - Graduation Rate		2026 Data - Liberty HS All Students: 81.6%% **English Learners: 72% Low-SES: 80.6%% Foster: No Data Reported Homeless: 74.2% SWD: 70% Hispanic: 82% White: 84.4%	**English Learners: Increased 2.2 percentage points Low-SES: Increased 5.7 percentage points Foster: No Data Reported Homeless: Increased 10.8 percentage points SWD: Increased 10.6 percentage points Hispanic: Increased 2.8 percentage points White: Increased 8.4 percentage points
5.2	College and Career Indicator	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% ** Required Action Data Point	2024 Data - Liberty HS All Students: 2.3% **English Learners: 0% Low-SES: 2.5% Foster: No Data Reported Homeless: 3.7% **SWD: 0% Hispanic: 2.1% White: 3.0% ** Required Action Data Point		Increase the College and Career Indicator by 5% each year in each subgroup. 2026 CCI Data - Liberty HS All Students: 20.32% **English Learners: 18.3% Low-SES: 21% Foster: No Data Reported	All Students: decrease of 3.02 percentage points **English Learners: decrease of 3.3 percentage points Low-SES: decrease of 3.5 percentage points Foster: No Data Reported Homeless: no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: CA Dashboard - CCI	Source: CA Dashboard - CCI		Homeless: 18.7% **SWD: 21.7% Hispanic: 20.8% White: 19%	**SWD: decrease of 6.7 percentage points Hispanic: decrease of 3.7 percentage points White: decrease of 1 percentage points ** Required Action Data Point Source: CA Dashboard - CCI
5.3	CTE Pathway Completion Rate	"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) Source: CA Schools Dashboard Additional Reports - Met UC/CSU/CTE Pathway Completion Report"	2024 Data - Liberty HS All Students: 3.05% (4) English Learners: 0 Low-SES: 3.28 (4)% Foster: No Data Reported Homeless: 7.4% (2) SWD: 0 Hispanic: 3.13% (3) White: 3.03% (1) Source: CA Schools Dashboard Additional Reports - Met		Increase the CTE Pathway Competition Rate by 5% each year in each subgroup. 2026 Data - Liberty HS All Students: 17.2% (3) English Learners: 15% Low-SES: 16.7% (2) Foster: No Data Reported Homeless: 15% SWD: 15% Hispanic: 16.9% (2) White: 18.8% (1)	All Students: increase of 1 student English Learners: No change Low-SES: increase of 2 students Foster: No Data Reported Homeless: increase of 2 students SWD: No change Hispanic: Increase of 1 student White: no change Source: CA Schools Dashboard Additional Reports

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			UC/CSU/CTE Pathway Completion Report			- Met UC/CSU/CTE Pathway Completion Report
5.4	College Credit Course Completion	2023 Data - Liberty HS All Students: 2/135 (1.4%) English Learners: 0/30 (0%) Low-SES: 2/116 (1.7%) Foster: No Data Reported Homeless: 0/27 (0%) SWD: 0/15 (0%) Hispanic: 2/103 (1.9%) White: 0/25 (0%) Source: CA Dashboard Additional Reports - College/Career Levels and Measures Report	2024 Data - Liberty HS All Students: 1/131 (0.76%) English Learners: 0/23 (0%) Low-SES: 1/122 (0.81%) Foster: No Data Reported Homeless: 1/27 (3.7%) SWD: 0/21 (0%) Hispanic: 1/96 (1%) White: 1/33 (3%) Source: CA Dashboard Additional Reports - College/Career Levels and Measures Report		Increase the College Credit course Completion rate by 5% each year in each subgroup who have completed one semester of college credit courses 2026 Data - Liberty HS All Students: 16.4% English Learners: 15% Low-SES: 16.4% Foster: No Data Reported Homeless: 15% SWD: 15% Hispanic: 16.4% White: 15%	All Students: decrease of 1 student English Learners: no change Low-SES: decrease of 1 student Foster: No Data Reported Homeless: increase of 1 student SWD: no change Hispanic: decrease of 1 student White: increase of 1 student

Goal Analysis [2024-25]

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

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

Action 5.1 A Mental Health therapist was implemented successfully and available year round to support all students and especially the targeted groups from the dashboard. This mental health therapist has built strong relationships with students and become engrained in the successful Tier 2 and Tier 3 operations of Liberty High school.
Action 5.2 Parent Connectivity was fully implemented with the family advocate on campus. One measure of her success in connecting with parents is the successful completion of all parents on the Aeries parent data confirmation process.
Action 5.3 Academic Support was provided to the intent of the plan with a paraeducator providing push-in and pull-out support particularly in mathematics.
Action 5.4 Access to Career Technical Education was successfully implemented with the first healthcare pathway implemented at Liberty High School.

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

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

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

Actions 5.1 (mental health) and Action 5.2 (parent connectivity) directly correlate to the improved graduation rates references in metric 5.1 below and, given that our target subgroups moved out of the red indicator and into the yellow, this demonstrates evidence of being effective.
Metric 5.1 Graduation Rate - Effective
Liberty High School’s graduation rate improved from 74.1% in 2023 to 79.6% in 2024 for all students. English Learners increased from 64.5% to 66.7%, Low-SES students from 73.1% to 78.8%, Homeless students from 66.7% to 77.4%, Students with Disabilities (SWD) from 62.5% to 73.1%, Hispanic students from 74.5% to 77.4%, and White students from 76.9% to 85.3%. These improvements highlight positive trends across nearly all student groups. End of year data this year will be reflective of the impact of positions and programs offered using equity multiplier funds.

Actions 5.3 (academic support) and Action 5.4 (CTE teacher) provide direct correlation to metrics 5.2, 5.3 and 5.4 listed below. These actions prove to be somewhat effective from the data below, however, we anticipate larger growth in the upcoming dashboard as it will be more accurately reflect the impact of those actions listed below (due to the dashboard being posted the year after implementation).

Metric 5.2 College and Career Indicator Liberty High School's College and Career Indicator data from 2023 to 2024 shows a significant decrease across most student groups. Overall, the rate dropped from 5.32% to 2.3%. English Learners decreased from 3.3% to 0%, Low-SES students from 6% to 2.5%, and Students with Disabilities (SWD) from 6.7% to 0%, all marked as required action points. Homeless

students remained steady at 3.7%, while Hispanic students dropped from 5.8% to 2.1%, and White students decreased from 4% to 3%. These figures, sourced from the CA Dashboard - CCI, indicate notable improvements but also highlight areas still requiring attention.

Metric 5.3 CTE Pathway Completion Rate Liberty High School's CTE Completion rates showed a slight increase from 2023 to 2024 across most categories. Overall student completion rose from 2.2% (3 students) in 2023 to 2.29% in 2024. Low-SES student completion improved from 1.7% (2 students) to 2.46%, while Hispanic student completion grew from 1.9% (2 students) to 2.08%. There were no completions reported for English Learners or students with disabilities (SWD) in either year. Foster student data was not reported due to the limited size of this population, but homeless student completion increased from 0 in 2023 to 3.7% in 2024.

Metric 5.4 College Credit Course Completion (One Semester - Minimal Effectiveness
At Liberty High School, the completion rate for one-semester college credit courses declined from 1.4% (2 out of 135 students) in 2023 to 0.76% (1 out of 131 students) in 2024. All subgroups declined slightly as access to college courses on the alternative education campus is particularly difficult. Most students are pursuing credit recovery options and are off-track when they transfer to Liberty High School.

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

Action 5.1. No changes made between planned and actual resulting from reflections on prior practice.
Action 5.2 Upon reflection, we determined that we needed and hence added an additional campus assistant to support with home visits, attendance monitoring and parent communication.
Action 5.3 No changes made between planned and actual resulting from reflections on prior practice.
Action 5.4 Upon reflection, we determined that we needed and hence adjusted a CTE position, moving the position from 50% FTE to 80% FTE.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Mental Health support	Mental Health Therapist 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 improving the graduation rates and CCI rates among our English Learner, low socioeconomic and Hispanic student populations.	$57,855.41	No

Action #	Title	Description	Total Funds	Contributing
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). Bilingual paraeducator will support all students and specifically focus on the targeted subgroups highlighted in the CA Dashboard related to College and Career Indicator. Campus Assistant to help support with student attendance through home visits, attendance monitoring, parent communication, mentoring, and transportation.	$56,515.50	No
5.3	Academic support	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. 2024 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. 2024 Data: All Students: 89.1% **English Learners: 76.1% Low-SES: 86.4%	$37,843.62	No

Action #	Title	Description	Total Funds	Contributing
		Foster: N/A **Homeless: 79.3% **SWD: 75.8% Hispanic: 87.4% White: 91% 2024 Data - Liberty HS All Students: 79.6% **English Learners: 66.7% Low-SES: 78.8% Foster: No Data Reported Homeless: 77.4% SWD: 73.1% Hispanic: 77.4% White: 85.3%		
5.4	Career Technical Education	50% CTE teacher to create a Health Care CTE pathway to improve CCI for all students and subgroups identified in ATSI. College and Career Technician to support with student goals, career and college trips, and FAFSA completion on campus. College and Career Indicator: 2024 Data All Students: 39.9% **English Learners: 4.9% Low-SES: 31.8% Foster: Not Reported **Homeless: 11.8% **SWD: 8.3% Hispanic: 32.6% White: 50.2% 2024 Data - Liberty HS	$112,785.47	No

Action #	Title	Description	Total Funds	Contributing
		All Students: 2.3% **English Learners: 0% Low-SES: 2.5% Foster: No Data Reported Homeless: 3.7% **SWD: 0% Hispanic: 2.1% White: 3.0%		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Independence High School became eligible for Equity Multiplier funds for the first time this year in the areas of graduation rate as well as the college and career indicator. Aligned with the guidance for the use of these funds is the development of a focused goal in the LEA LCAP plan. Because of the size of the school and subsequent subgroups, the eligibility in these areas is listed on the schoolwide basis and represented as such below. The targeted actions listed below were developed in combination with educational partner input and data review. From that process, these were determined to the best actions to improve outcomes for students in the above referenced areas.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Graduation Rate	2023 Data - Independence HS All Students: 90% **English Learners: No Data Low-SES: 90.5% Foster: No Data Homeless: No Data SWD: No Data Hispanic: 92.9%	2024 Data - Independence HS All Students: 87.9% **English Learners: No Data Low-SES: 87.0% Foster: No Data Homeless: No Data		Increase the graduation rate by 2.5% each year in each subgroup.	All Students: decrease of 2.1% English Learners: No Data Low-SES: decrease of 3.5% Foster: No Data Homeless: No Data SWD: No Data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White: 86.7% ** Required Action Data Point Source: CA Dashboard - Graduation Rate	SWD: No data Hispanic: 87.5% White: 86.7% ** Required Action Data Point Source: CA Dashboard - Graduation Rate			Hispanic: decrease 5.4% White: No change
6.2	College and Career Indicator	2023 Data - Independence HS All Students: 3.3% **English Learners: No Data Reported Low-SES: 4.8% Foster: No Data Reported Homeless: No Data Reported **SWD: No Data Reported Hispanic: 7.1% White: 0% ** Required Action Data Point Source: CA Dashboard - CCI	2024 Data - Independence HS All Students: 9.1% **English Learners: No Data Reported Low-SES: 8.7% Foster: No Data Reported Homeless: No Data Reported **SWD: No Data Reported Hispanic: 12.5% White: 6.7% ** Required Action Data Point Source: CA Dashboard - CCI		Increase the College and Career Indicator by 5% each year in each subgroup.	All Students: increase of 5.8% English Learners: No Data Low-SES: increase of 3.9% Foster: No Data Homeless: No Data SWD: No Data Hispanic: increase 5.4% White: increase of 6.7%
6.3	CTE Pathway Completion Rate	2023 Data - Independence HS All Students: 3.33% English Learners: No Data Reported Low-SES: 0%	2024 Data - Independence HS All Students: 9.09% English Learners: No Data Reported		Increase the College Credit course Completion rate by 5% each year in each subgroup	All Students: increase of 3.06% English Learners: No Data Low-SES: increase of 8.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster: No Data Reported Homeless: No Data Reported SWD: No Data Reported Hispanic: 0% White: 6.67% Source: CA Schools Dashboard Additional Reports - Met UC/CSU/CTE Pathway Completion Report	Low-SES: 8.7% Foster: No Data Reported Homeless: No Data Reported SWD: No Data Reported Hispanic: 6.25% White: 13.3% Source: CA Schools Dashboard Additional Reports - Met UC/CSU/CTE Pathway Completion Report			Foster: No Data Homeless: No Data SWD: No Data Hispanic: increase of 6.25% White: increase of 6.63%
6.4	College Credit Course Completion (One Semester)	2023 Data - Independence HS All Students: 0% English Learners: No Data Reported Low-SES: 0% Foster: No Data Reported Homeless: No Data Reported SWD:No Data Reported Hispanic: 0% White: 0% Source: CA Dashboard Additional Reports - College/Career Levels and Measures Report	2024 Data - Independence HS All Students: 3.03% English Learners: No Data Reported Low-SES: 4.35% Foster: No Data Reported Homeless: No Data Reported SWD:No Data Reported Hispanic: 0% White: 6.7% Source: CA Dashboard		Increase the College Credit course Completion rate by 5% each year in each subgroup	All Students: increase of 3.03% English Learners: No Data Low-SES: increase of 4.35% Foster: No Data Homeless: No Data SWD: No Data Hispanic: No Change White: increase of 6.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Additional Reports - College/Career Levels and Measures Report			

Goal Analysis [2024-25]

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.

New goal

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.

New goal

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

New goal

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

New goal

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Mental Health support	In response to the discrepancy in graduation rate and College and Career Indicator, a mental health therapist is available to support students at	$6,387.00	No

Action #	Title	Description	Total Funds	Contributing
		Independence High School. 10% of a full-time FTE to support Independence High School students.		
6.2	Positive School Culture and Climate	In an effort to increase connectedness to school and a sense of relevance and connectedness on campus, IHS will have a 6 hour campus assistant to provide ongoing support and presence to students for on-campus instruction. The campus assistant is a continual and welcoming presence to students upon arriving at school.	$15,786.00	No
6.3	Bilingual Support for Students and Families	Bilingual Family Advocate will provide frequent check-ins, one-on-one student support, communicates with parents, and connect students/parents with resources to improve attendance rates and graduation rates negatively impacting our target metrics of graduation percentage and CCI scores. (Specifically, the bilingual family advocate will address transportation issues, bus passes, clothing vouchers, medical referrals, and connect with SARB resources. Bilingual paraeducator will support all students including English Learners with academic support for IHS classes online and in-person.	$55,908.00	No
6.4	Access to Career Technical Education	Part-time CTE teacher to create and expand access to a Health Care CTE pathway to improve CCI for all students at Independence High School. College and Career Technician to support with FAFSA, college and career trips and goal setting.	$96,526.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$15,835,198	$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
23.333%	5.483%	$3,688,692.73	28.816%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Social Emotional Support **Need:** The metric section for Goal 1, Action 1 demonstrates that our students feel connected in the elementary grades and the feeling of connectedness to school decreases as students progress through junior high and then high school.	Across the district, we have noticed through data analysis that our low income, foster youth, English Learners, and Long-term 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	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8 Attendance rate; Chronic Absenteeism rate; parent engagement through volunteerism, meeting attendance, conference attendance, Parent University attendance, and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	A needs assessments revealed that parents and staff feel that motivation is a factor in student connectedness and performance in school. As part of the needs assessment, PRJUSD examined the root causes of the connectedness issue particularly as students progress through the secondary grades. Access to counseling is a continued area for further support from both a social-emotional and academic lens. Data post-covid indicates continued discrepancy in the chronic absenteeism indicator for foster youth as compared to other subgroups. Counselors and site teams will monitor the attendance and connect with foster-identified students to understand needs and reduce barriers to school. District Attendance and chronic absenteeism rates are reference in Metric 1.1 above with disaggregated data. See also: Engaging Educational Partners, Reflections, and Metrics sections. **Scope:** LEA-wide	elementary counselors, 1.5 mental health specialists, and two wellness room 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. 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 staff and support programs will decrease incidence of behavior and improve attendance rates.	event attendance, especially among English Learners (ELs), Students with Disabilities (SWD), students who are Socioeconomically Disadvantaged (SED), and foster and unhoused youth; Social Emotional Learning (SEL) screener results; Healthy Kids Survey results; local survey results; and suspension rates and expulsion rates
1.2	**Action:**	Based on the identified needs of our English Learner, low-income and foster youth students, targeted training efforts related to the needs of our	1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Staff training and coaching to meet the needs of English Learners, Long-term English Learners, low income and foster youth **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. Data above in metric 1.2, 1.2 and 1.6 provides disaggregation of student groups for attendance, chronic absenteeism and student survey data in identifying this need. See also: Engaging Educational Partners, Reflections, and Metrics sections. **Scope:** LEA-wide	unduplicated students, and driven by data, will be coordinated for certificated staff. This action aims to increase capacity of staff to best meet the unique needs of English 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.	Attendance rate; Chronic Absenteeism rate; Social Emotional Learning (SEL) screener results; Healthy Kids Survey results; local survey results; suspension rates; expulsion rates and student achievement data Additionally we will use feedback from staff surveys and advisory committee surveys to determine if this increased training of staff has led to increased meeting to the unique needs of English Learner, low-income and foster youth
1.3	**Action:** Parent connectedness to school **Need:** Over 60% of the PRJUSD enrollment is Latino with over 20% English Learners. We acknowledge the importance of student and	Based upon parent engagement surveys and input from parent advisory committees, PRJUSD will make increased efforts to provide parent education and outreach to families which improves connectedness to school and the partnership with a child's education. Parent involvement and	1.3, 1.5 Parent engagement through volunteerism, meeting attendance, conference attendance, Parent University

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
	parent connectedness to school and the positive correlation of these factors to student success. Several of the feedback groups referenced in the educational partners section of the plan summary reference the importance of bilingual staff to support students and families. 2023-24 CHKS (414 respondents) 89% of parents reported their child feels connected to school 91% of parents reported their child has at least one caring adult they can go to at school. See also: Engaging Educational Partners, Reflections, and Metrics sections. **Scope:** LEA-wide	connectedness can have a significant impact on a child's motivation and success in school. 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.	attendance, and event attendance, especially among English Learners (ELs), Students with Disabilities (SWD), students who are Socioeconomically Disadvantaged (SED), and foster and unhoused youth Healthy Kids Survey results
1.4	**Action:** Basic needs for students experiencing homelessness, English Learners, low-income and foster youth **Need:** Students at PRHS advocated for a shift from two lunch periods to one and surveyed their own student body. The request indicates a need to increase connectedness to school through improved access to clubs and collaboration with peers. In the two lunch model, not all clubs are offered in both lunch periods.	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	1.1, 1.2, 2.5, 2.6, 2.7, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 Through the Parent Advisory Committee, DELAC and Community Schools Steering Committee work, we have identified transportation and basic needs as a barrier to school attendance. Therefore, we acknowledge that this is an area for improved service to our English

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
	GBDI which is expanding to a TK-8 program and has nearly 75% of students unduplicated and eating on campus. Increased access to meals is essential to the basic needs, wellness, and attendance. Glen Speck which is a Community School with over 80% of students identified as English Learner, low-income or foster. Meals on campus are an essential need for our student population at all three schools. 2024 District Attendance rate K-12: 92.2% English Learners: 92% Low Socioeconomic: 91.5% Foster youth: 91.8% We have shown improvement in attendance rate as seen in Metric 1.1 above, however, this is a continued area of focus. Achievement data for homeless and unduplicated demonstrates a disparity compared to other subgroups. See metrics 2.5, 2.6, 4.3, and 4.4 Chronic Absenteeism Rate (K-8) 2023-24 Data All students: 20.1% English Learners: 23.3% Low Socioeconomic: 23.5% Foster youth: 31.6% We have shown improvement in chronic absenteeism rate as seen in Metric 1.2 above, however, this is a continued area of focus. Surveys and Community School Steering committee input indicates that basic needs,	transportation, basic school supplies, and digital access. This action directly impacts student achievement outcomes because we acknowledge that students need to be at school, with school supplies and basic needs met in order to be ready to learn.	Learner, low-income and foster families.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	particularly transportation, impact their child's attendance. See also: Engaging Educational Partners, Reflections, and Metrics sections. **Scope:** LEA-wide		
1.5	**Action:** Connectivity to school including Enrichment and afterschool sports **Need:** Survey data indicates that student connectedness to school is an ongoing area of focus. 2023-24 CHKS (414 respondents) 89% of parents reported their child feels connected to school 91% 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. The community feedback toward the LCAP development indicates interest in increased efforts particularly at the elementary and middle school levels. See also: Engaging Educational Partners, Reflections, and Metrics sections.	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, may 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. 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	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.

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
	Scope: Schoolwide	improved outcomes for students overall through the mentorship and lessons that happen in these programs.	
1.6	**Action:** Student mentorship and support for English Learners, Long-term English Learners, low-income and foster youth **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. 2023-24 District Attendance rate K-12: 92.2% English Learners: 92% Low Socioeconomic: 91.5% Foster youth: 91.8% Chronic Absenteeism Rate (K-8) 2023-24 Data All students: 20.1% English Learners: 23.3% Low Socioeconomic: 23.5% Foster youth: 31.6% Staff and student input surveys indicate a need for increased student connectedness to school. Caring adult relationships and mentor	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. 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.	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.

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
	programs have a direct impact on connectedness. See also: Engaging Educational Partners, Reflections, and Metrics sections. **Scope:** Schoolwide		
1.7	**Action:** Community School Support **Need:** PIQE Participation GBDI 60 of 261 EL parent participation 22.95% completing and graduating from the program 14.15% with perfect attendance LFJH 53 of 186 parent participation EL parent participation all 28.44% completing and graduating from the program 5.91% with perfect attendance Community school participation 217 of 349 (57%) enrolled parent responses to the input surveys. Site estimates this to be 62% participation considering families with multiple students. Participation of Low-income, English learner, and foster youth families at Glen Speck is an area for growth particularly given the requirements for engagement at a community school. As the highest-poverty school in the district and a Community Schools grant recipient, Glen Speck faces unique challenges	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 addition al 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-	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 CCSPP implementation grant.

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
	in engaging families who work nontraditional hours, speak languages other than English, or lack reliable transportation. Additionally, while the participation rate is essential to an effective community school, the on-campus locations to bring students and families together is limited. See also: Engaging Educational Partners, Reflections, and Metrics sections. **Scope:** Schoolwide	TAC) and the San Luis Obispo County Office of Education. The anticipated outcome is increased attendance, decreased chronic absenteeism and suspension and an increase in parent participation within the needs assessment process to 85%. This action utilizes supplemental and concentration funds to construct an Outdoor Family Engagement Pavilion—a sheltered, multipurpose area designed to host family engagement nights, outdoor instructional space, multilingual family workshops, cultural celebrations, weekend resource fairs, and other community-building events aligned with CCSPP goals. While provided schoolwide, this action is principally directed to serve unduplicated pupils by removing access barriers and supporting stronger family-school partnerships for those furthest from opportunity. This aligns with the site's Community School goals which include at least 85% parent/family participation.	
1.8	**Action:** School facilities with extended day and enrichment opportunities **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,	Research shows that schools which are well-maintained elicit higher student achievement results. Additionally, PRJUSD has expanded our after school and enrichment offerings across the district to support access and opportunity for our English Learner, low-income and foster youth. 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	1.10 Additionally we will used feedback from staff, student and parent surveys to determine if the facilities and grounds are clean, safe, and functional

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
	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. Additionally, participation in afterschool enrichment programs and academic tutoring support has increased with 57% of parents indicating that they believe enrichment and extracurricular opportunities foster and support student connection to school and 45% indicated afterschool programs foster and support student connection to school. See also: Engaging Educational Partners, Reflections, and Metrics sections. **Scope:** LEA-wide	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. 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. 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.	
1.9	**Action:** Behavior Support And Safe, Inclusive learning environment **Need:**	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	1.7, 1.2 Additionally we will use feedback from staff, student and parent surveys to determine if the

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Higher suspension rates and chronic absenteeism rates at our schools with higher enrollment of low SES and Students with disabilities. Many of our students are dual-identified students. Suspension Rate (2025-04-30), Total: 2.8%, EL: 4.1%, Low Socio: 3.33%, Foster: 2.9%, African American: 17.9% Chronic Absenteeism Rate (K-8) 2023-24 Data All students: 20.1% English Learners: 23.3% Low Socioeconomic: 23.5% Foster youth: 31.6% Pupil Expulsion Rate: All Students: 0.07% English Learners: 0.15% Low Socioeconomic: 0.09% Foster youth: 0% Of those Expelled: EL's:40% (60% RFEP) Low SES: 80% Foster: 0% Student connectedness data directly correlates with decreased behavior at school. Staff survey data indicates that staff feel 56% of students are connected to school in some form. Some of the feedback indicates	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	behavior support is effective

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
	challenges for English Learners to connect to school due to language barriers. Additionally, 71% of staff who responded to the survey indicated that they are concerned about their students' social-emotional health. Increased staff support will enhance opportunities for connectedness and feeling of safety on campus. The implementation of the Phone-Free Act is an identified need which greatly impacts our school sites. Student, staff and parent surveys demonstrate the impact of phones on the learning in the classroom. LREBG funds will be used to implement the integrated supports of Yondr bags at the junior high level for all students. This is the grade range where we see the greatest need related to connectedness and suspensions. See also: Engaging Educational Partners, Reflections, and Metrics sections. **Scope:** LEA-wide		
1.10	**Action:** Positive School Culture and Climate **Need:** 2024-25 Feelings About School K-2 All Students 92.6% EL 93.5%	Based on the results of student survey, CA Healthy Kids survey, suspension and expulsion, it was determined that additional support was need for our low income students, many of whom are English learner. Establishing a positive school culture and climate lays the foundation for a healthy and welcoming learning environment. This is an LEA-wide action to implement and support schoolwide PBIS, attendance efforts, and	1.4, 1.5 Additionally we will use feedback from staff, student and parent surveys to determine if the a positive school culture and climate has been established.

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
	SES 92.7% Homeless: 93.1% Foster 94.4% 3-5 All Students 80.4% EL 82.4% SES 80.5% Homeless: 80.6% Foster 87.5% 6-12 All Students 69.3% EL 69.4% SES 69.2% Homeless 70.4% Foster 85.9% Suspension Rate Total: 2.8%, EL: 4.1%, Low Socio: 3.33%, Foster: 2.9%, African American: 17.9% Pupil Expulsion Rate: All Students: 0.07% English Learners: 0.15% Low Socioeconomic: 0.09% Foster youth: 0% Of those Expelled: EL's:40% (60% RFEP) Low SES: 80% Foster: 0%	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.	

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
	See also: Engaging Educational Partners, Reflections, and Metrics sections. **Scope:** LEA-wide		
1.11	**Action:** Transportation Support **Need:** Reported from 2023-24 School year District Attendance rate K-12: 92.2% English Learners: 92% Low Socioeconomic: 91.5% Foster youth: 91.8% Chronic Absenteeism Rate (K-8) 2023-24 Data All students: 20.1% English Learners: 23.3% Low Socioeconomic: 23.5% Foster youth: 31.6% Parent input, particularly at our Community school with a high enrollment of English Learners, low-income and foster youth, indicates transportation is a large hurdle to school attendance. Additionally, students from San Miguel attend PRHS for high school and this is not in a walkable distance, however, many English learners and low-income students walk from San Miguel. Therefore, we are committed to address this need.	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.	1.11, 1.12 Additionally we will use ridership data to determine the impact of this action

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
	See also: Engaging Educational Partners, Reflections, and Metrics sections. **Scope:** LEA-wide		
1.12	**Action:** Drug, Alcohol and Trama Informed Practice **Need:** Research shows higher incidence of trauma in unduplicated populations as compared to others. Discipline and chronic absenteeism data at our Community School location is higher than other elementary schools in our district. Some of this may be attributed to the higher incidence of trauma sometimes seen in schools with higher % of low-income and homeless identified students. Additionally, student survey feedback data from high school students indicated that counselors are very busy serving students with significant needs in the mental health and social-emotional realms. Lastly, our drug related infractions were in the top three most highly occurring incidents at our high school which indicates a significant and consistent need for support.	Targeted efforts related to mentoring of students in a tiered intervention response effort focused on the use of drugs and alcohol as well as trauma invested practices. This school-wide intervention is part of system of supports for students and our data indicates that English learners, low income and foster youth have a high incidence of trauma as compared to other groups. This Tier 3 intervention will support identified students with support to improve attendance and reduce suspension and expulsions	1.7, 1.4, 1.5 Additionally we will review participation data and climate data associated with students who participate in this action

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
	Training related to trauma invested practices was identified as a need through the development of this 2025-2026 LCAP. See also: Engaging Educational Partners, Reflections, and Metrics sections. **Scope:** Schoolwide		
2.1	**Action:** Secondary Academic and Counseling Support and Mentorship **Need:** A-G Completion rate: 2024 Data All Students: 21.3% English Learners: 2.3% Low-SES: 15.6% Foster: Not Reported Homeless: 6.1% SWD: 4.4% Hispanic: 15% White: 28.6% Parent, student and staff survey data indicate additional support is needed in the areas of academic counseling and support. 67.5% of students in grades 9-12 indicated that they have a college and/or career plan post high school. Additional, the DELAC communicated increased need for support to motivate students and keep students on track for graduating through mentoring efforts.	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.	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

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
	CA School Dashboard data demonstrates a 4% decline in graduation rate districtwide. Therefore, additional support in this area is instrumental to successful student outcomes. See also: Engaging Educational Partners, Reflections, and Metrics sections. **Scope:** Schoolwide		
2.2	**Action:** Advancement for Individual Determination (AVID 7-12) **Need:** 2024 Data graduation rates reveal that English Learners and low-income students graduate at a much lower rate than all students: All Students: 89.1% **English Learners: 76.1% Low-SES: 86.4% Foster: N/A **Homeless: 79.3% **SWD: 75.8% Hispanic: 87.4% White: 91% Educational partner feedback indicates a need for increased support to students in high school to support improved student outcomes. See also Engaging Educational Partners and Metrics section	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 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. 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.	2.12, 2.5, 2.6, 2.7 We will also seek feedback from AVID students and staff regarding the support received from the AVID programs.

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
	Scope: LEA-wide		
2.3	**Action:** Algebra 1 Math Support **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. With 28.77% of students meeting standards in mathematics in the 2023-2024 school year and 20.86% 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. Math/Science Teacher on Special Assignment is included in this action to provide instructional coaching and alignment to the math team and in support of new teachers. See also: Engaging Educational Partners, Reflections, and Metrics sections. **Scope:**	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.	2.5, 2.6, 2.7, 2.12, 2.13, 2.17 We will also review the pass rate for Algebra I students by subgroup

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
2.4	**Action:** Junior High ELA and Math Support **Need:** Math proficiency on state assessment is lower than average with higher discrepancies in performance for those students identified as EL, long-term English Learners, low-income, homeless, foster, and SWD. Smaller class sizes in 7th and 8th grade math provide more opportunity for individualized instruction and real-time support. Tier 3 math support within the regular math class setting. Research from the National Student Support Accelerator indicates that "Research shows that high-impact tutoring is unusually effective for accelerating student learning". https://nssa.stanford.edu/district-playbook CAASPP Math Performance Data 2024 7th - 11th grade Exceeded: All Students: 9.83% English Learners: 0.44% Low-SES: 6.58% Foster: no data Homeless: 4.84% SWD: 1.1% LTEL: 0 Met: All Students: 13.75% English Learners: 0.89%	This schoolwide action will assist students who require additional math support the opportunity to receive more individualized instruction in a smaller class setting. Smaller math class sizes in both 7th and 8th grade prior to high school allow the teacher to provide greater support in preparing students for high school algebra which is required for graduation. In addition, this model of smaller class sizes in lieu of prep classes expands access for all students, particularly our English Learners and Long-term English Learners. The anticipated outcome is an increase on the iReady interim assessment, increase in the performance on the CAASPP ELA and math assessment and a decrease in the number of students who need a two year algebra program in 9th grade.	2.6, 2.17 iReady interim data and staff surveys

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Low-SES: 10.91% Foster: no data Homeless: 8.87% SWD: 0.55% LTEL: 1.12% CAASPP ELA Performance Data 2024 7th-11th grade Exceeded: All Students: 13.99% English Learners: 0.47% Low-SES: 9.62% Foster: no data Homeless: 7.9% SWD: 0.55% LTEL: 0 Met: All Students: 28.33% English Learners: 1.41% Low-SES: 25.88% Foster: no data Homeless: 8.77% SWD: 7.69% LTEL: 1.11% Source: ETS testing site The Parent Advisory Committee (PAC) as well as parent survey data indicated reading (51%), math (46.9%) and motivation (41.8%) are the largest concerns of parents as it relates to their greatest concerns for their child. See also: Engaging Educational Partners,		

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	Reflections, and Metrics sections. **Scope:** Schoolwide		
2.5	**Action:** College and Career Industry Trips, Awareness, and Education **Need:** Exposure to college and career options post high school proves to be an effective mechanism toward inspiring and motivating students. In addition to trips, this includes education and awareness of the opportunities available to students beginning in the elementary grades. Based upon the district CCI measure and input from educational partners, this continues to be an area of focus for our district to engage all students. 2024 Data College and Career Indicator: All Students: 39.9% **English Learners: 4.9% Low-SES: 31.8% Foster: Not Reported **Homeless: 11.8% **SWD: 8.3% Hispanic: 32.6% White: 50.2% CTE Pathway Completion data: 2024 Data	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 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. Additionally, enhancement and improved awareness of the college and career options available to students may expand their vision to opportunities they have post high school. This space is one where students and families could visit to learn about the college and career programs that may motivate and engage them in school.	2.1, 2.12 Additionally we will review feedback from participant survey, participation data and feedback from parents

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	All Students: 27% English Learners: 4.5% Low-SES: 22.4% Foster: Not Reported Homeless: 8.5% SWD: 16.5% Hispanic: 21.1% White: 36.3% See also: Engaging Educational Partners, Reflections, and Metrics sections. **Scope:** Schoolwide		
2.7	**Action:** Academic Support for Dual-Identified Students with Disability **Need:** To address the red indicators on the dashboard related to graduation of SWD as well as the math performance of SWD, English Learners, and Low SES students at the junior high level, the teacher on special assignment will focus on the barriers impacting unduplicated students as well as dual-identified students to improve success in mathematics and, subsequent, graduation rates. With three parents of SWD on the Parent Advisory Committee, the input was evident that increased attention and support to our students with disabilities as it relates to staying	The interim assessment and summative state assessment data indicate a need to improve outcomes for mathematics beginning in the upper elementary grades particularly for our unduplicated students and dual identified students. This LEA-wide position will focus on grades six through nine to strengthen the teaching of foundational skills needed for high school algebra and beyond.	2.6, 2.12 Additionally we will use survey data to determine the effective ness of the support

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	on-track for graduation and appropriate accommodations to access content was a priority. 50.6% of parents indicated a concern with the progress their child is making academically See also: Engaging Educational Partners, Reflections, and Metrics sections. **Scope:** LEA-wide		
2.8	**Action:** Extended Support for Students : Afterschool, Summer School, SAT and AP prep **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. Parent survey data indicates that 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, and Motivation Student survey data at PRHS indicated a need for additional support afterschool and during the summer to stay on track for graduation. Some students indicated they did not have	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.	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

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	help at home in the Superintendent Advisory Council. Additionally, students who have been unsuccessful in the 8th grade with multiple failed courses are invited to attend a summer boost program using these LREBG. Review of the data for this group indicates a large population of male English Learner and Long-term English Learner students. Additionally, a targeted newcomer enrichment program will be offered within this summer program to expand offerings unique to the needs of our most struggling populations. See also: Engaging Educational Partners, Reflections, and Metrics sections. **Scope:** Schoolwide		
2.11	**Action:** Technology/Software Devices **Need:** Not all students have access to equitable experiences as it relates to technology and the ability to utilize supplemental programs for academic or language development outside of the school day. **Scope:** LEA-wide	Access to technology is crucial for enhancing educational opportunities, especially for English Learners, low-income students and foster youth. Providing these students with the necessary technology tools not only improves their academic performance but is also essential for acquiring key 21st-century skills. To address this need, the district is committed to ensuring that both students and staff are well-equipped with the necessary devices.	2.1, 2.5, and 2.6

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
3.2	**Action:** Professional Development for Teachers to Address English Learners and Long-Term English Language Learners **Need:** Data in a variety of metrics across the LCAP plan demonstrate discrepancies in students outcomes for unduplicated students as compared to all students. Regular training for staff on the needs of our unduplicated students is a critical part of improving outcomes, particularly as our % of unduplicated students has increased every year. See also: Engaging Educational Partners, Reflections, and Metrics sections. **Scope:** LEA-wide	Survey data and input from teachers and the Certificated Bargaining Unit indicated that there was a need for LEA-wide professional development that focuses on building capacity of staff to serve the unique needs of Long-term English Language Learner students in addition to best instructional practices for English Learners. These professional development opportunities will be provided to both certificated and instructional paraeducators and focused on supporting students within academic classes as well as supporting them to reclassify. The expected outcome is teacher confidence in address the needs of English learners including long term English learners in the classroom as well as observation of techniques in the classroom	2.5 , 2.6, 2.7, 3.3, 3.5, 3.1 Additionally we will use staff surveys, input from the Certificated Bargaining Unit as well as classroom observers to determine the impact of the professional development
3.6	**Action:** Parent Engagement Programs **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.	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. .	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.

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	Lastly, with the new requirement of the FAFSA for all students, we hope to see an increased percentage of students attending college. Student input indicates that, sometimes, they are not aware of options to make post-secondary school affordable. Increased parent education about FAFSA could help this data. See also: Engaging Educational Partners, Reflections, and Metrics sections. **Scope:** LEA-wide		
4.1	**Action:** Reading Intervention teachers and reading and math paraeducators TK-6th grade **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. Parent survey data indicates that 50.6% of parents feel 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, then mathematics and motivation.	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. . The expected outcome is individual student improvement on iReady math and reading interim	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

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	See also: Engaging Educational Partners, Reflections, and Metrics sections. **Scope:** Schoolwide	assessment and improved performance on the third grade CASSPP ELA and mathematics assessments.	
4.2	**Action:** Extended learning opportunities outside school day **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. Access to the library after school provides a safe space for students as well as opportunity to check out books and maintain a focus on literacy as it aligns with our district priorities. Afterschool tutoring continues to be well-attended, especially for math, and data from our formative iReady and State CAASPP assessments indicate this to be a continued area of need. See also: Engaging Educational Partners, Reflections, and Metrics sections. **Scope:** LEA-wide	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 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.	1.11, 1.12 Additionally we will use survey data from staff and parents to determine the effectiveness of this action

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4.3	**Action:** Additional Academic Support - Strategic Support curriculum **Need:** Data indicates discrepancies between the state performance data for English learners, low income and foster youth compared to other subgroups 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. Parent survey data indicates that 50.6% of parents feel 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, then mathematics and motivation. See also: Engaging Educational Partners, Reflections, and Metrics sections. **Scope:** LEA-wide	Data indicates discrepancies between the state performance data for English learners, low income and foster youth compared to other subgroups. These strategic curriculum and assessment programs allow the district to disaggregate performance data throughout the year and provide differentiated support to students both in-school and outside of school. This action is implemented on an LEA-wide basis to support the administration of Illuminate and Iready assessments for students. These programs have become an integral part of our MTSS design and targeted efforts for student achievement in ELA and math.	4.1, 4.2, 4.3, 4.4, 4.5, 2.5, 2.6, 2.7
4.5	**Action:** Early literacy support and library techs **Need:**	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	4.1 Additionally we will use participation data, participation survey data and LCAP parent surveys

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	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. See also: Engaging Educational Partners, Reflections, and Metrics sections. **Scope:** Schoolwide	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. This is an LEA-wide position which leads efforts toward early literacy with families through collaboration and outreach such as the Latino 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.	to determine the effectiveness of this action
4.6	**Action:** Instructional Coaches to support best instructional practices for English Learners, low-income and foster youth **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 Parent survey data indicates that 50.6% of parents feel 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, then mathematics and motivation.	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.	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

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	See also: Engaging Educational Partners, Reflections, and Metrics sections. **Scope:** LEA-wide		
4.7	**Action:** Professional Development to address the best practices in meeting needs of unduplicated students in the classroom **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. Parent data indicates a priority on academics with particular focus on mathematics. CAASPP Math Performance Data Spring 2024 Exceeded: All Students: 14.32% English Learners: 1.43% Low-SES: 8.97% Foster: NA Homeless: 4.47% SWD: 3.65% LTEL: 2.63% Hispanic: 8.02% Met: All Students: 18.77% English Learners: 5.97% Low-SES: 16.34%	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. We anticipate that additional staff staining 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.	4.1, 4.2, 4.3, 4.4, 4.5 We will also seek input from staff and parents about their students' progress and areas for increased support.

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	Foster: NA Homeless: 14.53% SWD: 5.02% LTEL: 0% Hispanic: 15.76% Source: Data Quest See also: Engaging Educational Partners, Reflections, and Metrics sections. **Scope:** LEA-wide		
4.9	**Action:** Education Technology to Support Instruction for English Learners, Low-income and foster youth **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. 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. 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	Education Technology to Support Instruction for English Learner, low-income and foster youth to enhance instruction, access, and embedded supports for unique learning needs. This is an LEA-wide goal that is written broadly to address the unique needs of English Learner, low-income and foster youth students in and outside of the classroom and 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 English Learner, low-income and foster youth students.	4.1, 4.2, 4.3, 4.4, 4.5, 2.5, 2.6, 2.7, 1.1, 1.4 , 1.2 Additionally, staff, student, and parent surveys provide input to the impact of educational technology toward student achievement.

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	support are one way of supporting this for all students. See also: Engaging Educational Partners, Reflections, and Metrics sections. **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.2	**Action:** Staff training and coaching to meet the needs of English Learners, Long-term English Learners, low income and foster youth **Need:** Educational partner input indicates significant need for connection to school as well as mental health supports from students, parents, and the community as well as self-reported CHKS and Universal PASS screener administered internally. LCAP Metrics 4.3 and 4.4 in Goal 4 outline the discrepancies between subgroups in grades 3-6 on the annual CAASPP assessment.	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 training of staff to most appropriately respond to the unique needs of English learners, low income and foster youth. 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	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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	LCAP Metrics 2.5 and 2.6 in Goal 2 outline the discrepancies between subgroups in grades 7-12th grade on the annual CAASPP assessment. **Scope:** Limited to Unduplicated Student Group(s)	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. This staff training and coaching is LEA-wide because ALL staff need to ensure they are consistently employing modern best practices in meeting the needs of English Learners, low-income and foster youth.	
3.1	**Action:** English Language Development Teachers **Need:** 2024 Summative ELPAC results districtwide: 41.4 % ELs who progressed at least one ELPI level 0.9 % ELs who maintained ELPI level 4 36.9 % ELs who maintained ELPI levels 1,2L, 3L, 3H 20.8 % ELs who decreased one level on ELPI In 2023-2024 42.2% of English Learner students made progress toward English language proficiency in the 2022-2023 school year. 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.	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. By integrating this designated ELD program into the daily schedule for our English Learner identified students, we are committed to a comprehensive, thorough and compliant approach to language development, ensuring all our LTELs and EL students have the opportunity to succeed academically and achieve their full potential.	3.1, 3.2, 3.3, and 3.5 Additionally we will use Feedback from DELAC and staff and student surveys to determine the effectiveness of the action

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Data demonstrates a need for improved support in the area of designated and integrated ELD and this was echoed in DELAC as well as staff surveys. Additionally, more focused efforts with our LTEL students highlights the importance of best practices related to designated ELD through specialized teachers. **Scope:** Limited to Unduplicated Student Group(s)		
3.3	**Action:** English Language Development Coordination **Need:** The coordination of designated ELD instruction, oversight of ELPAC testing, coordination of integrated ELD instruction 2024 Summative ELPAC results districtwide: 41.4 % ELs who progressed at least one ELPI level 0.9 % ELs who maintained ELPI level 4 36.9 % ELs who maintained ELPI levels 1,2L, 3L, 3H 20.8 % ELs who decreased one level on ELPI In 2023-24 42.2% of English Learner students made progress toward English language proficiency in the 2022-2023 school year. Additionally, PRJUSD currently serves 266 long-term English Language Learners. These are students who have been English Learners	This additional support for designated and integrated ELD is a critical part of the overall success of our English Learner students as well as supporting ELD protocols as it relates to primary language determination and ELPAC testing which provides more immediate feedback and information to the classroom and school site without loss of instructional time. This additional support will also provide more individualized information for English learner students and their parents. Additionally, the coordination of professional development opportunities for certificated and classified staff is a crucial part of the improvement to EL student outcomes.	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 surveys and Educational Partner feedback.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	in the public school system for seven years or more. The Parent Advisory Committee (PAC) as well as parent survey data indicates that over 50% of parents identified English and math as well as motivation to be the greatest concern in their child's education. Focused ELD classes with a smaller class size provide the opportunity to narrow our efforts with our English Learner students to highlight these focus areas. **Scope:** Limited to Unduplicated Student Group(s)		
3.4	**Action:** Newcomer Support curriculum **Need:** Educational partner input from students, staff, District English learner Advisory Committee as well as the Parent Advisory Committee indicate a need for more primary language support on campus. Enrollment trends in PRJUSD indicate increased newcomer students with limited to no English proficiency upon entering our district. Newcomer classes and support curriculum are essential to scaffolding instruction and learning English. In 2023-24 42.2% of English Learners were making progress toward English language proficiency	To address the needs of newcomer students, we will purchase supplemental ELD curriculum and materials. This curriculum is designed to enhance our existing ELD program, providing targeted support that addresses the specific challenges faced by newcomer students, specifically. By incorporating this supplemental curriculum, we aim to improve language proficiency by providing additional resources and structured activities to accelerate language acquisition for our newest students. By integrating supplemental supports for newcomer students, we are committed to providing a comprehensive and effective approach to language development, ensuring all our newcomer students have access to embedded support within their coursework to achieve their full potential.	3.2, 3.3, 3.5 We will also monitor newcomer progress using the diagnostic portion of our ELD program as well as staff surveys

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
3.5	**Action:** Bilingual Support in Class **Need:** Educational partner input from students, staff, District English learner Advisory Committee as well as the Parent Advisory Committee indicate a need for more primary language support on campus. In 2023-24 42.2% of English Learners were making progress toward English language proficiency **Scope:** Limited to Unduplicated Student Group(s)	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.	3.1, 3.2, 3.3, 3.5 We will also seek feedback from staff and students about the bilingual support on campus.
3.7	**Action:** ELPAC testing **Need:** In 2023-24 42.2% of English Learners were making progress toward English language proficiency The Parent Advisory Committee (PAC) as well as parent survey data indicates that over 50% of parents identified English and math as well as motivation to be the greatest concern in	To address the needs of our English Learner students and monitor the impact of our programs each year, ELPAC testing is conducted with an individual assessment to measure oral proficiency with a trained testing administrator. This action provides the staff resources and support on an LEA-wide basis to ensure all students are tested in a timeline manner by trained staff. It also provides the LEA with critical information about the progress of our students to reflect upon the supports in place on campus and in classrooms.	3.1, 3.2, 3.3, 3.5 Additionally we will use staff survey and Educational partner input to determine the effectiveness of this action.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	their child's education. Focused ELD classes with a smaller class size provide the opportunity to narrow our efforts with our English Learner students to highlight these focus areas. DELAC parents provided written feedback indicated their sentiment that the district should have more ELD teachers and more training for teachers related to ELD strategies to support students in their English fluency and class performance. **Scope:** Limited to Unduplicated Student Group(s)		
3.8	**Action:** English Language Development Supplemental Materials for English Learners and Long Term English Learners students **Need:** 2024 Summative ELPAC results districtwide: 41.4 % ELs who progressed at least one ELPI level 0.9 % ELs who maintained ELPI level 4 36.9 % ELs who maintained ELPI levels 1,2L, 3L, 3H 20.8 % ELs who decreased one level on ELPI iReady ELA Spring 2025 Results Grades K-6 Mid or Above Grade Level: All Students: 28% English Learners: 6%	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 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	EL Reclassification Rate, Decrease in number of LTEL students, ELPAC and ELPI scores We will also seek feedback from teachers, staff, students, and parents about the supplemental materials.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Early On Grade Level: All Students: 21% English Learners: 14% One Grade Level Below: All Students: 30% English Learners: 37% Two or Three Grade Levels Below: All Students: 22% English Learners: 43% iReady ELA Spring 2025 Results Grades K-6 Mid or Above Grade Level: All Students: 28% English Learners: 6% Early On Grade Level: All Students: 21% English Learners: 14% One Grade Level Below: All Students: 30% English Learners: 37% Two or Three Grade Levels Below: All Students: 22% English Learners: 43% Educational partner feedback revealed the need to include supplemental materials in addition to core curriculum. See Engaging Educational Partners section	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.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	DELAC parents provided written feedback indicated their sentiment that the district should have more ELD teachers and more training for teachers related to ELD strategies to support students in their English fluency and class performance. **Scope:**		
3.9	**Action:** Bilingual teachers compensation to promote student connection and parent engagement **Need:** 2023-24 CHKS (414 respondents) 89% of parents reported their child feels connected to school 91% of parents reported their child has at least one caring adult they can go to at school **Scope:** Limited to Unduplicated Student Group(s)	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. 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.	3.1, 3.2, 3.3, 3.5 PASS: Feelings about school for EL Subgroup, English learner Parent Participation Additionally, educational partner input from students, staff and the community will be used to determine the effectiveness of this service

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

N/A

Additional Concentration Grant Funding

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

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

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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	67,864,651	15,835,198	23.333%	5.483%	28.816%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$20,555,981.64	$5,119,613.53	$0.00	$54,241.50	$25,729,836.67	$16,158,833.27	$9,571,003.40

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Social Emotional Support		Yes	LEA-wide		All Schools	2024-2027	$1,037,958.94	$897,430.00	$1,935,388.94				$1,935,388.94	
1	1.2	Staff training and coaching to meet the needs of English Learners, Long-term English Learners, low income and foster youth	English Learners Foster Youth Low Income	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	2024-2025	$591,004.17	$0.00	$591,004.17				$591,004.17	
1	1.3	Parent connectedness to school	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	$543,886.00	$88,000.00	$631,886.00				$631,886.00	
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	2025-2026	$0.00	$2,206,000.00	$580,000.00	$1,626,000.00			$2,206,000.00	
1	1.5	Connectivity to school including Enrichment and afterschool sports	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Georgia Brown, Glen Speck, Winifred Pifer, Virginia Peterson, Pat Butler, Kermit King, Lewis Middle	2024-2025 school year	$141,766.00	$175,000.00	$316,766.00				$316,766.00	

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, and Flamson Middle School 3rd - 8th grade									
1	**1.6**	Student mentorship and support for English Learners, Long-term English Learners, low-income and foster youth	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		$263,236.91	$57,000.00	$320,236.91				$320,236.91	
1	**1.7**	Community School Support		Yes	School wide		All Schools Specific Schools: Glen Speck	2025-2026 school year	$115,834.45	$850,000.00	$965,834.45				$965,834.45	
1	**1.8**	School facilities with extended day and enrichment opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Glen Speck Elementary School TK-6	2025-2026	$316,818.56	$0.00	$316,818.56				$316,818.56	
1	**1.9**	Behavior Support And Safe, Inclusive learning environment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Glen Speck, Winifred Pifer, Pat Butler, Virginia Peterson, Kermit King, Georgia Brown and	2025-2026	$746,648.49	$3,500.00	$750,148.49				$750,148.49	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Flamson Middle School									
1	**1.10**	Positive School Culture and Climate		Yes	LEA-wide		Specific Schools: Glen Speck, Pat Butler, Virginia Peterson, Winifred Pifer, Kermit King, Georgia Brown K-6		$1,487,558.91	$185,000.00	$1,522,558.91	$150,000.00			$1,672,558.91	
1	**1.11**	Transportation Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$97,855.50	$0.00	$97,855.50				$97,855.50	
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	2025-2026	$0.00	$200,000.00	$50,000.00	$150,000.00			$200,000.00	
1	**1.13**	Cultural Sensitivity, Inclusion and Acceptance	All	No			Specific Schools: Lewis Flamson Junior High, PRHS, Liberty/IHS	2025-2026	$0.00	$50,000.00		$50,000.00			$50,000.00	
1	**1.14**						Specific Schools: Kermit King, Georgia Brown, Glen Speck, Pat Butler, Virginia Peterson, Winifred Pifer 3-6									

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	2.1	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	$1,046,416.82	$20,000.00	$1,066,416.82				$1,066,416.82	
2	2.2	Advancement for Individual Determination (AVID 7-12)		Yes	LEA-wide		Specific Schools: PRHS, Flamson Middle School, Georgia Brown Elementary		$200,643.47	$85,000.00	$285,643.47				$285,643.47	
2	2.3	Algebra 1 Math Support		Yes	School wide		Specific Schools: Paso Robles High School		$503,840.29	$100,000.00	$464,538.73	$139,301.56			$603,840.29	
2	2.4	Junior High ELA and Math Support		Yes	School wide		Specific Schools: George Flamson Middle School 7th-8th grade		$532,588.47	$200,000.00	$532,588.47	$200,000.00			$732,588.47	
2	2.5	College and Career Industry Trips, Awareness, and Education		Yes	School wide		All Schools		$169,281.19	$1,640,000.00	$1,809,281.19				$1,809,281.19	
2	2.6	Access to Zero Period and Summer Original Credit Offerings for English Learners, Students Experiencing Homelessness, and Students with Disabilities	EL, homeless, and SWD	No			Specific Schools: PRHS, LHS, and IHS		$173,757.57	$0.00		$173,757.57			$173,757.57	
2	2.7	Academic Support for Dual-Identified Students with Disability	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: Flamson, PRHS		$277,536.44	$15,000.00	$292,536.44				$292,536.44	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income	7th-12th grade									
2	**2.8**	Extended Support for Students : Afterschool, Summer School, SAT and AP prep		Yes	School wide		Specific Schools: PRHS	2025-2026	$963,419.40	$164,000.00	$57,420.00	$1,069,999.40			$1,127,419.40	
2	**2.9**	Intervention Support at PRHS through credit recovery	All Students with Disabilities	No			Specific Schools: PRHS	2024-2027	$420,948.00	$0.00		$420,948.00			$420,948.00	
2	**2.10**	Mentorship for Homeless-identified Students	homeless	No			Specific Schools: Lewis Flamson Junior High	25-26	$200.00	$0.00				$200.00	$200.00	
2	**2.11**	Technology/Software Devices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$650,000.00	$650,000.00				$650,000.00	
3	**3.1**	English Language Development Teachers	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2025	$1,439,132.98	$0.00	$1,439,132.98				$1,439,132.98	
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		$0.00	$30,000.00	$30,000.00				$30,000.00	
3	**3.3**	English Language Development Coordination	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$189,837.79	$250.07	$190,087.86				$190,087.86	
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			$414,246.47	$30,000.00	$444,246.47				$444,246.47	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					cated Student Group(s)											
3	**3.6**	Parent Engagement Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$40,000.00	$40,000.00				$40,000.00	
3	**3.7**	ELPAC testing	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$51,024.00	$0.00	$51,024.00				$51,024.00	
3	**3.8**	English Language Development Supplemental Materials for English Learners and Long Term English Learners students	Students with Disabilities English Learners	No			All Schools		$0.00	$0.00	$0.00				$0.00	
3	**3.9**	Bilingual teachers compensation to promote student connection and parent engagement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$25,512.00	$0.00	$25,512.00				$25,512.00	
4	**4.1**	Reading Intervention teachers and reading and math paraeducators TK-6th grade	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Kermit King, Georgia Brown, Glen Speck, Pat Butler, Winifred Pifer, Virginia Peterson		$2,365,905.00	$0.00	$2,365,905.00				$2,365,905.00	
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,		$148,906.32	$0.00	$148,906.32				$148,906.32	

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
							Kermit King, and Georgia Brown TK-6									
4	4.3	Additional Academic Support - Strategic Support curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	$154,061.53	$500,000.00	$654,061.53				$654,061.53	
4	4.5	Early literacy support and library techs	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Marie Bauer, Glen Speck, Pat Butler, Virginia Peterson, Winifred Pifer, Kermit King, TK-5		$425,410.12	$250,000.00	$675,410.12				$675,410.12	
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		$543,180.69	$2,500.00	$545,680.69				$545,680.69	
4	4.7	Professional Development to address the best practices in meeting needs of unduplicated students in the classroom		Yes	LEA-wide		All Schools	25-26	$334,091.62	$715,000.00	$349,091.62	$700,000.00			$1,049,091.62	
4	4.9	Education Technology to Support Instruction for English Learners, Low-income and foster youth		Yes	LEA-wide		All Schools		$0.00	$350,000.00	$350,000.00				$350,000.00	
4	4.10	Pat Butler classified intervention staff	All English Learners, Students with Disabilities	No			Specific Schools: Pat ButlerPat	25-26	$40,000.00	$0.00				$40,000.00	$40,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Butler									
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	2024-2025	$55,855.41	$2,000.00		$57,855.41			$57,855.41	
5	**5.2**	Parent Connectivity	Low-socioeconomic, English Learners and Hispanic students	No			All Schools Specific Schools: Liberty High SchoolLiberty High School 10-1210-12	2024-2025	$54,515.50	$2,000.00		$56,515.50			$56,515.50	
5	**5.3**	Academic support	English Learner and Low Socioeconomic studentds	No				2025-2026	$36,843.62	$1,000.00		$37,843.62			$37,843.62	
5	**5.4**	Career Technical Education	All English Learners Low Income	No		English Learners Low Income	Specific Schools: Liberty High School 10-12	2024-2025	$79,456.14	$33,329.33		$112,785.47			$112,785.47	
6	**6.1**	Mental Health support	All	No			Specific Schools: Independence High School	2025-2026	$6,387.00	$0.00		$6,387.00			$6,387.00	
6	**6.2**	Positive School Culture and Climate	All	No			All Schools Specific Schools: Independence High School	2025-2026	$15,786.00	$0.00		$15,786.00			$15,786.00	

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
							9-12									
6	**6.3**	Bilingual Support for Students and Families	All	No				2025-2026	$55,908.00	$0.00		$55,908.00			$55,908.00	
6	**6.4**	Access to Career Technical Education	All	No			Specific Schools: Independence High School	2025-2026	$77,532.00	$18,994.00		$96,526.00			$96,526.00	

2025-26 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
67,864,651	15,835,198	23.333%	5.483%	28.816%	$20,555,981.64	0.000%	30.290 %	**Total:**	$20,555,981.64
								LEA-wide Total:	$9,771,580.64
								Limited Total:	$2,751,007.48
								Schoolwide Total:	$8,624,397.69

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Social Emotional Support	Yes	LEA-wide		All Schools	$1,935,388.94	
1	1.2	Staff training and coaching to meet the needs of English Learners, Long-term English Learners, low income and foster youth	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$591,004.17	
1	1.3	Parent connectedness to school	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$631,886.00	
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	$580,000.00	
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,	$316,766.00	

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, Long-term English Learners, low-income and foster youth	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Paso Robles High School, Flamson Middle School, Lewis Middle School, and Liberty High School 7th-12th	$320,236.91	
1	1.7	Community School Support	Yes	Schoolwide		All Schools Specific Schools: Glen Speck	$965,834.45	
1	1.8	School facilities with extended day and enrichment opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Glen Speck Elementary School TK-6	$316,818.56	
1	1.9	Behavior Support And Safe, Inclusive learning environment	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Glen Speck, Winifred Pifer, Pat Butler, Virginia Peterson, Kermit King, Georgia Brown and Flamson Middle School	$750,148.49	
1	1.10	Positive School Culture and Climate	Yes	LEA-wide		Specific Schools: Glen Speck, Pat Butler, Virginia Peterson, Winifred Pifer, Kermit King, Georgia Brown K-6	$1,522,558.91	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.11	Transportation Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$97,855.50	
1	1.12	Drug, Alcohol and Trama Informed Practice	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
1	1.14					Specific Schools: Kermit King, Georgia Brown, Glen Speck, Pat Butler, Virginia Peterson, Winifred Pifer 3-6		
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	$1,066,416.82	
2	2.2	Advancement for Individual Determination (AVID 7-12)	Yes	LEA-wide		Specific Schools: PRHS, Flamson Middle School, Georgia Brown Elementary	$285,643.47	
2	2.3	Algebra 1 Math Support	Yes	Schoolwide		Specific Schools: Paso Robles High School	$464,538.73	
2	2.4	Junior High ELA and Math Support	Yes	Schoolwide		Specific Schools: George Flamson Middle School 7th-8th grade	$532,588.47	
2	2.5	College and Career Industry Trips, Awareness, and Education	Yes	Schoolwide		All Schools	$1,809,281.19	
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	$292,536.44	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.8	Extended Support for Students : Afterschool, Summer School, SAT and AP prep	Yes	Schoolwide		Specific Schools: PRHS	$57,420.00	
2	2.11	Technology/Software Devices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$650,000.00	
3	3.1	English Language Development Teachers	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools K-12	$1,439,132.98	
3	3.2	Professional Development for Teachers to Address English Learners and Long-Term English Language Learners	Yes	LEA-wide	English Learners	All Schools	$30,000.00	
3	3.3	English Language Development Coordination	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$190,087.86	
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		$444,246.47	
3	3.6	Parent Engagement Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,000.00	
3	3.7	ELPAC testing	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$51,024.00	
3	3.8	English Language Development Supplemental Materials for English Learners and Long Term English Learners students				All Schools	$0.00	
3	3.9	Bilingual teachers compensation to promote student connection and parent engagement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$25,512.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.1	Reading Intervention teachers and reading and math paraeducators TK-6th grade	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Kermit King, Georgia Brown, Glen Speck, Pat Butler, Winifred Pifer, Virginia Peterson	$2,365,905.00	
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	$148,906.32	
4	4.3	Additional Academic Support - Strategic Support curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$654,061.53	
4	4.5	Early literacy support and library techs	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Marie Bauer, Glen Speck, Pat Butler, Virginia Peterson, Winifred Pifer, Kermit King, TK-5	$675,410.12	
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	$545,680.69	
4	4.7	Professional Development to address the best practices in meeting needs of unduplicated students in the classroom	Yes	LEA-wide		All Schools	$349,091.62	
4	4.9	Education Technology to Support Instruction for	Yes	LEA-wide		All Schools	$350,000.00	

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 (%)
		English Learners, Low-income and foster youth						
4	**4.10**	Pat Butler classified intervention staff				Specific Schools: Pat Butler		
5	**5.2**	Parent Connectivity				All Schools Specific Schools: Liberty High School 10-12		
5	**5.4**	Career Technical Education			English Learners Low Income			

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$20,983,270.50	$15,894,190.00

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 Support	Yes	$2,035,000.00	1,162,916.00
1	**1.2**	Staff training and coaching to meet the needs of English Learners, low income and foster youth	Yes	$436,661.00	257,869.00
1	**1.3**	Parent connectedness to school	Yes	$1,213,117.00	1,232,691.00
1	**1.4**	Basic needs for students experiencing homelessness, English Learners, low-income and foster youth	Yes	$185,000.00	128,079.00
1	**1.5**	Connectivity to school including Enrichment and afterschool sports	Yes	$370,855.00	171,484.00
1	**1.6**	Student mentorship and support for English Learners, low-income and foster youth	Yes	$181,000.00	164,110.00
1	**1.7**	Community School Support	Yes	$112,000.00	120,919.00
1	**1.8**	School facilities with extended day and enrichment opportunities	Yes	$400,000.00	354,074.00
1	**1.9**	Behavior Support And Safe, inclusive learning environment	Yes	$1,099,702.00	894,459.00
1	**1.10**	Positive School Culture and Climate	Yes	$1,678,229.00	1,343,801.00
1	**1.11**	Transportation Support	Yes	$244,333.00	96,849.00

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	1.12	Drug Alcohol and Trama Informed Practice	Yes	$70,000.00	46,325.00
1	1.13	Cultural Sensitivity, Inclusion and Acceptance	No	$50,000.00	0
1	1.14	Class size reduction	Yes	$160,121.00	150,016.00
2	2.1	Secondary Academic and Counseling Support and Mentorship	Yes	$2,382,104.00	2,087,672.00
2	2.2	Advancement for Individual Determination (AVID 7-12)	Yes	$282,235.00	181,323.00
2	2.3	Algebra 1 Math Support	Yes	$350,000.00	216,633.00
2	2.4	Junior High ELA and Math Support	Yes	$420,000.00	441,929.00
2	2.5	College and CTE Industry Trips	Yes	$40,000.00	0
2	2.6	Access to Zero Period for English Learners, Students Experiencing Homelessness, and Students with Disabilities	Yes	$20,000.00	0
2	2.7	Academic Support for Dual-Identified Students with Disability	Yes	$160,000.00	125,092.00
2	2.8	Extended Support for Students : Afterschool, Summer School, SAT and AP prep	Yes	$60,000.00	23,355.00
2	2.9	Intervention Support at PRHS	No	$40,000.00	0
2	2.10	Mentorship for Homeless-identified Students	No	$200.00	0

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	3.1	English Language Development Teachers	Yes	$1,880,000.00	1,435,461.00
3	3.2	Professional Development for Teachers to Address English Learners and Long-Term English Language Learners	Yes	$20,000.00	8,063.00
3	3.3	English Language Development Coordination	Yes	$189,000.00	192,266.00
3	3.4	Newcomer Support curriculum	Yes	$10,000.00	0
3	3.5	Bilingual Support in Class	Yes	$303,132.00	221,385.00
3	3.6	Parent Engagement Programs	Yes	$40,000.00	27,000.00
3	3.7	ELPAC testing	Yes	$50,000.00	42,693.00
3	3.8	English Language Development Supplemental Materials for English Learners and Long Term English Learners students	Yes	$50,000.00	0
3	3.9	Bilingual teachers compensation to promote student connection and parent engagement	Yes	$45,000.00	3,334.00
3	3.10	Pat Butler and Virginia Peterson classified staff support	No	$62,496.00	0
4	4.1	Reading Intervention teachers and reading and math paraeducators TK-6th grade	Yes	$2,740,000.00	2,428,931.00
4	4.2	Extended learning opportunities outside school day	Yes	$270,000.00	174,772.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.3	Additional Academic Support - Strategic Support curriculum	Yes	$374,815.00	380,764.00
4	4.4	MTSS Collaboration time to align instruction with needs of unduplicated students	Yes	$60,000.00	9,727.00
4	4.5	Early literacy support and library techs	Yes	$540,107.00	439,099.00
4	4.6	Instructional Coaches to support best instructional practices for English Learners, low-income and foster youth	Yes	$599,217.00	518,114.00
4	4.7	Professional Development to address the best practices in meeting needs of unduplicated students in the classroom	Yes	$225,319.00	200,488.00
4	4.8	Math Intervention teachers in grades K-6	Yes	$840,000.00	523,504.00
4	4.9	Education Technology to Support Instruction for English Learners, Low-income and foster youth	Yes	$369,065.00	54,224.00
4	4.10	Pat Butler classified intervention staff	No	$40,000.00	0
4	4.11	MTSS Data Retreats - Virginia Peterson	No	$14,041.50	0
5	5.1	Mental Health support	No	$85,000.00	0
5	5.2	Parent Connectivity	No	$52,750.00	0
5	5.3	Academic support	No	$42,000.00	34,769.00
5	5.4	Career Technical Education	No	$90,771.00	0

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)

2024-25 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)
$15,085,759	$20,506,012.00	$15,859,421.00	$4,646,591.00	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 Support	Yes	$2,035,000.00	$1,162,916.00		
1	1.2	Staff training and coaching to meet the needs of English Learners, low income and foster youth	Yes	$436,661.00	$257,869.00		
1	1.3	Parent connectedness to school	Yes	$1,213,117.00	$1,232,691.00		
1	1.4	Basic needs for students experiencing homelessness, English Learners, low-income and foster youth	Yes	$185,000.00	$128,079.00		
1	1.5	Connectivity to school including Enrichment and afterschool sports	Yes	$370,855.00	$171,484.00		
1	1.6	Student mentorship and support for English Learners, low-income and foster youth	Yes	$181,000.00	$164,110.00		
1	1.7	Community School Support	Yes	$112,000.00	$120,919.00		
1	1.8	School facilities with extended day and enrichment opportunities	Yes	$400,000.00	$354,074.00		
1	1.9	Behavior Support And Safe, inclusive learning environment	Yes	$1,099,702.00	$894,459.00		
1	1.10	Positive School Culture and Climate	Yes	$1,678,229.00	$1,343,801.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.11	Transportation Support	Yes	$244,333.00	$96,849.00		
1	1.12	Drug Alcohol and Trama Informed Practice	Yes	$70,000.00	$46325.00		
1	1.14	Class size reduction	Yes	$160,121.00	$150,016.00		
2	2.1	Secondary Academic and Counseling Support and Mentorship	Yes	$2,382,104.00	$2,087,672.00		
2	2.2	Advancement for Individual Determination (AVID 7-12)	Yes	$282,235.00	$181,323.00		
2	2.3	Algebra 1 Math Support	Yes	$350,000.00	$216,633.00		
2	2.4	Junior High ELA and Math Support	Yes	$420,000.00	$441,929.00		
2	2.5	College and CTE Industry Trips	Yes	$40,000.00	0		
2	2.6	Access to Zero Period for English Learners, Students Experiencing Homelessness, and Students with Disabilities	Yes	$20,000.00	0		
2	2.7	Academic Support for Dual-Identified Students with Disability	Yes	$160,000.00	$125,092.00		
2	2.8	Extended Support for Students : Afterschool, Summer School, SAT and AP prep	Yes	$60,000.00	$23,355.00		
3	3.1	English Language Development Teachers	Yes	$1,880,000.00	$1,435,461.00		
3	3.2	Professional Development for Teachers to Address English Learners and Long-Term English Language Learners	Yes	$20,000.00	$8,063		
3	3.3	English Language Development Coordination	Yes	$189,000.00	$192,266.00		
3	3.4	Newcomer Support curriculum	Yes	$10,000.00	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)
3	3.5	Bilingual Support in Class	Yes	$303,132.00	$221,385.00		
3	3.6	Parent Engagement Programs	Yes	$40,000.00	$27,000.00		
3	3.7	ELPAC testing	Yes	$50,000.00	$42,693.00		
3	3.8	English Language Development Supplemental Materials for English Learners and Long Term English Learners students	Yes	$50,000.00	0		
3	3.9	Bilingual teachers compensation to promote student connection and parent engagement	Yes	$45,000.00	$3,334.00		
4	4.1	Reading Intervention teachers and reading and math paraeducators TK-6th grade	Yes	$2,740,000.00	$2,428,931.00		
4	4.2	Extended learning opportunities outside school day	Yes	$270,000.00	$174,772.00		
4	4.3	Additional Academic Support - Strategic Support curriculum	Yes	$374,815.00	$380,764.00		
4	4.4	MTSS Collaboration time to align instruction with needs of unduplicated students	Yes	$60,000.00	$9,727.00		
4	4.5	Early literacy support and library techs	Yes	$540,107.00	$439,099.00		
4	4.6	Instructional Coaches to support best instructional practices for English Learners, low-income and foster youth	Yes	$599,217.00	$518,114.00		
4	4.7	Professional Development to address the best practices in meeting needs of unduplicated students in the classroom	Yes	$225,319.00	$200,488.00		
4	4.8	Math Intervention teachers in grades K-6	Yes	$840,000.00	$523,504.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	**4.9**	Education Technology to Support Instruction for English Learners, Low-income and foster youth	Yes	$369,065.00	$54,224.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
67,275,060	$15,085,759	6.633%	29.057%	$15,859,421.00	0.000%	23.574%	$3,688,692.73	5.483%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

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