LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Paso Robles Joint Unified School District		
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2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Paso Robles Joint Unified School District serves just over 6800 students on 11 school sites.   The District Guiding Principles drives the instructional program and Local Control Accountability Plan (LCAP) and begins with the belief that all students will have success.   The LCAP goals reflect the vision that every student will be prepared for success in college, career, and community and the mission which is to deliver an exemplary education, in a safe environment, which empowers students with the skills, knowledge, and attitudes necessary for success in an ever-changing world. The district has six K-5 elementary schools which includes two magnet schools: The Arts Academy at Bauer-Speck and the Georgia Brown Dual Immersion Magnet. There are two middle schools; Lewis Middle School and Flamson Middle School which provide comprehensive 6-8 program. Flamson Middle School provides the extention of the Dual Immersion and VAPA magnet schools. Paso Robles High School provides a comprehensive program including a wide variety of courses: AP/honors courses, dual enrollment and concurrent enrollment with Cuesta Community College, Dual Immersion World History, VAPA including a downtown Art Gallery that showcases student work and provides working space for student artists, and Career Technical Education which includes a nationally-certified culinary arts program, state of the art video production and an award winning welding program.. All comprehensive 6-12 schools have been awarded Gold Ribbon Status by the state. Alternative programs include: grades 6-12 PRO Online Academy, grades 9-12 Independence High School, and grades 10-12 Liberty Continuation High School.
District initiatives include visual and performing arts for all K-5 students, elementary and middle school athletics programs beginning in grade 3, 1:1 device initiative in grades 6-8, GATE/AP/honors beginning in grade 2, all-day kindergarten, Transitional Kindergarten and Early Learning Academy (preschool). In addition, PRJUSD has the After School Education and Safety (ASES) program and Paso Robles Youth Development and Enrichment Program (PRYDE) before/after school care and well as PreSchool - 8th grade summer enrichment programs and 9-12 summer school for both credit recovery and original credit. A wide variety of clubs and activities are provided to students including robotics, chess, environmental education, leadership, Link Crew, Leaders as Readers, History Day, District Writing Contest and Almond Blossom Speech and Language Festival.

For more information, please visit http://www.pasoschools.org.

LCAP HIGHLIGHTS

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

The four goals of the 2017-20 LCAP are in direct alignment with the PRJUSD District Guiding Principles and California's eight state LCAP priorities. The first goal centers on College, Career and Community Readiness. The strategies through LCAP including additional counseling services (guidance counseling and socio-emotional counseling) district wide implementation of Positive Behavior and Intervention Supports (PBIS), specialized services for college and career readiness (PRHS College and Career Center and AVID) and support for parent educational opportunities. The second goal is to improve student achievement and close the achievement gaps. Key strategies include all day kindergarten and early entry TK, supports to differentiate instruction including additional certificated and classified staff, before and after school support (expanded library hours, tutoring labs, summer school programs), specialized support for English learners and their families (ELL Coordinator and a Bilingual Family Advocate). The third goal is access to core curriculum taught by highly qualified teachers aligned to California standards and the key strategy is professional development and coaching support for classroom implementation of high quality instruction and differentiation. The final goal is to provide enrichment and acceleration opportunities and support for GATE/AP/honors courses, Educational Technology, Visual and Performing Arts (VAPA), elementary and middle school athletics and other extra curricular activities. These activities are often available to families who can afford them, but are provided to all students in PRJUSD.

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

Our overall state achievement data indicated that we have specific areas where we have high levels of student performance and a substantial number of subject and grade levels that demonstrated growth. Our 11th grade students at the comprehensive high school continue to out perform the state averages in ELA and mathematics. This high level of performance was recently recognized with the awarding of the Gold Ribbon School status to Paso Robles High School.   In grades 3-8, we have been able to identify schools and grade levels that have promising practices that have led to significant student growth. District wide in the initial Dash Board release, PRJUSD was awarded a green performance level in Graduation Rate, English Learner Progress and Suspensions.   In fact, in Graduation Rate and Suspensions state indicators, English learners, socio-disadvantaged and Hispanic subgroups were awarded a blue performance level. Overall in grades 3-8, the district received yellow performance rating in ELA and mathematics, but had many areas receiving blue and green performance rating.

Stakeholder input continues to demonstrate a confidence in the accomplishments of the district and the direction of the District Guiding Principles and district initiatives. Students and parents indicated that this is a safe place to be with caring adults. Most significant increases are in parent surveys in Spanish in regards to providing a quality education. This year 89% of the parents surveyed in Spanish indicated that PRJUSD provides a high quality educational experience which was up from 72% the year before. This year we expanded our Parent Investment for Quality Education (PIQE) program to three full classes including a leadership (year 2) class, provided translation and language support at public meetings through our Bilingual Family Advocate and English Language Coordinator. Our site English Language Advisory Committees (ELAC) provided two community forums with law enforcement, an immigration attorney and school officials to discuss issues of student safety and welfare and answer questions regarding immigration enforcement.   The AVID program at the high school which has a high percentage of English language learners and reclassified students has doubled in enrollment in the past three years and was identified by 9-12 students as a program that benefited them. 100% of the AVID students last year received acceptance letters to four year colleges and universities.

Our school enrollment and average daily attendance (ADA) have increased. In the LCAP surveys, parents have identified the following initiatives as services, programs or supports that have most benefited their child: sports/athletics, visual and performing arts (VAPA), GATE, AP/Honors, Counseling/Counseling Services. In addition, specific programs such as ST Math, PBIS, and after school tutoring were identified by parents as being beneficial. Core programs supports identified by parents included special education services, teacher support, FFA, Dual Immersion Program and after school child care and child development programs. All students in grade 5, indicated that they participated in visual arts, dance and music with over 50% participating in after school athletics. In grades 9-12, 53% of students were enrolled

in Honors/AP classes with 78% of the parents stating that their child has benefited significantly from these opportunities.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

There are no overall district performance in the Red or Orange performance categories for state indicators. Local performance indicators will be reported during the Fall of 2017. Survey data indicates that only 9% of parents have attended a parent workshop or training. This will be a focus area for 2017-18 parent engagement. Each district initiative and program will collaborate to develop a comprehensive parent education program. In addition, each school site will identify parent workshop and training opportunities. In reviewing data from students, there appears to be a slight drop in middle school scores regarding student constructiveness including participation in a club or student organization and having at least one caring adult that they can go to at the school for help. The California Healthy Kids Surveys will be administered this spring to identify specific areas of focus at each middle school site and this data will be shared as part of the local indicator on school climate. Surveys from grades 9-12 indicate that the college and career preparation and planning data while overall is at a high level, has not increased from the previous year including having a college and/or career readiness plan (71%), having the information I need to understand the options available for college, career and community readiness (80%) and have met with a guidance counselor to review academic progress (59%). This will require a systematic process to assure that all 9th-12th grade students have a college and/or career plan. This will be part of the presentation of local indicator on College and Career Readiness in the fall of 2017.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

The local indicators will be presented to the Board of Trustees in the Fall of 2017 following the finalization of the state timeline for Dashboard submission. On state indicators, there were four areas with orange or red performance categories by student subgroups. In the special education student subgroup, graduation rate and grade 3-8 ELA state indicator was red and the grade 3-8 mathematics state indicator was orange. In suspension, the two race student subgroup was red. All other student ethnic subgroups were green. For special education students, the district has adopted a co-teaching model for core academics in grades 6-12 to give students additional access to courses required for graduation. In grades 3-8, new ELA adoptions were implemented and support materials for the Learning Centers were identified to improve grade level achievement for special education students. Baseline technology was established for each Learning Center to assure that support programs are available to special education students served in this setting. A Special Education Curriculum Committee completed a review of supplemental mathematics materials which will be implemented in the Fall of 2017. This year an MOU was contracted with the certificated union that provided release days for training and support of all K-12 certificated special education staff. In addition, a Special Education Advisory Committee was formed to support the development of a special education handbook and to identify needs of classified and certificated staff.

Within the suspension student report, the subgroup of Two Race students indicated that there was high suspension rate and it had increased from the previous year. The subgroup will be reviewed through current suspension data and California Health Kids Survey given this spring to identify potential root causes. Intervention Specialist support will be used to support students in this subgroup to assure connectiveness to school.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

PRJUSD All day kindergarten with six hours paraeducators provides 2.5 additional hours of instruction daily and a 13 to1 adult to student ratio for six hours daily. Our data in the iRead foundational reading skills program indicates that the gap closed between our high and low poverty schools in these foundation skills. This is the second year for district-wide all day kindergarten and the first year for iRead implementation and we are building a strong foundation for our English learners and socioeconomically disadvantaged students who research indicates will start school with few prereading skills, vocabulary deficients and a lack of school readiness.

Our PreK-5 enrichment summer school is free to all unduplicated students and at a low cost for other students. This provides an additional 76 hours of instruction and enrichment for students during the summer months. Without these summer supports, the achievement gap would actually widen in the summer between advantaged and disadvantaged students. Students attending enrichment summer school have additional time to master concepts in mathematics and reading and participate in art, STEM and physical activities.

Our Bilingual Family Advocate and EL Coordinators have now built a thriving leadership group with Spanish speaking parents. These parents attended both the core and leadership development nine week classes offered through our district partnership with Parent Investment for Quality Education (PIQE). The parent leadership group, PLATA, was established using PIQE leadership graduates and is serving as outreach to new parents in our district and is providing workshops regarding the information and skills they have learned. Their first major project was the development of the summer learning backpack. Presentations are being held at ELAC sponsored site meetings and parents attending the workshop presented by PLATA parents received a summer backpack with reading books and activities. The workshops also include information about other summer activities that would be beneficial for students. This a is true example of parent engagement.

The 6-12 AVID program has continued to grow and impacts not only AVID students, but students throughout the middle and high schools and through student service learning requirements, the elementary schools. The AVID site teams have site teacher leaders from all content areas and the summer AVID professional development institutes provide indepth training on AVID strategies appropriate for content area instruction. 100% of the AVID seniors were accepted into 4 year colleges or universities. We currently have former AVID students who have returned to work in our district and the culture of college planning is evident in AVID families.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$57,997,453
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$4,931,621.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

In addition to what is provided for in the LCAP, the district provides many services to support the core programs, including, but not limited to certificated and classified staff; administrators and administrative staff; maintenance,operations and transportation staff and activities; facilities; classroom support; and educational support programs

$57,997,453	Total Projected LCFF Revenues for LCAP Year

Annual Update   **LCAP Year Reviewed: 2016-17**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1	Paso Robles Joint Unified School District students will be College and Career and Community Ready when they graduate

State and/or Local Priorities Addressed by this goal:

STATE	☐ 1	☐ 2	☒ 3	☒ 4	☒ 5	☒ 6	☐ 7	☐ 8
COE	☐ 9	☐ 10						

LOCAL   PRJUSD Guiding Principles Goal #1

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
Increase the percentage of student CSU/UC Ready to 50% based on EAP readiness and completion of A-G Courses Increase percentage of students attending 2 year and 4 year post-secondary institutions to 75% (includes military service) Increase the percentage of 9-12 students who indicated they have a college and/or career readiness plan to 85% based on student survey Increase the percentage of 9-12 students who indicated that they have met with a guidance counselor to review his/her academic high school progress to 75% Increase high school graduation rate to 90% for all schools and in all subgroups Increase attendance to 96% Reduce chronic absenteeism rate by 5% Decrease discipline incidents by 5% Reduce suspension and expulsion rates by 5% Increase the percentage of parents and students who indicated that the school provides a safe environment for learning to 95% Increase the percentage of parents and students who indicated that students are connected to school to 90% based on parental and student survey Increase the percentage of student who indicate they have at lease one caring adult to 90% based on student survey Increase the percentage of parent who indicated that the school encourages parental participation to 80% based on parental survey	A-G course completion - target 50% Currently 75% of courses at Paso Robles High School meet A-G requirements. Data regarding A-G completion for 2015-16 released in June indicated that 21% of 2015-16 graduates completed A-G requirements. College and Career Readiness Indicator. CDE is in the process of establishing a College and Career Readiness Indicator. Using data from 13-14, baseline line data was made available to districts. For 2014, 35% of students met readiness for college and career, 37% were approaching preparedness and 28% were not prepared. More recent data is not yet available due to the change from CST to CAASP test. In preliminary 2015-16 Data 21% completed A-G, 47% completed a CTE pathways and 56% meet the College and Career Readiness Indicator based on those two measures. Enrollment in post-secondary institutions -target 75% Students self report that 81% of students will be attending a two year or four year college/university 100%of 2015-16 AVID students were accepted to four year colleges 71% of 9th - 12th grade students indicated in the 2017 LCAP survey that they have a college and/or career readiness plan (71% in 2016) 80% of the 9th -12th grade students indicated in the 2017 LCAP survey that that they have the information they need to understand the options available for college, career, and community readiness (80% in 2015)

Increase the percentage of parents who indicate that their school seeks their input regarding their child's educational experiences to 80%

Develop a district cadre of at least 10 parents who are PIQE trainers and leaders

80%of the 9th-12th grade students indicated in the 2017 LCAP survey that the school offers courses that are aligned to my interests and post-secondary goals (76% in 2016)

59% of the 9th -12th grade students indicated in the 2017 LCAP survey that that they have met with a guidance counselor to review their academic progress (58% in 2016)

Graduation - target 90%
High School graduation rate (based on 15-16 data) for all students was 93.7% and was rated green on the CA Dashboard. English Learner, socioeconomically disadvantage, Hispanic and white subgroups were all over 91% and rated blue or green on the CA Dashboard. Special Education subgroup was 70% and declined and was rated red.

Attendance - target 96%
Attendance as March 31st is 95.44% which is up from the 15-16 attendance of 95.13%

Chronic Absenteeism - target reduce by 5%
Chronic Absenteeism has not been released from the state, but is roughly defined as the percentage of students who have been absent for more than 10% of the school days completed. Based on this definition as of March 2017, the district average is 8.87% which ranged at school sites at a low of 7.33% and a high of 12.42%.

Suspension/ Expulsion Rate - target reduce suspension and expulsion rates by 5%
The suspension rate decreased from 4.6% to 3.5% which was a 30% reduction in suspension and the performance level for suspension on the CA Dashboard was green.

Safe Environment - Increase percentage of parents and students who indicated that schools provides a safe environment to 95%
78% of the parents surveyed in English strongly agreed or agreed that "my child feels safe at school"
90% of the parents surveyed in Spanish strongly agreed or agreed that "my child feels safe at school"
83% of 5th grade students surveyed strongly agreed or agreed that "I feel safe at school"
67% of 6th- 8th grade students surveyed strongly agreed or agreed that "I feel safe at school"
67% of 9th - 12th grade students surveyed strongly agreed or agreed that "I feel safe at school"

Student connectedness to school - Increase the percentage of parents and students who indicated that students are connected to school to 90% based on parental and students surveys

78% of the parents surveyed strongly agreed or agreed that "my child feels connected to school"
86% of 5th grade students surveyed strongly agreed or agreed that "I am proud to be part of my school"
54% of 6th- 8th grade students surveyed strongly agreed or agreed that "I am proud to be part of my school"
57% of 9th- 12th grade students surveyed strongly agreed or agreed that "I am proud to be part of my school"

Students access to caring adults - Increase the percentage of student who indicate they have at least one caring adult to 90% based on student survey
90% of the parents surveyed stated "yes" to "my child has at least one caring adult that they can go to at the school if they need help"
88% of 5th grade student surveyed stated "yes" to "I have at least one caring adult that I can go to at the school if I need help"
81% of 6th-8th grade students surveyed stated "yes" to "I have at least one caring adult that I can go to at the school if I need help"
88% of 9th - 12th grade students surveyed stated "yes" to "I have at least one caring adult that I can go to at the school if I need help"

Parent Input - Increase the percentage of parents who indicate that their school seeks their input regarding their child's educational experiences to 80%
80% of the parents surveyed in English stated that the school always or sometimes "seeks my input regarding my child's education"

Parent Participation - Increase the percentage of parent who indicated that the school encourages parental participation to 80% based on parental survey
92% of the parents surveyed in English indicated that they participated in school with the largest percentage 88.41% attending school function, 40% volunteering, 38% fundraising, 12% attending parent meeting, 9% attending parent workshops and 11% other.

Parent Leadership Cadre - Develop a district cadre of at least 10 parents who are PIQE trainers and leaders
A District Cadre was started through DELAC with 19 parents who completed the PIQE program. The first project will be a workshop for parents of EL students to provide information the EL parents regarding the importance of summertime learning. Using Title II funding, the district is purchasing summertime learning backpacks for the workshop

Six schools applied for Bronze level status in PBIS and four school applied for Silver level status.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action   1

Actions/Services	PLANNED Provide two Tier 1 Intervention Specialists for K-5 schools and contracted mental health services	ACTUAL Provided two Tier 1 Intervention Specialist for K-5 Schools which were shared by 4 schools (Bauer-Speck, King, Pifer, Butler) and Contracted Mental Health Services from the Community Counseling Center for 3 schools (Brown and Peterson and Lewis Middle School).
Expenditures	BUDGETED Interventions specialists, Tier1 2000-2999: Classified Personnel Salaries Supplemental $138,000 Contracted mental health 5800: Professional/Consulting Services And Operating Expenditures Supplemental $40,000 Benefits 3000-3999: Employee Benefits Supplemental $59,000	ESTIMATED ACTUAL $200,426 2000-2999: Classified Personnel Salaries Supplemental $103,474 3000-3999: Employee Benefits Supplemental $51,392 Contracted Mental Health Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental $67,346

Action   2

Actions/Services	PLANNED Provide two Tier 2 Intervention Specialists for PRHS and one Tier 2 Intervention Specialists each for LMS and FMS	ACTUAL Provided two Tier 2 Intervention Specialists for PRHS and one Tier 2 intervention specialist for FMS. Provided a.6 Intervention Specialist at LMS (August - June) and .4 Counseling support toward intervention (January - June)
Expenditures	BUDGETED Intervention specialists, Tier 2 2000-2999: Classified Personnel Salaries Supplemental $139,000 Benefits 3000-3999: Employee Benefits Supplemental $81,000	ESTIMATED ACTUAL Tier 2 Intervention Specialist for PRHS, LMS and FMS 2000-2999: Classified Personnel Salaries Supplemental $142,014 Certificated Counseling Support (.4) 1000-1999: Certificated Personnel Salaries Supplemental $15,988 Employee Benefits 3000-3999: Employee Benefits Supplemental R67,963

Action   3

Actions/Services	PLANNED Add two additional counselors at PRHS to support academic and college and career counseling	ACTUAL Added two additional counselors at PRHS to support academic and college and career counseling. Added a .4 FTE at FMS and a .6 FTE at LMS tor bring the ratios to 500 to 1 to align with high school ratios
Expenditures	BUDGETED Guidance Counselor 1000-1999: Certificated Personnel Salaries Base $77,800 CTE College and Career Counselor 1000-1999: Certificated Personnel Salaries California Career Pathways Trust $77,800 Benefits 3000-3999: Employee Benefits Base $27,200 Benefits 3000-3999: Employee Benefits California Career Pathways Trust $27,200	ESTIMATED ACTUAL Guidance Counselor 1000-1999: Certificated Personnel Salaries Supplemental $82,212 CTE College and Career Counselor 1000-1999: Certificated Personnel Salaries Supplemental 77,800 Guidance Counselor Benefits 3000-3999: Employee Benefits Supplemental $27,021 CTE College and Career Counselor Benefits 3000-3999: Employee Benefits California Career Pathways Trust $27,200 .4 FTE Counselor at LMS and .6 FTE Counselor at LMS. Position started in January 1000-1999: Certificated Personnel Salaries Supplemental $22,586 Employee Benefits 3000-3999: Employee Benefits 9,967

Action 4

Actions/Services	PLANNED Provide a College and Career Center at Paso Robles High School	ACTUAL College and Career Center at PRHS was staff through the CalSoap, College and Career Counselor and After school tutoring coordinators. Funding was received through the College and Career incentive grant to complete reconfigure the college and career center. LCAP funds were not expended through this action, but were shifted to provide funds for overages in other action items
Expenditures	BUDGETED Support Services at College and Career Center 1000-1999: Certificated Personnel Salaries Supplemental $20,000 Support Services at College and Career Center through CalSoap 1000-1999: Certificated Personnel Salaries Other $17,000	ESTIMATED ACTUAL Furniture and Equipment to reconfigure the College and Career Center 1000-1999: Certificated Personnel Salaries Supplemental Support Services at College and Career Center Throug Cal Soap TBD Supplies, Material and Furniture though College and Career Readiness Grant TBD

Action 5

Actions/Services	PLANNED	ACTUAL

Expenditures	AVID Program Support for site AVID fees, staff training, college field trips and AVID tutors)	AVID Program Support for site AVID fees, staff training, college field trips and AVID tutors
	BUDGETED Site fees, staff training, college field trips and AVID tutors Supplemental $60,000 AVID stipends, AVID workshops, AVID class materials 0000: Unrestricted Base $10,000	ESTIMATED ACTUAL AVID Participation Fees 5000-5999: Services And Other Operating Expenditures Supplemental 11,087 Certificated Stipends and Substitutes 1000-1999: Certificated Personnel Salaries Supplemental $5,838 Tutors 2000-2999: Classified Personnel Salaries Supplemental $3,192 Employee Benefits (All) 3000-3999: Employee Benefits Supplemental $1,205 Materials and supplies for 11 6-12 AVID classes 4000-4999: Books And Supplies Supplemental $3,040 Training - AVID Summer Institutes and Regional Workshops 5000-5999: Services And Other Operating Expenditures Supplemental $20,889 College Field Trips 5000-5999: Services And Other Operating Expenditures Supplemental $7,485

Action 6

Actions/Services	PLANNED 6-8 College, Career and CTE interest inventories, career events and transportation to post-secondary exploratory events	ACTUAL Development of a elective wheel that allows for students to complete CTE exploration and conduct interest inventories in grade 6 was completed for implementation during the 2017-18 school year
Expenditures	BUDGETED Instructional materials and transportation 4000-4999: Books And Supplies California Career Pathways Trust $5,000	ESTIMATED ACTUAL Did not occur for 2017-18

Action 7

Actions/Services	PLANNED Parent Institute for Quality Education (PIQE) and additional parent education opportunities for literacy, mathematics, and college and career readiness	ACTUAL Conducted three Parent Institutes for Quality Education (PIQE) including two level 1 courses and 1 level 2 course
Expenditures	BUDGETED Program Fee for three PIQE classes 5800: Professional/Consulting Services And Operating Expenditures Supplemental $30,000 Program expenses Supplemental $5,000	ESTIMATED ACTUAL Program Fee for three PIQE classes 5800: Professional/Consulting Services And Operating Expenditures Supplemental $30,000 Childcare and material expenses 2000-2999: Classified Personnel Salaries Supplemental $550 Materials for Parent Workshops for Summertime learning using the leaders from the Level 2 PIQE class 4000-4999: Books And Supplies Title III $20,825

	Additional Time for Bilingual Family Advocate to provide support during the summer for the program. 2000-2999: Classified Personnel Salaries Title III $1000
	Program Experiences and materials (multiple categories) Supplemental $3,512
	Parent Education conference with migrant education 5000-5999: Services And Other Operating Expenditures Supplemental $2,575

Action **8**

Actions/Services

PLANNED	ACTUAL
School site support for PBIS implementation, year 2 ($5,000 per site)	School Site support for PBIS implementation, year 2 ($5,000 per site)

Expenditures

BUDGETED	ESTIMATED ACTUAL
Materials through one-time funding 4000-4999: Books And Supplies Supplemental $50,000	Moved to LCAP expense 4000-4999: Books And Supplies Supplemental $37,350
	Training Expenses 5700-5799: Transfers Of Direct Costs Supplemental $8,225
	Printing of school banners 5000-5999: Services And Other Operating Expenditures Supplemental $1,425
	Licenses and Permits - 5-star students 5000-5999: Services And Other Operating Expenditures Supplemental $1,000

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The overall implementation of the actions and services was consistent with the LCAP plan. The additional counselors and intervention specialists were hired. A College and Career Center was in operation, the AVID program expanded to two classes in 9th-12th grade levels and continued at the middle school level. The district provided two PIQE classes through LCAP at the introductory level and one class at the leadership level. Parents within the leadership class then formed PLATA (Padres Lideres Academicamente Transformando Actitudes) and are providing workshops for parents of English learners on the importance of summer learning and through Title III funds the parents attending the workshops are receiving summer learning backpacks. All schools fully implemented PBIS
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The overall implementation of the actions and services in this goal increased attendance and reduced suspensions and assisted students in meeting the requirements for high school graduation and college, career and community readiness. The LCFF Evaluation rubric indicates a green level of performance on graduation and suspension. It must be noted that the data used by the state is not current data and more accurate data will be available in the fall of 2017. LCAP surveys indicated that we have moved toward targeted objectives within the LCAP for student connectedness, school safety, and having a caring adult.

The college and career readiness survey data indicated that, while we are at a high level, we did not substantially improve in the measures of college and career planning and access to a guidance counselor.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The is no material difference between the budgeted expenditures and estimated actual expenditures although 1.0 FTE counselor services was added to support middle school students. This provided the same ratio of counselor to students as the high school. The expenditures for the College and Career Center was reduced as a grant was obtained to provide support for the Center which helped provided support for the 1.0 FTE counselor. One of the intervention specialists at one school could only work 60% and the remaining 40% of the services was done by adding 40% to a part-time counselor.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	For the 2017-20 plan, this goal remains in place. Along with the current metrics, the district is adding the California Healthy Kids survey which will be given to 5th grade, 6th -8th grade and 9th -12th grade students to meet the requirement of local indicator on school climate. These results will be presented in the fall of 2017 at a regularly scheduled Board of Trustees meeting.

Annual Update   LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2	PRJUSD will increase student success and achievement and close the achievement gap of pupil subgroups in core content areas and provide access to Visual and Performing Arts (VAPA) and services for advanced learners (GATE, Honors, AP and Dual Enrollment)

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☒ 8
COE ☐ 9 ☐ 10
LOCAL   PRJUSD Guiding Principals Goal 1

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Increase the percentage of students exiting first grade as readers and mathematicians to 80% including all subgroups	According to the MAP Assessment 36% of first graders are on grade level in reading and 37% in mathematics
Increase the percentage of students who exit 5th grade prepared for academic success in middle school to 85% including all subgroups	According to the MAP Assessment 74.5% of students have met or nearly met standards in English language arts an increase from 71% from the year before. A significant increase was in 5th grade students who met standard or exceeded standards from 35% in 2016 to 53% in 2016. There was also a decrease in the students who have not met standards from 33% to 26%. Mathematics data is not yet available for the Spring of 2017 as of June 20, 2017
Increase the percentage of student who are on track to graduate in grade 9 to 85% (successfully completed English 1 and mathematics courses and passed 3 other classes)	63.2% of 9th graders are on track to graduate. (35% of 9th grade students failed ELA and/or mathematics and 1.8% who passed ELA and mathematics failed two or more courses.)
Meet State Annual Measurable Achievement Objectives (AMAO) for English Learners	There was no AMAO measure this year, but the district was awarded a Green Performance Level for the new state indicator, English Learner Progress
Reduce the percentage of Long Term English Learners by 5%	A 5% reduction of long term English learners would have resulted in a 12 student reduction of LTEL and there was only a one student reduction.
Increase the number of students participating in the GATE program in grades 1-8 by 50%	The number of students in the GATE program in grades 1-8 increased by 48%
Increase the number of students receiving college credit in high school (AP completion and passage rate, dual enrollment, concurrent enrollment) by 10%	In 2015-16, 45% of grade 9-12 students had earned college credit through dual enrollment, concurrent enrollment and/or Advance Placement (AP) tests. There were 1,017 students obtaining college credit out of 2,265 9th -12th grade students.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services

PLANNED	ACTUAL
All-day kindergarten @ all elementary sites with 6 hour paraeducators	All-day kindergarten @ all elementary sites with 6 hour paraeducators

Expenditures

BUDGETED	ESTIMATED ACTUAL
6 hour classified paraeducators for all-day kindergarten class 2000-2999: Classified Personnel Salaries Supplemental $473,000 3000-3999: Employee Benefits Supplemental $127,000	6 hour classified paraeducators for all-day kindergarten class 2000-2999: Classified Personnel Salaries Supplemental $488,956 3000-3999: Employee Benefits Supplemental $107,570

Action 2

Actions/Services

PLANNED	ACTUAL
TK for Early Admission Students. (Students who will be 5 between Dec 2 and January 10th will be allowed to enroll August 20th and thus receive a full year of TK prior to K enrollment	TK for Early Admission Students. (Students who will be 5 between Dec 2 and January 10th will be allowed to enroll August 20th and thus receive a full year of TK prior to K enrollment

Expenditures

BUDGETED	ESTIMATED ACTUAL
unreimbursed cost - varies by age 0000: Unrestricted Base	Early entrance TK birthday were prior to the the "break even" point for ADA 0000: Unrestricted Base $0

Action 3

Actions/Services

PLANNED	ACTUAL
Support for primary classes and differentiated instruction through paraeductors	Support for primary classes and differentiated instruction through paraeductors

Expenditures

BUDGETED	ESTIMATED ACTUAL
Six 5.5 hour paraeducators 2000-2999: Classified Personnel Salaries Supplemental $132,000 3000-3999: Employee Benefits Supplemental $36,000	Six 5.5 hour paraeducators 2000-2999: Classified Personnel Salaries Supplemental $103,521 3000-3999: Employee Benefits Supplemental 25,775

Action 4

Actions/Services

PLANNED	ACTUAL
Support for Newcomer students and students at CELDT 1,2	Support for Newcomer students and students at CELDT 1,2 . 1 FTE Bilingual Paraeducator Support and . 5 FTE teacher period for Newcomer programs at grades 6-8

Expenditures

BUDGETED	ESTIMATED ACTUAL
.5 FTE Teacher 1000-1999: Certificated Personnel Salaries Supplemental $45,500	.5 FTE Teacher 2000-2999: Classified Personnel Salaries Supplemental $47,500
2 FTE hour bilingual paraeduator 2000-2999: Classified Personnel Salaries Supplemental $43,500	3000-3999: Employee Benefits Supplemental 14,950
3000-3999: Employee Benefits Supplemental $21,000	1 FTE bilingual paraeducator 2000-2999: Classified Personnel Salaries Supplemental $15,068
	3000-3999: Employee Benefits Supplemental $3,513

Action 5

Actions/Services

PLANNED	ACTUAL
Strategic support of Grades K-5 mathematics through ST math	Strategic support of Grades K-5 mathematics through ST math

Expenditures

BUDGETED	ESTIMATED ACTUAL
Ongoing licensing fee 5000-5999: Services And Other Operating Expenditures Base $16,000	Ongoing licensing fee 5000-5999: Services And Other Operating Expenditures Lottery $16,000

Action 6

Actions/Services

PLANNED	ACTUAL
Intervention support for grade 4-5 in reading and designated ELD	Intervention support for grade 4-5 in reading and designated ELD

Expenditures

BUDGETED	ESTIMATED ACTUAL
.5 FTE at each four K-5 sites and 1.0 FTE at BS and VP 1000-1999: Certificated Personnel Salaries Supplemental $271,000	.52 FTE at each three K-5 sites(KK, PB, GB) .64 at WP and 1.0 FTE at BS and VP 1000-1999: Certificated Personnel Salaries Supplemental $317,009
3000-3999: Employee Benefits Supplemental $79,000	3000-3999: Employee Benefits Supplemental $109,181

Action 7

Actions/Services

PLANNED	ACTUAL
Extended school day (before, after, Saturday)	Extended school day (before, after, Saturday)

Expenditures

BUDGETED	ESTIMATED ACTUAL
Personnel and materials 0000: Unrestricted Supplemental $35,000	Personnel for after school 1000-1999: Certificated Personnel Salaries Supplemental $4,575

Action **8**

Actions/Services

PLANNED	ACTUAL
Core/Enrichment Summer School, K-8	Core/Enrichment Summer School, K-8

Expenditures

BUDGETED	ESTIMATED ACTUAL
Staff and materials 0000: Unrestricted Supplemental $40,000	Certificated Staff, Administrative Staff, Classified Staff and materials Still TBD with the start of the 2017-18 summer school Supplemental

Action **9**

Actions/Services

PLANNED	ACTUAL
Expand library services hours to before and after school	Expand library services hours to before and after school

Expenditures

BUDGETED	ESTIMATED ACTUAL
Increase Library Media Technicians by 2 hours (to 8 hours) 2000-2999: Classified Personnel Salaries Supplemental $55,000 3000-3999: Employee Benefits Supplemental $15,000	Increase Library Media Technicians by 2 hours (to 8 hours) 2000-2999: Classified Personnel Salaries Supplemental $70,829 3000-3999: Employee Benefits Supplemental $36,889

Action **10**

Actions/Services

PLANNED	ACTUAL
Provide after school support with designated writing lab and math tutoring center	Provide after school support with designated writing lab and math tutoring center

Expenditures

BUDGETED	ESTIMATED ACTUAL
Certificated staff to work 7th period to provide after school tutoring in writing and mathematics 1000-1999: Certificated Personnel Salaries Supplemental $36,000	Certificated staff to work 7th period to provide after school tutoring in writing and mathematics 1000-1999: Certificated Personnel Salaries Supplemental $38,984

Action **11**

Actions/Services

PLANNED	ACTUAL
Summer/academic year credit recovery , grades 9-12	Summer/academic year credit recovery , grades 9-12

Expenditures

BUDGETED	ESTIMATED ACTUAL
certificated staff to provide summer and academic year credit recovery program, adminstrative staff, clerk, training and materials Supplemental $45,000	certificated staff to provide summer and academic year credit recovery program (still TBD with the beginning of 17-18 Summer School) 1000-1999: Certificated Personnel Salaries Supplemental

Action **12**

Actions/Services

PLANNED	ACTUAL
Certificated support for strategic ELA and mathematics for grades 6-8	Certificated support for strategic ELA and mathematics for grades 6-8 - Funding used for counseling support

Expenditures

BUDGETED	ESTIMATED ACTUAL
	$0

2.0 FTE Certificated Teacher (one at LMS and one at FMS) 1000-1999: Certificated Personnel Salaries Supplemental $130,500 3000-3999: Employee Benefits Supplemental 49,500	$0

Action **13**

	PLANNED	ACTUAL
Actions/Services	Certificated support for strategic courses for algebra I support in grade 9	Certificated support for strategic courses for algebra I support in grade 9
	BUDGETED	ESTIMATED ACTUAL
Expenditures	.8 FTE Certificated Teacher at PRHS 1000-1999: Certificated Personnel Salaries Supplemental $65,000 3000-3999: Employee Benefits Supplemental $25,000	.8 FTE Certificated Teacher at PRHS 1000-1999: Certificated Personnel Salaries Supplemental $48.500 3000-3999: Employee Benefits Supplemental $18,420

Action **14**

	PLANNED	ACTUAL
Actions/Services	GATE, Honors,/ AP Teacher on Special Assignment and GATE/honors/AP support (GATE testing, professional development, classroom materials, parent education, GATE events)	GATE, Honors,/ AP Teacher on Special Assignment and GATE/honors/AP support (GATE testing, professional development, classroom materials, parent education, GATE events)
	BUDGETED	ESTIMATED ACTUAL
Expenditures	1.0 FTE TOSA, 1000-1999: Certificated Personnel Salaries Supplemental $$71,500 3000-3999: Employee Benefits Supplemental 24,900 4000-4999: Books And Supplies 17,500 Professional Development, field trips, licenses 5000-5999: Services And Other Operating Expenditures $35,000 Substitutes and Teacher Extra Duty $26,100	1.0 FTE TOSA, site coordinator stipends, substitutes 1000-1999: Certificated Personnel Salaries Supplemental $81,065 3000-3999: Employee Benefits Supplemental $27,341 4000-4999: Books And Supplies Supplemental 45,795 Conferences 5000-5999: Services And Other Operating Expenditures Supplemental $14,400 see certificated salaries

Action **15**

	PLANNED	ACTUAL
Actions/Services		Technology Implementation
	BUDGETED	ESTIMATED ACTUAL
Expenditures		Technology site leads and web leads 1000-1999: Certificated Personnel Salaries Supplemental $9,000 Benefits on stipens 3000-3999: Employee Benefits Supplemental $753 Noncapitalized Equipment 4000-4999: Books And Supplies Supplemental $40,400

	licensees - NWEA MAP Assessment and Spanish illuminate assessment 5800: Professional/Consulting Services And Operating Expenditures Supplemental $35,491

Action **16**

Actions/Services

PLANNED	ACTUAL
K-8 VAPA support for program expansion	The K-5 VAPA Program expenses were in the 2015-16 LCAP, and remained in the 2016-17 budget

Expenditures

BUDGETED	ESTIMATED ACTUAL
materials and supplies for program expansion 4000-4999: Books And Supplies Supplemental $50,000	Certificated teachers and VAPA Stipends 1000-1999: Certificated Personnel Salaries Supplemental $262,518
	VAPA Instructional Aides 2000-2999: Classified Personnel Salaries Supplemental $44,912
	3000-3999: Employee Benefits Supplemental $57,919
	Material and Supplies and Noncapitalized Equipment 4000-4999: Books And Supplies Supplemental $20,175
	Repairs/Maint of Equipment 5000-5999: Services And Other Operating Expenditures Supplemental 2,257
	Professional Consulting 5800: Professional/Consulting Services And Operating Expenditures Supplemental $10,222

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	For many of the LCAP services this is the second year of implementation which provides a deeper level of understanding of the programs, services and expertise. All day Kindergarten, Transitional Kindergarten, intervention teachers and paraeducators, expanded library hours, elementary VAPA and athletics all began at the start of school. This is the first year that cluster grouping for GATE was used in grades 2-5. The emphasis was on teacher training, finding and developing curriculum and providing opportunities to showcase success. The 1:1 Device initiative in grades 6-8 rolled out out at the end of October and student use data in the LCAP survey showed the impact to the students when technology is available to all students everyday. Newcomer support is allocated each year, but is dependent on enrollment numbers and student placement. This year a newcomer support program, Imagine Learning, was provided along with the required technology for every newcomer student to support the transition to English.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	iRead data shows that 64% of kindergarten students were on grade level in reading and 27% were near grade level. This is a significant difference from the beginning placement of first grade students this year. We anticipate that the strong base that was provided to kindergartners this year in iRead will add significantly to student achievement in grade 1. This year 62% of grade 1 students met their MAP growth goals which was supported by the differentiated instruction in grade 1 though the LCAP paraeducators. In grades 4-5 students received designated ELD instruction, support was provided to newcomer students

through Imagine Learning in primary grades and newcomer classes in grades 6-12. The district received a green performance level in English Learner progress. In grade 5 in ELA we have a significant increase in the percentage of students who met or exceeded standards (30% in 2016 to 53% in 2017) and a decrease in the percentage of students who did not meet standards (33% in 2016 to 26% in 2017). Services in ELD and differentiated support were provided by the LCAP intervention teachers
In the LCAP surveys, parents have identified the following initiatives as services, programs or supports that have most benefited their child: sports/athletics, visual and performing arts (VAPA), GATE, AP/Honors, Counseling/Counseling Services. In addition, specific programs such as ST Math, PBIS, after school tutoring were named.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Last year it was believed that we needed to reduce the overall funding allocated to LCAP and services that were included in the 2015-16 were not initially identified as LCAP funded even though the LCAP Committee believed that they were valuable enough to continue. With a new CBO we reviewed the plan and budget and it was recommended that we continue to identify these services in LCAP as we grow toward full implementation of LCFF. Thus the services for VAPA and technology continue to be included in the LCAP along with the new LCAP services. This raised the LCAP services from 2.9 million to 3.2 million. In the 2015-16 plan there was 2 FTE for pull out intervention services for grades 6-8. In the fall it was decided that that would not be the most efficient way to provide intervention services. The funding was shifted to provide additional counseling support at each middle school.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	To better align the new LCFF evaluation rubric and to provide more alignment to state priorities. This Goal 2 will be split into two goals for the 2017-20 LCAP. The first goal will be student achievement and closing the achievement gap. This will include the intervention services including certificated and classified staff that provide differentiated services, extended learning time through summer programs and all day kindergarten. These are aligned to the State Achievement Indicators for grades 3-8 in mathematics and language arts as well as the College and Career Readiness Indicator. Enrichment and accelerated programs will now be addressed in goal 4 and will also include school climate and a focus on student connectedness to school

Annual Update   LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3	All PRJUSD students will have access to core curriculum taught by highly qualified teachers that is aligned to the new California Standards in ELA, mathematics, history social science and science

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1   ☒ 2   ☐ 3   ☒ 4   ☐ 5   ☐ 6   ☐ 7   ☐ 8
COE   ☐ 9   ☐ 10
LOCAL   PRJUSD Guiding Principles Goals 1 and 2

ANNUAL MEASURABLE OUTCOMES

EXPECTED

All students will have sufficient access to standards-aligned instructional materials as measured by Williams Act requirements and staff surveys
All K-5 teachers and 6-8 ELA teachers will have textbooks and instructional materials adopted by the California State Board of Education
Students achieving proficiency on mathematics and English Language Arts benchmarks will increase by a minimum of 10% at each grade level grades 3-11
All teachers are appropriately assigned and credentialed in subject areas as indicted by SLOCOE audit
All school facilities will be maintained in good repair as measured by Williams Act requirements and staff, student and parental surveys (target-88%)
All grade level and subject area Professional Learning Communities (PLC) will incorporate the use of benchmark and formative data to guide instructional decision making as measured by the PLC minutes submitted to site administrators
All EL students will have access to core content and ELD standards as measured by course enrollment and daily schedule

ACTUAL

Local Indicators 1 and 2
Board Resolution dated October 11, 2016 indicates that all students are supplied with appropriate standards based materials.
86% of K-5 staff and 74% of 6-12 staff indicated that their students have access to current textbooks, resources and instructional materials that support California state standards
No Uniform Complaint Policy (Williams Act) complaints regarding facilities or textbooks and instructional materials.
Measure M, a $95 million dollar facilities bond was passed by voters in November 2017.
School Facilities - All school facilities will be maintained in good repair as measured by Williams Act requirements and staff, student and parental surveys - target-88%

88% of parents answered "yes" to My Child's school is clean, safe, and functional
94% of the K-5 certificated staff answered "yes" to "the school facilities and grounds are maintained in a manner that assures it is clean, safe, and functional"
90% of the 6-12 certificated staff answered "yes" to "the school facilities and grounds are maintained in a manner that assures it is clean, safe, and functional"
83% of the classified staff "strongly agreed" or "agreed" to "The school facilities and grounds are maintained in a manner that assures it is clean, safe, and functional"
91% of the 5th grade students surveyed answered "yes" to "My school is clean and safe"
San Luis Obispo County Office of Education certified teachers were appropriately assigned and credentialed at Bauer-Speck who received a Williams Act school

visitation. District-wide there were three misassignments and one assignment option. There are currently three teacher on a STIP and three interns.

California State Standards
73% of 6-12 staff indicated that students have access to current textbooks, resources and instructional materials that support California State Standards (currently the ELA department has completed a curriculum review of textbooks and next year according to the state adoption calendar, History Social Science will be up for review)
New standards aligned English Language Arts textbooks were purchased for grades PreK-8 and a curriculum review was completed in grades 9-12 to select new standards aligned English Language Arts textbooks

In the Fall 2017, the state recommended reflection tool for the local indicator (state priority 2), Implementation of State academic standards, will be administered to certificated staff and reported to the Board of Trustees at a regularly schedule meeting

Students achieving proficiency on mathematics and English Language Arts benchmarks will increase by a minimum of 10% at each grade level grades 3-11
The district elected to implement Measures of Academic Progress (MAP) which provides students, parents and teachers will goal setting, information for instructional planning and progress monitoring toward proficiency. The MAP assessment indicated that students making their growth targets by grade level ranged from 38% to 65%. Next year, student growth goals will be shared with parents along with progress made towards those growth goals

Last years state CAASP scores indicate that PRJUSD was yellow in grade 3-8 ELA and mathematics. In grade 11, Paso Robles High School was above the state averages in ELA and mathematics and was awarded Gold Ribbon Status

A review of Professional Learning Communities agendas and minutes indicate the need to provide additional training, monitoring and support for appropriate uses of data to guide instructional decision making

EL students have access to core content and ELD standards as measured by course enrollment and daily schedule. A new ELD curriculum, English 3D, was implemented in grades 4-8 to help support designated ELD

Co-teaching was established in ELA, Algebra I and key classes in social studies and science in grades 9-12 to provided access to core curriculum for special education teachers. A pilot was conducted this year in grades 6-8

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services

PLANNED	ACTUAL
Professional development for the implementation of LCAP services	Professional development for the implementation of LCAP services

Expenditures

BUDGETED	ESTIMATED ACTUAL
Professional development through release time, professional development days, workshops, conferences and professional reading 5000-5999: Services And Other Operating Expenditures Supplemental $25,000	Professional Development was provided through release time and conferences was provided with a focus on English learners . Professional development also provided with GATE/Honors/AP, AVID, PBIS, Visual and Performing Arts, English Learner Services. 5000-5999: Services And Other Operating Expenditures 25,000

Action 2

Actions/Services

PLANNED	ACTUAL
Instructional Coaches to support K-5 classroom teachers in implementing new instructional strategies and programs.	Instructional Coaches to support K-5 classroom teachers in implementing new instructional strategies and programs.

Expenditures

BUDGETED	ESTIMATED ACTUAL
3 FTE certificated teachers 1000-1999: Certificated Personnel Salaries Supplemental $233,000 3000-3999: Employee Benefits Supplemental $82,000	Students achieving proficiency on mathematics and English Language Arts benchmarks will increase by a minimum of 10% at each grade level grades 3-11 1000-1999: Certificated Personnel Salaries Supplemental $246,326 3000-3999: Employee Benefits $81,087

Action 3

Actions/Services

PLANNED	ACTUAL
CELDT Testing Team	CELDT Testing Team

Expenditures

BUDGETED	ESTIMATED ACTUAL
Certificated staff to provide CELDT testing 1000-1999: Certificated Personnel Salaries Supplemental $25,000	Certificated staff to provide CELDT testing 1000-1999: Certificated Personnel Salaries Supplemental $19,300

Action 4

Actions/Services

PLANNED	ACTUAL
Parent Liaison to support the English learner students and their families through providing enrollment support and initial assessment, community and parent outreach and translation support at district meetings	Parent Liaison to support the English learner students and their families through providing enrollment support and initial assessment, community and parent outreach and translation support at district meeting

Expenditures

BUDGETED	ESTIMATED ACTUAL

Parent Liaison 1000-1999: Certificated Personnel Salaries Supplemental $30,600	Parent Liaison 2000-2999: Classified Personnel Salaries Supplemental $23484
3000-3999: Employee Benefits Supplemental $24,400	3000-3999: Employee Benefits Supplemental $29,946

Action 5

Actions/Services	PLANNED	ACTUAL 25% FTE of English Learner Coordinator. Services to English learner families that were not aligned with Title II or Title III requirement, but were in support of English learners and families. In addition the FPM required repayment for the 215-16 as well
Expenditures	BUDGETED	ESTIMATED ACTUAL 1000-1999: Certificated Personnel Salaries Supplemental $75,095

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	This is the second year of implementation for instructional coaches and this year there was an enhanced expectation for professional development. Coaches provided workshops and trainings, met with teachers in PLCs, provided classroom demonstrations and classroom support to teachers in implementing new programs and strategies. The is the final year for CELDT testing. Our district has been piloting the new assessment English Language Proficiency Assessment for California (ELPAC). By piloting the new assessment it has helped to plan for the continued use of a testing team. Our Bilingual Parent Liaison has become an integral part of the services provided to English learners and their families. The Parent Liaison along the English Learner Coordinator have been instrumental in developing a Parent Leadership program, PLATA . The Bilingual Parent Liaison was selected as the District Classified Employee of the year for the work that he has done at the district and at school sites.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Data from the surveys of PreK-5 teachers has indicated that instructional coaches are providing professional development, supporting their work in the classroom and assisting teachers to implement new strategies and programs. Feedback from the DELAC supports the work of the Bilingual Parent Liaison and the English Learner Coordinator. The spring data of iRead indicated that the Kindergarten class is exiting at a significantly stronger level than the entering first graders from this year. The June 16th Report from ST Math indicates that the average progress by district indicates that the average progress district wide was 57.8%, but was 60% for the six elementary schools. Kindergarten and first grade showed the greatest level of completion with 69% and 72% respectively. Access to a device continues to be a road block for grades 4 and 5 as does reliable connectivity.

The reflective tool for the local indicator regarding the implementation of California state standards will also be used to measure progress.
The district has a green level performance for English Learner Progress and a blue level performance for graduation rate. English learners were yellow on the state indicators for achievement in grade 3-8 mathematics and English Language arts.
We have implemented English 3D with the support of our Title II ELD/ELA Coach and our English Learner Coordinator. Results from the program will be available in the fall

| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | The one difference was the inclusion of funding for a .25 FTE (for 2015-16 and 2016-17) of the English Learner Coordinator. The Federal Program Monitor (FPM) indicated that 25% of the job description was related to duties that would carry out state requirement for English learners. These duties are consistent with the goals of the LCAP plan. |

| Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP. | As we move to the new ELPAC assessment, modifications will be based on the new assessment and will work to support parents and teachers in understanding the new results. The state indicators of achievement have helped us to review best practices to support student mastery of the California Standards |

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The LCAP Advisory Committee was composed of members from a broad range of stakeholder groups including eight students who represented diverse programs (leadership, English learner, CTE, and AVID), parents (elementary, middle and high school), DELAC president, certificated bargaining units, teachers at large, district and site program staff, classified staff and board members. The LCAP Advisory Committee met 7 times (October 27, January 19, February 16, March 9, May 11, May 18 and June 8th to review LCAP requirements, state metrics and accountability system, LCAP surveys, and current and proposed LCAP services. The LCAP Advisory Committee also reviewed input from the LCAP Parent Advisory Committee
October 27, 2016 - LCAP Essentials and New State Accountability Measures, LCAP and Local control funding formula (LCFF), Review of 2016-17 LCAP services and expenditures, process for developing the 2017-20 LCAP
January 19, 2017 - LCAP State Accountability Measures Update, 2016-17 LCAP Plan Services and Expenditure Review and Feedback
February 16, 2017 - LCAP Local Accountability Measures Update, Input on Stakeholders Survey questions
March 9, 2017 - Stakeholder Input Update, California Accountability Dashboard, Draft of 2017-20 LCAP Services, Review of LCAP Adoption Timeline
May 11, 2017 - Review of Stakeholder Input, California Accountability Dashboard - Local Indicator, Draft of 2017-20 LCAP Services and input
May 18, 2017 - Reivew of the Draft of the 2017-20 LCAP Services and Metrics, Input on 2017-20 LCAP Services
June 6, 2017 - Stakeholder Input - LCAP Parent Advisory Committee and DELAC, Final Review of the 2017-20 Draft with changes, Next Steps for LCAP

The LCAP Parent Advisory Committee included representatives from site PTA/PTO, site English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC) and Booster and Parent Support organizations from the high school level. The LCAP Parent Advisory Committee provided input on the 4 goals of LCAP and on the recommended services. The Committee met twice (May 1st and May 22nd) during the spring and the meetings met the requirements of the Brown Act. The LCAP Parent Advisory Committee included parents of English learners and low socioeconomic status and was comprised of a majority of parents. The May 22nd meeting included a review of the English language acquisition programs in the district including the Dual Immersion Program, the English Acquisition Program (EAP), Newcomer Programs and Structured English Immersion. The LCAP Parent Advisory Committee provided written comments regarding the District LCAP.
May 1st - Overview and Purpose of the LCAP, Overview and Purpose of the LCAP Parent Advisory Committee, District Guiding Principles and the LCAP, Review of the LCAP goals for the 2017-20 LCAP, Input on Goals and Services for the 2017-20 LCAP
May 22nd - Review notes from may 1st meeting, review of the English learner services, input on goals and services for the 2017-20 LCAP

The president of the District English Learner Advisory Committee served on both the LCAP Advisory Committee and on the LCAP Parent Advisory Committee. The proposed LCAP plan of services was presented at the April 25th DELAC meeting and was again addressed as part of the June 6th meeting. The DELAC provide written comments regarding the District LCAP and did a formal presentation to the Board of Trustees at the June 27th Board meeting.

In addition to the eight students on the LCAP Advisory Committee, input was received from the Superintendent Student Advisory Committee (SSAC) LCAP presentation (May 2017)

2017 LCAP Surveys were reviewed by the LCAP Advisory Committee where recommendations were made regarding question make-up, areas of questions and methods of obtaining a significant number of surveys. School sites made extensive efforts to obtain parent surveys and over 600 surveys were completed in English and Spanish. All 5th grade students were surveyed along with representative students from grades 6-12. All schools, grade levels and category of students were represented. District staff gave presentation to city staff, community service groups and retired citizens to explain the LCAP process and encourage participation in the Community LCAP survey.   This year a management survey was added and a separate classified survey. In all, 11 different surveys were developed, distributed, tabulated and analyzed. The LCAP Advisory Committee along with program staff and site and district administration reviewed the survey for strengths, weaknesses and opportunities and to identify patterns and trends both within and among surveys. The LCAP surveys included:

K-12 Parent Survey (English and Spanish)
Grade 5, Grades 6-8, and Grades 9-12 Students Survey
PreK-5 and 6-12 Certificated Surveys
K-12 Classified Survey
Site/District Administrative Survey
Community Survey (English and Spanish)

Support from County Office of Education
District staff met individually with County Office of Education staff regarding the LCAP implementation and development process. This gave the district staff the opportunity to ask questions regarding the process of implementation and to clarify LCAP requirements.

County Professional Development - The SLOCOE provided an LCAP best practices workshop in conjunction with the County Education Council (CEC) which provided the latest information on the development of the state accountability measures including state and local indicators and plan development

The Chief Academic Officer and Chief Human Resource Officer met with the president of the classified bargaining unit to review the proposed 2017-2020 LCAP services

The entire LCAP Advisory Committee was invited to attend the LCAP orientation workshop presented by the California Collaboration for Educational Equity (CCEE). Four members of the LCAP Committee were able to attend and the information was shared at the LCAP Advisory Committee

LCAP metrics shared with stakeholder groups
LCFF State Priorites Snapshot 2015-16 Reporting for district and all school sites
Three year attendance data
Student Enrollment Data
State Indicator - Suspension
State Indicator - Graduation Rate
State Indicator - English Learner Progress
State Indicator - Grades 3-8 English Language Arts and Mathematics Achievement
K-5 Students participating in VAPA
Data from the College and Career Indicator (based on 13-14 school year)
Survey data from selected LCAP survey questions identified as metrics for each goal

Bargaining union input. The certificated and classified unions were provided official seats on the LCAP Advisory Committee and were provided the opportunity to provide written comments. The certificated union, Paso Robles Public Educators provided a written response the LCAP draft.

A public hearing was held at the May 23rd Board meeting and the draft of the LCAP plan was posted on the website from May 29- June 9. An executive summary of services and expenditures in English and Spanish was also posted.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

All stakeholder groups reviewed the LCAP's alignment to the District Guiding Principles including objectives for each district goal: Student Success and Student Achievement; Staff Recruitment and Professional Development for Student Success and Student Achievement; and Support Systems for Student Success and Student Achievement.
The LCAP services that support these goals and identified district initiatives include:
K-12 Intervention Specialists and counseling services for social emotional support
Positive Behavior Intervention and Supports (PBIS) to establish baseline behavior support at all grades levels
Enrichment Summer school for grades K-8
Targeted interventions services for students who are not reading on grade level or performing mathematics on grade level
College and career readiness support including AVID and a College and Career Center
GATE, Advanced Placement (AP), Visual and Performing Arts (VAPA) enhancement for students
The use of data to monitor student progress and provide intervention and support

Feedback from LCAP Advisory Committee, LCAP Parent Advisory Committee and DELAC lead to adding LCAP funding for elementary and middle school athletics and increasing funding for VAPA enhancement. These two areas were the top rated areas in the Parent LCAP survey when asked "what services, programs, and supports have most benefited your child." In addition, the LCAP Advisory Committee recommended adding the district initiative for 1:1 devices to the LCAP as it provides access to technology for students who would not other have technology access at home

The LCAP Advisory Committee recommended that we move from three goals to four goals by breaking apart the goal that stated: "PRJUSD will increase student success and achievement and close the achievement gap of pupil subgroups in core content areas and provide access to visual and performing arts (VAPA) and services for advanced learners (GATE, Honors, AP and Dual Enrollment)" to two individual goals
Goal 2: PRJUSD will increase student success an achievement and close the achievement gap of pupil subgroups in core content areas
Goal 4: Provide access to 1:1 technology, visual and performing arts (VAPA) and services for advanced learners (GATE, Honors, AP and Dual Enrollment), extra curricular activities including elementary and middle school athletics"
Breaking this goal into two allows for more specific metrics and outcomes to be applied to each goal

All stakeholder groups reviewed available state indicators including Graduation, Suspension, English Learner Progress and English language art (grades 3-8) and mathematics (grade 3-8). Committee reviewed services that lead to green level performances and areas where growth was positive.
Continue with services for differentiation and intervention including counselors, intervention specialists, intervention teachers and paraeducators and instructional materials for differentiated instruction
Continue supports for students and families of English Learners
Continue implementation of programs aligned to State Standards including coaching
Based on feedback additional funding was provided for after school tutoring and support

All stakeholder groups reviewed College and Career draft indicators and reviewed LCAP surveys from stakeholders
Every group indicated that more parent workshops and training's were needed and at an earlier grade level to help parents better understand options for college and career readiness
Parent Education was added beyond the PIQE courses to include parent workshops and training for college and career readiness beginning in middle school
Funding for this will come from the College and Career Readiness Grant

The DELAC Committee provided written comments identified the following areas
Survey teachers to find out what their professional development needs are in relations to EL students
Expand after school opportunities for students, especially programs such as ASES which has an academic enrichment focus
Create better systems and structures for linking school and community resources for both academic, emotional, and physical supports.
Investigate and develop ways to increase communication between parents and schools, parents and teachers, and the community and the schools to create more access to available programs and supports offered at school and in the community.

Develop workshops to assist parents in learning about how to better support their children's academics.

These requests have been incorporated into the LCAP through the ELD and Bilingual Family Liaison, funding for after school programs, and parent workshop offerings

The Superintendent Student Advisory Committee reinforced the importance of guidance and counseling services, college and career center, and after school tutoring. One student member of the committee did a research project and requested that the high school library remain open until 5:00. This was done on a pilot measure during the spring and is being evaluated for fall of 2017.

The LCAP Advisory Committee received completed survey results from each group (staff, parents,students, community) along with a summary of the patterns, trends, and comments regarding the majority focus areas of the LCAP. Needs identified in the survey were clustered into these the areas:
Parent workshops/training and engagement
Technology use
Enrichment/Extracurricular Opportunities

Services in the area of technology, VAPA, elementary and middle school athletics were added to LCAP or enhanced

The LCAP Parent Advisory Committee provided written feedback on the LCAP draft of services including:
Questions regarding counseling, library services, GATE, accelerated mathematics program
Recommendation to modify the LCAP to include the new ELPAC English learner assessment
Recommendation to provide funding to provide for additional equipment and uniforms for elementary and middle school athletics
Recommendation to provide more parent information about PBIS and GATE

New language regarding ELPAC was added tothe LCAP
Additional LCAP funding was added to elementary and middle school athletics
Parent workshops for PBIS and GATE were added to metrics and outcomes

The 2017 LCAP Surveys were developed and reviewed by by the LCAP Advisory Committee. The surveys included questions regarding: school safety, connectiveness and climate; the quality of district and LCAP services, programs and supports; the availability of instructional materials; access and use of technology; professional development; parent input and engagement; school facilities; and the overall quality of education provided by Paso Robles Joint Unified School District. Staff provided the LCAP Advisory Committee with the results from all surveys and an analysis of patterns and trends within each survey and across the surveys.
The 11 LCAP surveys included:
K-12 Parent Survey (English and Spanish)
Grade 5, Grades 6-8, and Grades 9-12 Students Survey
PreK-5 and 6-12 Certificated Surveys
K-12 Classified Survey
Site/District Administrative Survey
Community Survey (English and Spanish)

The LCAP Surveys provided data for the annual update and allowed the LCAP Committee to review current services while developing the 2017-20 LCAP
Parent, staff and student surveys indicated that technology, VAPA, athletics, and GATE, Honors and AP programs significantly benefited students. LCAP funding for each of these programs was reviewed by the LCAP Committee and increased based on feedback from staff, DELAC and the LCAP Parent Advisory Committee
Parent surveys indicated the need to provide additional parent workshops/training's. In the 2017-20 LCAP, parent workshop participation is identified as a metric for parent involvement and engagement and parent workshops has been included for college and career readiness, PBIS, technology and GATE
Staff indicated the need to continue with core adoptions including 9-12 English language arts, K-12 history social science and Next Generation Science Standards (NGSS). Funding for the 9-12 English language arts adoption is included in LCAP as initial first work with NGSS. (The district will be conducting the adoption process for the history social science in the 2017-18 school year)

There was a significant differential between grades 6-8 and grades 9-12 students in the use of technology, which demonstrated the success of the 1:1 device initiative for grades 6-8. The LCAP Advisory Committee recommended that this initiative be expanded to grades 9-12
Staff and parent surveys indicated that the second year of implementing district initiatives have brought an increase in the the belief that "PRJUSD provides quality instructional programs."

The individual meeting with SLOCOE staff and the LCAP Best Practices workshops allow district staff to receive feedback and clarification regarding specific LCAP items. These meetings were very valuable to assure that there was a common understanding of the LCAP process between district and county staff as well as sharing ideas with other districts.

Paso Robles Public Educator, the certificated union, provided written responses to the LCAP which included:
Questions regarding AVID expenses, PBIS expenses, paraeducator costs, support for newcomer costs, intervention support teacher allocations, current and projected assignments for K-5 Instructional Coaches, textbook funding (outside of LCAP),
VAPA expenses, elementary and middle school athletics expenses and technology implementation.
Recommendation for late bus for after school tutoring
Recommendation to use PRPE teacher program survey with

The Classified Bargaining Unit did not present written comments

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New	☐ Modified	☒ Unchanged

Goal 1	Paso Robles Joint Unified School District students will be College and Career and Community Ready when they graduate

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8
	COE ☐ 9 ☐ 10
	LOCAL PRJUSD Guiding Principles Goal #1

Identified Need	Continue to focus on College and Career Readiness for all students by increasing the percentage of students who have a College and Career plan, have met with a guidance counselor and are enrolled in A-G and/or CTE pathways. Provide parents with workshops regarding college and career readiness beginning in middle school.

Data regarding A-G completion for 2015-16 released in June indicated that 21% of 2015-16 graduates completed A-G requirements, 47% completed a CTE pathways and thus 56% meet the College and Career Readiness Indicator based on meeting either one or both of these measures.
71% of 9th - 12th grade students indicated in the 2017 LCAP survey that they have a college and/or career readiness plan (71% in 2016)
59% of the 9th -12th grade students indicated in the 2017 LCAP survey that that they have met with a guidance counselor to review their academic progress (58% in 2016)

While students at all grade levels indicated that they have a caring adult they can go to at school, less than 60% of the students in grades 6th- 8th and 9th -12th said that they were "proud to be a part of my school" and less than 70% said that they "feel connected to school: or "felt safe at school"
54% of 6th- 8th grade students surveyed strongly agreed or agreed that "I am proud to be part of my school"
57% of 9th- 12th grade students surveyed strongly agreed or agreed that "I am proud to be part of my school"
65% of 6th -8th grade students surveyed either "strongly agreed " or "agreed " that "I feel connected to school"
57% of 9th -12th grade students surveyed either "strongly agreed " or "agreed " that "I feel connected to school"
67% of 6th- 8th grade students surveyed strongly agreed or agreed that "I feel safe at school"
67% of 9th - 12th grade students surveyed strongly agreed or agreed that "I feel safe at school"

Parents participated in a variety of ways at school as evidenced by the LCAP survey, but only 9% of parents indicated that they attended a parent workshop/training. Feedback from the LCAP Advisory Committee, LCAP Parent Advisory Committee and DELAC indicated the need for parent educational workshops regarding college and career readiness, PBIS, supporting students in academics at home and meeting the needs of exceptional children (ex; GATE)

Continue support for the implementation of PBIS. Six schools applied for Bronze level status in PBIS and four schools applied for silver level status. Both the LCAP Parent Advisory Committee and the DELAC indicated that PBIS was a

positive benefit and both groups recommended continuing the program and providing parents with more information regarding its use.

Monitor the progress of 9th grade students to increase the number of students who graduate from all high school programs. Based on semester 1 of the 2016-17 school year,   63.2% of 9th graders are on track to graduate. (35% of 9th grade students failed ELA and/or mathematics and 1.8% who passed ELA and mathematics failed two or more courses.)

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
College and Career Planning Have a College/Career Readiness Plan Have met with a Guidance Counselor, Priority 4 local metric, Action 4, 5, 6, 7, 8	71% of 9th - 12th grade students indicated in the 2017 LCAP survey that they have a college and/or career readiness plan (71% in 2016) 59% of the 9th -12th grade students indicated in the 2017 LCAP survey that that they have met with a guidance counselor to review their academic progress (58% in 2016)	80% of 9th - 12th grade students indicated in the 2017 LCAP survey that they have a college and/or career readiness plan 65% of the 9th -12th grade students indicated in the 2017 LCAP survey that that they have met with a guidance counselor to review their academic progress	85% of 9th - 12th grade students indicated in the 2017 LCAP survey that they have a college and/or career readiness plan 75% of the 9th -12th grade students indicated in the 2017 LCAP survey that that they have met with a guidance counselor to review their academic progress	90% of 9th - 12th grade students indicated in the 2017 LCAP survey that they have a college and/or career readiness plan 85% of the 9th -12th grade students indicated in the 2017 LCAP survey that that they have met with a guidance counselor to review their academic progress
Graduation Rate Priority 5 Metric 5, Goal 1 Action 1,2,5, Goal 2 Action 12	High school graduation rate (based on 15-16 data) for all students was 93.7% and was rated green on the CA Dashboard. English Learner, socioeconomically disadvantage, Hispanic and white subgroups were all 91% or higher and rated blue or green on the CA Dashboard. Special Education subgroup was 70% and declined and was rated red.	Increase high school graduation rate for all students to 94% and maintain green performance level on the CA Dashboard. Maintain green/blue level for English Learner, socioeconomically disadvantage, Hispanic and white subgroups. Increase special education subgroup to 72%	Maintain high school graduation rate for all students to 94% and maintain green performance level on the CA Dashboard. Maintain green/blue level for English Learner, socioeconomically disadvantage, Hispanic and white subgroups. Increase special education subgroup to 74%	Maintain high school graduation rate for all students to 94% and maintain green performance level on the CA Dashboard. Maintain green/blue level for English Learner, socioeconomically disadvantage, Hispanic and white subgroups. Increase special education subgroup to 76%

Attendance rates (ADA), Priority 5, Metric 1, Action 1,2,3	Current ADA is 95.44% for year to day (May 2017)	Increase ADA to 96%	Maintain ADA at 96%	Maintain ADA at 96%
Suspension, Priority 6, Metric 1, Action 1,2,3	All Students 3.5% Students with Disabilities - 7.0% Two or More Races - 7.9% (Hispanic, White, English Learner, Socioeconomically disadvantaged were given a green performance rating)	Decrease suspensions to: All Students 3.2% Students with Disabilities - 5.0% Two or More Races - 5.9% (Hispanic, White, English Learner, Socioeconomically disadvantaged remain at a green performance level)	Decrease suspensions to: All Students 2.9% Students with Disabilities - 3.0% Two or More Races - 3.9% (Hispanic, White, English Learner, Socioeconomically disadvantaged remain at a green performance level)	Decrease suspensions to: All Student 2.6% Students with Disabilities - 2.7% Two or More Races - 3.0% (Hispanic, White, English Learner, Socioeconomically disadvantaged remain at a green performance level)
Chronic Absenteeism, Priority 5, Metric 2, Action 1,2,3	State Indicator in development. As of March 2017, district Chronic Absenteeism rate is estimated to be 8.87%. State report will be available in Fall of 2017. Review report to determine alignment with district calculations	Decrease Chronic Absenteeism to a district average of 8.00%	Decrease Chronic Absenteeism to a district average of 7.5%	Decrease Chronic Absenteeism to a district average of 7.0%
High School dropout rate, Priority 5, metric 4, Action 2,5	Based on DataQuest report using 2015-16 data the 9th-12th grade cohort dropout rate is 6.6%	Reduce the 9th-12th grade cohort dropout rate to 5.5%	Reduce the 9th-12th grade cohort dropout rate to 5%	Reduce the 9th-12th gradecohort dropout rte to 4.5%
Middle School dropout rate, Priority 5, metric 3, Action 1,4, 8	0% middle school dropout rate	Maintain 0% middle school dropout rate	Maintain 0% middle school dropout rate	Maintain 0% middle school dropout rate
Percent of students satisfying UC/CSU entrance requirements or CTE sequences, Priority 4, Metric 3, Action 4, 5, 6, 7, 8	Preliminary data for 2016-17 indicates that 56% of students have met A-G requirements or CTE sequences	Increase to 60% students having met A-G requirements or CTE sequences	Increase to 65% students having met A-G requirements or CTE sequences	Increase to 70% students having met A-G requirements or CTE sequences
Percent of 9th grade students on track to graduated (passed math and English) and no more than one F in any other class, Priority 4, local metric, Goal 1 Action 2, 4, 5, 7, Goal 2 Action 12	Based on semester 1 of the 2016-17 school year, 63.2% of 9th graders are on track to graduate. (35% of 9th grade students failed ELA and/or mathematics and 1.8% who passed ELA and mathematics failed two or more courses.)	75% of 9th grade students will have successfully passed English language arts and mathematics	80% of 9th grade students will have successfully passed English language arts and mathematics	85% of 9th grade students will have successfully passed English language arts and mathematics
Expulsion rate, Priority 5 metric 2, Action 1,2,3, 4, 5	In DataQuest, based on 2014-15 school year, 10 students were expelled out of a population of	Reduce expulsion rate to .001%	Maintain expulsion rate at .001%	Maintain expulsion rate at .001%

	6,555 students which is an expulsion rate of .0015%			
Local Measures, surveys of pupils, parents, and teachers on sense of safety and school connectedness, Priority 6, metric 1 Action 1,2,3,4,5,7	In the 2016-17 LCAP Survey, 54% of the 6th - 8th and 57% of 9th-12th grade students surveyed either "strongly agreed" or "agreed" "I feel connected to school"	Increase to 60% the percentage of 6th - 8th and 9th-12th grade students who "strongly agreed" or "agreed" "I feel connected to school"	Increase to 65% the percentage of 6th - 8th and 9th-12th grade students who "strongly agreed" or "agreed" "I feel connected to school"	Increase to 75% the percentage of 6th - 8th and 9th-12th grade students who "strongly agreed" or "agreed" "I feel connected to school"
School facilities are maintained in good repair, Priority 1, metric 3	There were no complaints filed through the uniform complaint policy (Williams Act) regarding district facilities. The Arts Academy at Bauer-Speck, a William Act School, was visited by the San Luis Obispo County Office of Education which found no facilities violations. The Board of Trustees passed a facilities master plan in 2015 and the community of Paso Robles authorized a $95 million dollar bond, Measure M, for facilities upgrades in November 2016	Continue with zero complaints filed through the uniform complaint policy (Williams Act) regarding district facilities. The Arts Academy at Bauer-Speck, a William Act School, will receive no facilities violations when visited by the San Luis Obispo County Office of Education. Citizen Bond Oversight Committee annual report will document the district 's use of the Measure M funds.	Continue with zero complaints filed through the uniform complaint policy (Williams Act) regarding district facilities. Citizen Bond Oversight Committee annual report will document the district 's use of the Measure M funds.	Continue with zero complaints filed through the uniform complaint policy (Williams Act) regarding district facilities. Citizen Bond Oversight Committee annual report will document the district 's use of the Measure M funds.
Efforts to promote parent participation in programs for unduplicated pupils, Priority 3, metric 2, Action 9	On the 2016-17 LCAP stakeholder surveys, 9% of parents indicated that they attended a workshop or training provided by the district or school site	Increase to 20% the parents who indicate on the LCAP survey that they attended a workshop or training provided by the district or school site (disaggregated by parents of EL and social economic disadvantaged students) including college readiness workshops	Increase to 25% the parents who indicate on the LCAP survey that they attended a workshop or training provided by the district or school site (disaggregated by parents of EL and social economic disadvantaged students) including college readiness workshops	Increase to 30% the parents who indicate on the LCAP survey that they attended a workshop or training provided by the district or school site (disaggregated by parents of EL and social economic disadvantaged students) including college readiness workshops
Percentage of students in grades 9-12 who have obtained college credit through dual enrollment, concurrent enrollment and/or Advance Placement (AP) tests, local measure, priority 4, Action 5	In 2015-16, 45% of grade 9-12 students had earned college credit through dual enrollment, concurrent enrollment and/or Advance Placement (AP) tests. There were 1,017 students obtaining college credit out of 2,265 9th -12th grade students.	Increase percentage to 50% of grade 9-12 students who have earned college credit	Increase percentage to 55% of grade 9-12 students who have earned college credit	Increase percentage to 60% of grade 9-12 students who have earned college credit

Implementation of PBIS districtwide, local measure for priority 5 and 6, Action 10	Six school sites were award a bronze metal for PBIS implementation and fours school sites received a silver metal	Increase the number of school receiving a silver metal or above to 7 with all remaining schools receiving a bronze	All schools at silver metal status or above	Four schools at gold metal status and the remaining schools at silver level

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

Location(s): ☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ English Learners   ☒ Foster Youth   ☒ Low Income

Scope of Services: ☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools   ☐ Specific Schools: ☒ Specific Grade spans: TK-5

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide two Tier 1 and one Tier 2 Intervention Specialists for TK-5 schools	Provide two Tier 1 and one Tier 2 Intervention Specialists forT K-5 schools	Provide two Tier 1 and one Tier 2 Intervention Specialists for TK-5 schools

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	$208,000	Amount	$212,500	Amount	$217,000
Source	Supplemental	Source	Supplemental	Source	Supplemental

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)
☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
☒ English Learners ☒ Foster Youth ☐ Low Income

Scope of Services
☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)
☐ All Schools ☐ Specific Schools: ☒ Specific Grade spans: Grades 6-12

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Provide one Tier 1 and one Tier 2 Intervention Specialists for PRHS and one Tier 2 Intervention Specialists each for LMS and FMS	Provide two Tier 2 Intervention Specialists for PRHS and one Tier 2 Intervention Specialists each for LMS and FMS	Provide two Tier 2 Intervention Specialists for PRHS and one Tier 2 Intervention Specialists each for LMS and FMS

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount $258,000	Amount $264,000	Amount $270,000
Source Supplemental	Source Supplemental	Source Supplemental

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| | Students to be Served | ☐ All | ☐ Students with Disabilities | ☐ [Specific Student Group(s)] |

| | Location(s) | ☐ All Schools | ☐ Specific Schools: | ☐ Specific Grade spans: |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ English Learners   ☒ Foster Youth   ☒ Low Income

Scope of Services: ☐ LEA-wide   ☐ Schoolwide   **OR**   ☒ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools   ☒ Specific Schools: Arts Academy at Bauer-Speck and Virginia Peterson Elementary   ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Provide two academic and crisis counselors (1 to BS and 1 to VP)	Provide two academic and crisis counselors (1 to BS and 1 to VP)	Provide two academic and crisis counselors (1 to BS and 1 to VP)

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$125,000	Amount	$128,000	Amount	$131,000
Source	Title I	Source	Title I	Source	Title I

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]
Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners	☐ Foster Youth	☒ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☒ Specific Schools: <u>Flamson Middle School and Lewis Middle School</u>	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Provide additional 1.0 FTE counselor to middle schools to maintain 500:1 ratio	Provide additional 1.0 FTE counselor to middle schools to maintain 500:1 ratio	Provide additional 1.0 FTE counselor to middle schools to maintain 500:1 ratio

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$98,000	Amount	$100,000	Amount	$102,200
Source	Supplemental	Source	Supplemental	Source	Supplemental

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]
Location(s)	☐ All Schools	☒ Specific Schools: <u>Paso Robles High School</u>	☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☒ Low Income

Scope of Services

☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged
Add two additional counselors at PRHS to support academic and college and career counseling	Add two additional counselors at PRHS to support academic and college and career counseling	Add two additional counselors at PRHS to support academic and college and career counseling

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$113,733	Amount	$116,235	Amount	$118,792
Source	Supplemental	Source	Supplemental	Source	Supplemental
Amount	112,000	Amount	114,500	Amount	117,000
Source	Governors CTE Initiative: California Partnership Academies	Source	Governors CTE Initiative: California Partnership Academies	Source	Supplemental

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)

☐ All Schools ☒ Specific Schools: Paso Robles High School ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services
☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)
☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide College & Career Center at PRHS	Provide College & Career Center at PRHS	Provide College & Career Center at PRHS

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount $2,000	Amount $2,000	Amount $2,000
Source Supplemental	Source Supplemental	Source Supplemental

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)
☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income

Scope of Services	☐ LEA-wide	☒ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☒ Specific Schools: Paso Robles High School	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
AVID program support (site AVID fees, staff training, college field trips and AVID tutors)	AVID program support (site AVID fees, staff training, college field trips and AVID tutors)	AVID program support (site AVID fees, staff training, college field trips and AVID tutors)

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$56,000	Amount	$56,000	Amount	$56,000
Source	Supplemental	Source	Supplemental	Source	Supplemental

Action **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

Location(s)	☐ All Schools	☐ Specific Schools:	☒ Specific Grade spans: Grades 6-8

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools ☐ Specific Schools: <u>Flamson Middle School, Lewis Middle School, Paso Robles High School</u>	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Grade 6-8 college, career and CTE interest inventories, career events and transportation to post-secondary exploratory events	Grade 6-8 college, career and CTE interest inventories, career events and transportation to post-secondary exploratory events	Grade 6-8 college, career and CTE interest inventories, career events and transportation to post-secondary exploratory events

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$5,000	Amount	$5,000	Amount	$5,000
Source	Other	Source	Other	Source	Other

Action **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]	
Location(s)	☐ All Schools ☐ Specific Schools:	☐ Specific Grade spans: <u>Grades 6-8</u>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income	
	Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☒ Limited to Unduplicated Student Group(s)
Location(s)	☒ All Schools ☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide parent education opportunities for literacy, mathematics, and college, career and community readiness	Provide parent education opportunities for literacy, mathematics, and college, career and community readiness	Provide parent education opportunities for literacy, mathematics, and college, career and community readiness

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$35,000	Amount	$35,000	Amount	$35,000
Source	Supplemental	Source	Supplemental	Source	Supplemental

Action **10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)	☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

School site support for PBIS implementation, year 2 ($5,000 per site)

2018-19

☐ New ☐ Modified ☒ Unchanged

School site support for PBIS implementation, year 2 ($5,000 per site)

2019-20

☐ New ☐ Modified ☒ Unchanged

School site support for PBIS implementation, year 2 ($5,000 per site)

BUDGETED EXPENDITURES

2017-18

Amount	$41,000
Source	Supplemental

2018-19

Amount	$41,000
Source	Supplemental

2019-20

Amount	$41,000
Source	Supplemental

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New	☒ Modified	☐ Unchanged

Goal 2	PRJUSD will increase student success and achievement and close the achievement gap of pupil subgroups in core content areas

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL PRJUSD Guiding Principals Goal 1

Identified Need

Continue to support Kindergarten and 1st grade students in meeting District Objective of having all first graders on grade level in reading and mathematics
Map Data indicates that 52% of first grade students met MAP growth targets in reading and 62% met Map growth targets in mathematics
Kindergarten iRead end of year data - 64% at or above grade level and 27% just below grade level and 9% far below grade level
According to the MAP Assessment 36% of first graders are on grade level in reading and 37% in mathematics

Continue to support 4th and 5th grade students in meeting the District Objectives of having all 5th grade students ready academically for middle school
According to the initial CAASPP Assessment 74.5% of students have met or nearly met standards in English language arts, an increase from 71% from the year before.   A significant increase was in 5th grade students who met standard or exceeded standards from 35% in 2016 to 53% in 2017. There was also a decrease in the students who have not met standards from 33% in 2016 to 26% in 2017.   Fifth grade CAASPP mathematics data is not yet available for the Spring of 2017 as of June 20, 2017

Continue to provide support for differentiated instruction for students in ELA and mathematics particularly students with disabilities and socioeconomically disadvantaged students.
Paso Robles received a yellow performance rate in English language arts (grades 3-8) (14.6 point below 3) and mathematics (grades 3-8) (34.2 points below 3)
Students with Disabilities was a red in English language arts, grades 3-8 (100.2 below 3) and a yellow in mathematics (111.8 below 3).
Socioeconomically Disadvantaged students received a yellow performance rating in English Language Arts, grades 3-8 (45.1 points below 3) and in mathematics (59.8 points below 3)

Provide new curriculum and materials that are aligned to standards that support students with disabilities in meeting California state standards. The Special Education Curriculum Committee along with the 6th - 12th grade Special Education Teacher on Assignment (TOSA) have been working the Director of Special Education to select research based materials that support students with disabilities in meeting educational goals and scaffolding toward meeting

Common Core State Standards. Students with Disabilities received a red performance rating in English language arts, grades 3-8 (100.2 below 3) and a yellow in mathematics (111.8 below 3).

Provide support for co-teaching to assist students with disabilities in graduating from high school with their peers. Special Education subgroup in graduation rate was 70% and declined and was rated at a red performance level.

Provide support for students in grade 9 to successfully complete English 1 and mathematics.
35% of 9th grade students failed ELA and/or mathematics

Continued support for families of second language learners. PLATA, a parent outreach committee, was formed with parent of English learners who have completed the PIQE leadership class (level 2). They have completed their first series of workshops for parents and looking forward to providing outreach to new district families and to developing and presenting additional parent workshops. Our LCAP survey data indicated that while parents attend school functions only 9% indicated that they have attend a parent workshop/training.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Efforts to seek parent input in district decisions and at each individual school site, priority 3, metric 1 Action 14, 15	On the 2016-17 LCAP Survey, 33% of the parents indicated that the school "always" seeks my input regarding my child's education, 47% indicated that the school "sometimes" seeks my input and 20% said the school "never" seeks my input	Increase to 40% the percentage of parents who indicate that the school "always" seeks my input regarding my child's education and decrease to 15% the percentage of parents that indicate the school "never" seeks my input.	Increase to 45% the percentage of parents who indicate that the school "always" seeks my input regarding my child's education and decrease to 10% the percentage of parents that indicate the school "never" seeks my input.	Increase to 50% the percentage of parents who indicate that the school "always" seeks my input regarding my child's education and decrease to 5% the percentage of parents that indicate the school "never" seeks my input.
Statewide assessments, Priority 4, Metric 1, Action 5, 6, 7, 10, 11	Paso Robles received a yellow performance rate in English language arts (grades 3-8) (14.6 point below 3) and mathematics (grades 3-8) (34.2 points below 3) Students with Disabilities was a red in English language arts, grades 3-8 (100.2 below 3) and a yellow in mathematics (111.8 below 3). Socioeconomically Disadvantaged students	Increase language arts score by 8 points to 6.6 points below 3 which will maintain a yellow performance rating and increase mathematics score by 9.2 points to 25 points below 3 and results in a green level performance In Students with Disabilities subgroup increase language arts score by 7 points to 93.2 points below 3 which will maintain a red performance rating and increase mathematics score by 15 points to 103.8 below points below 3	Increase language arts score by 8 points to 1.4 above 3 which will be a green performance level and increase mathematics score by 5 points to 20 points below 3 which results in maintaining green level status In Students with Disabilities subgroup increase language arts score by 15 points to 78.2 points below 3 which will result in a yellow performance rating and increase mathematics score by 15 points to 88.8 below points	Increase language arts score by 8 points to 9.4 above 3 which will maintain a green performance level and increase mathematics score by 5 points to 15 points below 3 which results in maintaining green level status In Students with Disabilities subgroup increase language arts score by 15 points to 63.2 points below 3 which will result in maintaining a yellow performance rating and increase

	received a yellow performance rating in English Language Arts, grades 3-8 (45.1 points below 3) and in mathematics (59.8 points below 3)	and results in a yellow level performance

In Socioeconomically Disadvantaged subgroup increase language arts score by 15 points to 30.1 below 3 which will maintain a yellow performance rating and increase mathematics scores by 15 points to 44.8 below 3 to maintain a yellow performance level. | below 3 and results in maintaining a yellow level performance

In Socioeconomically Disadvantaged subgroup increase language arts score by 15 points to 15.1 below 3 which will maintain a yellow performance rating and increase mathematics scores by 15 points to 29.8 below 3 to maintain a yellow performance level. | mathematics score by 15 points to 73.8 below points below 3 and results in maintaining a yellow level performance

In Socioeconomically Disadvantaged subgroup increase language arts score by 15.1 points to 15 below 3 which will be a green performance rating and increase mathematics scores by 15 points to 14.8 below 3 which will be a green performance level. |
Academic Performance Index, Priority 4, Metric 2, Action 4, 5, 6, 7, 8, 9, 10, 11,12	There is currently no state measure for the Academic Performance Index	Meet state expectation for the API	Meet state expectation for the API	Meet state expectation for the API
Percent of English learner pupils making progress toward proficiency as measured by CELDT/ELPAC, Priority 4, Metric 4, Actions 4, 6, 7, 10, 11, 12, 13, 14, 15	English Learner Progress state indicator. District was rated green with 70.8% status. English Learner Progress used CELDT as indicator	Maintain green status on English Learner Progress state indicator with 72.3% status	Maintain green status on English Learner Progress state indicator with 73.8% status	Maintain green status on English Learner Progress state indicator with 75% status
English learner reclassification rate, Priority 4, Metric 5, Action 6, 7, 10, 11, 12, 13, 14, 15	Baseline data for 2015-16 is 21.3% which is significantly higher than the state level.	Maintain reclassification level of 21.3%	Maintain reclassification level of 21.3%	Maintain reclassification level of 21.3%
Program and services developed and provided to unduplicated pupils, Priority 7, Metric 2, Action 4, 6, 9, 11, 13, 14, 15	Student schedules in grades 6-12 indicate that unduplicated students participate in all core areas while still receiving support in either ELD or remedial assistance in mathematics or English language arts	Review random samples of schedules for K-12 EL student schedules to determine that 100% of the students are receiving ELD instruction and access to the core curriculum.

Review random sample of schedules for socioeconomically disadvantage or foster youth to determine that they have access to the core curriculum | Review random samples of schedules for K-12 EL student schedules to determine that 100% of the students are receiving ELD instruction and access to the core curriculum

Review random sample of schedules for socioeconomically disadvantage or foster youth to determine that they have access to the core curriculum | Review random samples of schedules for K-12 EL student schedules to determine that 100% of the students are receiving ELD instruction and access to the core curriculum

Review random sample of schedules for socioeconomically disadvantage or foster youth to determine that they have access to the core curriculum |
| Program and services developed and provided to students with exceptional needs, Priority 7, Metric 3, | Wonderworks provided to all Learning Centers for English Language Arts support for K-5 special education students. | Implement VMath in all Learning Centers for mathematics support for K-5 special education students. | Continue co-teaching in grades 6-12 | Continue co-teaching in grades 6-12 |

	Co-teaching classes implemented in ELA, math, science and social studies in grades 9-12 and as a pilot in grades 6-8	Implement financial literacy course as a third year mathematics option in grades 9-12 for special education students Implement Transmath in grades 6-12 Continue co-teaching in grades 9-12 and Expand co-teaching in grades 6-8 in English language arts and mathematics	Review history social studies adopted materials to identify supports for students with disabilities. Provide specialized training for teachers of students with disabilities to use supports.	Review science adopted materials to identify supports for students with disabilities. Provide specialized training for teachers of students with disabilities to use supports.
Prepared for College and Career - State Indicator , Priority 4 Metric 7, Action 7, 8, 10, 12	Prepared for College and Career - 38.6% (Using CST Data)	Prepared for College and Career - (with new CAASP Assessment) - 40%	Prepared for College and Career - (with new CAASP Assessment) - 50%	Prepared for College and Career - (with new CAASP Assessment) - 60%
Graduation Rate (see goal 1), Action 12	See Goal 1	See Goal 1	See Goal 1	See Goal 1
Percent of 9th grade students on track to graduated (passed math and English) and no more than one F in any other class, Priority 4, local metric, (see goal1), Action 12	See Goal 1	See Goal 1	See Goal 1	See Goal 1
Every exiting 1st graders will be a reader and mathematician as evidenced by assessment data, Priority 4, local measure, Action 1, 2, 3, 5, 9, 11	Map Data indicates that 52% of first grade students met MAP growth targets in reading and 62% met Map growth targets in mathematics Kindergarten iRead 64% at or above grade level 27% just below grade level 9% far below grade level According to the MAP Assessment 36% of first graders are on grade level in reading and 37% in mathematics	Increase the percentage of first grade students meeting MAP growth targets to 65% in reading and 70% in mathematics First grade iRead Data 80% at or above grade level First Grade MAP assessment increase to 60% of first graders on grade level in reading and mathematics	Increase the percentage of first grade students meeting MAP growth targets to 75% in reading and 75% in mathematics First grade iRead Data 85% at or above grade level First Grade MAP assessment increase to 75% of first graders on grade level in reading and mathematics	Increase the percentage of first grade students meeting MAP growth targets to 80% in reading and 80% in mathematics First grade iRead Data 90% at or above grade level First Grade MAP assessment increase to 85% of first graders on grade level in reading and mathematics

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:	☒ Specific Grade spans: Grade K

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
All-day kindergarten @ all elementary sites. 6 hour paraeducators for each kindergarten classroom	All-day kindergarten @ all elementary sites. 6 hour paraeducators for each kindergarten classroom	All-day kindergarten @ all elementary sites. 6 hour paraeducators for each kindergarten classroom

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$535,000	Amount	$545,000	Amount	$557,000
Source	Supplemental	Source	Supplemental	Source	Supplemental

Action   **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:	☒ Specific Grade spans: Transitional Kindergarten

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
TK for early admission students (students who will be 5 between Dec 2nd and January 31st will be allowed to enroll August 20th and thus receive a full year of TK prior to K enrollment)	TK for early admission students (students who will be 5 between Dec 2nd and January 31st will be allowed to enroll August 20th and thus receive a full year of TK prior to K enrollment)	TK for early admission students (students who will be 5 between Dec 2nd and January 31st will be allowed to enroll August 20th and thus receive a full year of TK prior to K enrollment)

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	0	Amount	0	Amount	0

Action   **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ English Learners ☐ Foster Youth ☒ Low Income

Scope of Services ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s) ☐ All Schools ☐ Specific Schools: ☒ Specific Grade spans: Grades 1-2

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Support for primary classes and differentiated instruction through paraeducators	Support for primary classes and differentiated instruction through paraeducators	Support for primary classes and differentiated instruction through paraeducators

BUDGETED EXPENDITURES

2017-18	**2018-19**	**2019-20**
Amount $178,000	Amount $182,000	Amount $182,000
Source Supplemental	Source Supplemental	Source Supplemental

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s) ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:	☒ Specific Grade spans: Grades 6-12

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Support for 6-8 newcomer students (.8 FTE), 9-12 newcomer (.2 FTE), and 2 bilingual paraeducator	Support for 6-8 newcomer students (.8 FTE), 9-12 newcomer (.2 FTE), and 2 bilingual paraeducator	Support for 6-8 newcomer students (.8 FTE), 9-12 newcomer (.2 FTE),) and 2 bilingual paraeducator

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$110,000	Amount	$112,500	Amount	$115,000
Source	Supplemental	Source	Supplemental	Source	Supplemental

Action   5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

Location(s)	☐ All Schools	☐ Specific Schools:	☒ Specific Grade spans: Grades TK-5

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Strategic support of gradesTK-5 mathematics through ST Math	Strategic support of gradesTK-5 mathematics through ST Math	Strategic support of grades TK-5 mathematics through ST Math

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$24,000	Amount	$24,000	Amount	$24,000
Source	Lottery	Source	Lottery	Source	Lottery

Action   6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

Location(s)	☐ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☒ Specific Schools: 5 FTE at Pifer, Brown, Butler, King		☐ Specific Grade spans:

	1.0 FTE at Bauer-Speck and Peterson

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Intervention support for grade 4-5 in reading and K-5 designated ELD (3 FTE) Addition K-5 intervention support for two elementary schools (VP, BS) (1FTE)	Intervention support for grade 4-5 in reading and K-5 designated ELD (3 FTE) Addition K-5 intervention support for two elementary schools (VP, BS) (1FTE)	Intervention support for grade 4-5 in reading and K-5 designated ELD (3 FTE) Addition K-5 intervention support for two elementary schools (VP, BS) (1FTE)

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$350,000	Amount	$350,000	Amount	$350,000
Source	Supplemental	Source	Supplemental	Source	Supplemental

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All Schools ☒ Specific Schools: .Flamson Middle School and Lewis MIddle School ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Certificated support for strategic ELA and mathematics for grades 6-8 (1.6 FTE)	Certificated support for strategic ELA and mathematics for grades 6-8 (1.6 FTE)	Certificated support for strategic ELA and mathematics for grades 6-8 (1.6 FTE)

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$107,000	Amount	$109,354	Amount	$117,780
Source	Supplemental	Source	Supplemental	Source	Supplemental

Action **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All Schools ☒ Specific Schools: Paso Robles High School ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged

Certificated support for strategic courses for Algebra I support in grade 9 (.8FTE)	Certificated support for strategic courses for Algebra I support in grade 9 (.8FTE)	Certificated support for strategic courses for Algebra I support in grade 9 (.8FTE)

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$90,000	Amount	$92,000	Amount	$94,000
Source	Supplemental	Source	Supplemental	Source	Supplemental

Action   **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

Location(s)
☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
☒ English Learners   ☒ Foster Youth   ☒ Low Income

Scope of Services
☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)
☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18			**2018-19**			**2019-20**		
☐ New	☐ Modified	☐ Unchanged	☐ New	☐ Modified	☐ Unchanged	☐ New	☐ Modified	☐ Unchanged
Expand library services hours to before and after school by increasing all library media techs to 8 hours (.25 FTE at 10 sites)			Expand library services hours to before and after school by increasing all library media techs to 8 hours (.25 FTE at 10 sites)			Expand library services hours to before and after school by increasing all library media techs to 8 hours (.25 FTE at 10 sites)		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$106,000	Amount	$108,500	Amount	$110,000
Source	Supplemental	Source	Supplemental	Source	Supplemental

Action **10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)
☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services
☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)
☐ All Schools ☒ Specific Schools: Paso Robles HIgh School ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18		2018-19		2019-20	
☐ New ☒ Modified ☐ Unchanged		☐ New ☐ Modified ☒ Unchanged		☐ New ☐ Modified ☒ Unchanged	
Grade 6-8 provide before and after school tutoring and grades 9-12 provide after school support with designated tutoring center		Grade 6-8 provide before and after school tutoring and grades 9-12 provide after school support with designated tutoring center		Grade 6-8 provide before and after school tutoring and grades 9-12 provide after school support with designated tutoring center	

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$32,000	Amount	$32,700	Amount	$33,425

Source	Supplemental	Source	Supplemental	Source	Supplemental

Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

Location(s) ☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ English Learners   ☒ Foster Youth   ☒ Low Income

Scope of Services ☐ LEA-wide   ☐ Schoolwide   **OR**   ☒ Limited to Unduplicated Student Group(s)

Location(s) ☐ All Schools   ☐ Specific Schools: ☒ Specific Grade spans: TK-5

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
PreK-5 Core/Enrichment Summer School, and before/after school tutoring	PreK-5 Core/Enrichment Summer School, and before/after school tutoring	PreK-5 Core/Enrichment Summer School, and before/after school tutoring

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount $56,555	Amount $58,000	Amount $59,450
Source Supplemental	Source Supplemental	Source Supplemental

Action 12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR** ☒ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:	☒ Specific Grade spans: Grades 6-8

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Grade 9-12 Summer School	Grade 9-12 Summer School	Grade 9-12 Summer School

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$55,702	Amount	$57,100	Amount	$58,500
Source	Supplemental	Source	Supplemental	Source	Supplemental

Action **13**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☒ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
CELDT/ELPAC Testing Team	CELDT/ELPAC Testing Team	CELDT/ELPAC Testing Team

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$25,000	Amount	$25,000	Amount	215,000
Source	Supplemental	Source	Supplemental	Source	Supplemental

Action **14**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☒ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Parent liaison to support the English learner students and their families	Parent liaison to support the English learner students and their families	Parent liaison to support the English learner students and their families

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$40,000	Amount	$41,000	Amount	$42,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference		Budget Reference		Budget Reference	

Action **15**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☒ Limited to Unduplicated Student Group(s)

Location(s)	☒ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
.25 FTE ELL Services Coordinator to support English learner students and their families	.25 FTE ELL Services Coordinator to support English learner students and their families	.25 FTE ELL Services Coordinator to support English learner students and their families

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$28,000	Amount	$28,500	Amount	$29,000
Source	Supplemental	Source	Supplemental	Source	Lottery

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New	☐ Modified	☒ Unchanged

Goal 3	All PRJUSD students will have access to core curriculum taught by highly qualified teachers that is aligned to the California Standards

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL PRJUSD Guiding Principles Goals 1 and 2

Identified Need

Support for new teachers to obtain clear credentials.
The district has three teachers on STIP, three intern teachers and 29 teachers with preliminary credential who are participating in the Teacher Induction Program (TIP). The district has three misassigned teachers.

Continue to support implementation of standards aligned core curriculum through instructional materials adoptions, course development and coaching.
86% of K-5 staff and 73% of 6-12 staff indicated that students have access to current textbooks, resources and instructional materials that support California State Standards
New standards-aligned English Language Arts textbooks were purchased for grades PreK-8 and a curriculum review was completed in grades 9-12 to select new standards aligned English Language Arts textbooks. Next year according to the state adoption calendar, history/social studies textbooks and instructional materials will be up for review
In Fall 2017, the state recommended reflection tool for the local indicator (state priority 2), Implementation of State Academic Standards, will be administered to certificated staff and reported to the Board of Trustees at a regularly scheduled meeting
On the LCAP survey, 80% of K-5 teachers indicated that they have worked with the K-5 instructional coach and included attending professional development conducted by the coach, collaborating with a coach during a PLC, receiving a demonstration lesson, or receiving assistance on implementing a new curriculum or strategy

Based on teacher feedback from Curriculum Leads, there needs to be continued support for teacher use of supplemental programs and materials to differentiate instruction and support students in meeting grade level standards including Read 180U, iRead, and STMath. In addition, teachers need support to use MAP assessments to provide differentiation and to monitor progress of unduplicated students. Teacher feedback from LCAP Advisory Committee indicated that additional time is needed to fully implement these new programs along with the newly adopted curriculum

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teacher appropriately assigned and fully-credentialed in the subject areas for the pupil s they are instructing, Priority 1, Metric 1, Action 1, 2, 3, 4, 5	The district has three misassigned teachers, three teachers on STIP, three intern teachers and 29 teachers with preliminary credential who are participating in the Teacher Induction Program (TIP).	The district will have no misassigned teachers. The district will have no more than 1% of teachers on a STIP with an identified plan for credential obtainment. All intern candidates will successfully complete requirements for preliminary credential. All preliminary credential candidates will participate in TIP	The district will have no misassigned teachers. The district will have no more than 1% of teachers on a STIP with an identified plan for credential obtainment. All intern candidates will successfully complete requirements for preliminary credential. All preliminary credential candidates will participate in TIP	The district will have no misassigned teachers. The district will have no more than 1% of teachers on a STIP with an identified plan for credential obtainment. All intern candidates will successfully complete requirements for preliminary credential. All preliminary credential candidates will participate in TIP
Sufficient access to standards-aligned instructional materials for all pupils, Priority 1, Metric 2, Action 6, 8	There were no complaints filed through the uniform complaint policy (Williams Act) regarding textbooks and instructional materials. The Arts Academy at Bauer-Speck, a William Act School, was visited by the San Luis Obispo County Office of Education which found no textbook and instructional materials violations. The district is current with the state adoption cycle of textbooks	Maintain no complaints filed through the uniform complaint policy (Williams Act) regarding textbooks and instructional materials. The Arts Academy at Bauer-Speck, a William Act School, will have no textbooks or instructional materials violation when visited by the San Luis Obispo County Office of Education . The district will continue to be current with the state adoption cycle of textbooks with the adoption of history social science textbooks	There were no complaints filed through the uniform complaint policy (Williams Act) regarding textbooks and instructional materials. The Arts Academy at Bauer-Speck, a William Act School, will have no textbooks or instructional materials violation when visited by the San Luis Obispo County Office of Education . The district will continue to be current with the state adoption cycle of textbooks with the adoption of science textbooks	There were no complaints filed through the uniform complaint policy (Williams Act) regarding textbooks and instructional materials. The Arts Academy at Bauer-Speck, awill have no textbooks or instructional materials violation when visited by the San Luis Obispo County Office of Education . The district will continue to be current with the state adoption cycle of textbooks.
Implementation of the academic content and performance standards adopted by SBE, Priority 2, Metric 1, Action 1, 2, 3, 4, 6, 7, 8 Broad course of study which includes subject areas described in Sections 51210 and 51220. Priority 7, Metric 1, Action 1, 2, 3, 4, 6, 7, 8	Based on the State Standard Implementation Reflection tool recommended for local indicator 2, these are the projected implementation phases for each content area: ELA K-8 Phase 4, 9-12 Phase 3 Mathematics K-12 Phase 4 Social Studies K-12 Phase 1 Science K-2 Phase 1 3-8 - Phase 2, 9-12 Phase 3 VAPA K-12 Phase 4 Physical Education K-12 Phase 3 CTE - Phase 4 World Languages - Phase 4 Health - Phase 4	Complete the State Implementation Reflection tool with representative groups regarding Academic Content Standards and a Broad Course of Study and present to the Board of Trustees in a regular session by December 1st with established District Metrics for each year	Complete the State Implementation Reflection tool with representative groups regarding Academic Content Standards and a Broad Course of Study and present to the Board of Trustees in a regular session by December 1st with established District Metrics for each year	Complete the State Implementation Reflection tool with representative groups regarding Academic Content Standards and a Broad Course of Study and present to the Board of Trustees in a regular session by December 1st with established District Metrics for each year

Programs and services which enable English learners to access the CCSS and ELD standards to gain academic content knowledge and English language proficiency, Priority 2, Metric 2, Action 2, 3, 4	Implemented Imagine Learning for Newcomer Students and English 3D for designated ELD in grade 4-12	Provide professional development to K-2 teachers to effectively use Wonders ELD for designated ELD Determine articulated ELD program for grades K-3 for the Dual Immersion Magnet Provide GLAD training to the DI Magnet according the Dual Immersion Master Plan English Learner Progress state indicator, 72.3% status	Implement articulated ELD program for grades K-3 for the Dual Immersion Magnet Provide professional development for grade 3-5 teachers to effectively use Wonders for integrated ELD Provide GLAD training to the DI Magnet according the Dual Immersion Master Plan English Learner Progress state indicator, 73.8% status	Provide GLAD training to the DI Magnet according the Dual Immersion Master Plan English Learner Progress state indicator, 75% status
Programs and services developed and provided to unduplicated pupils, Priority 7, Metric 2, Goal 3 Action 2, 3, 4	Implemented Read 180U, iRead, STMath and MAP Assessments to provide additional support for differentiation and to monitor progress of unduplicated students	Close the Achievement GAP, See Goal 2 Student Achievement, Priority 4, Metric 1 for socioeconomically disadvantaged students English Learner Progress state indicator, 72.3% status	Close the Achievement GAP, See Goal 2 Student Achievement, Priority 4, Metric 1 for socioeconomically disadvantaged students English Learner Progress state indicator, 73.8% status	Close the Achievement GAP, See Goal 2 Student Achievement, Priority 4, Metric 1 for socioeconomically disadvantaged students English Learner Progress state indicator, 75% status
Programs and services developed and provided to pupils with exceptional needs, Priority 7, Metric 3, Action 1	See Goal 2 for metric	See Goal 2 for metric	See Goal 2 for metric	See Goal 2 for metric
Student Achievement, Priority 4, Metric 1, Action 1, 2, 3, 4, 6,	See Goal 2 for metric	See Goal 2 for metric	See Goal 2 for metric	See Goal 2 for metric

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)	☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Professional development for core curriculum and LCAP services including K-5 grade level collaboration	Professional development for core curriculum and LCAP services including K-5 grade level collaboration	Professional development for core curriculum and LCAP services including K-5 grade level collaboration

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$68,763	Amount	$75,000	Amount	$85,000
Source	Supplemental	Source	Supplemental	Source	Supplemental

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

Location(s)	☐ All Schools	☐ Specific Schools:	☒ Specific Grade spans: TK-5

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

	Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)
	Location(s)	☐ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
TK-5 Instructional coaches to support classroom teachers in implementing new instructional strategies and programs	TK-5 Instructional coaches to support classroom teachers in implementing new instructional strategies and programs	TK-5 Instructional coaches to support classroom teachers in implementing new instructional strategies and programs

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$333,137	Amount	$340,500	Amount	$348,000
Source	Supplemental	Source	Supplemental	Source	Supplemental

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

	Students to be Served	☐ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]
	Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

	Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income
	Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)

| Location(s) | ☐ All Schools | ☐ Specific Schools: | ☒ Specific Grade spans: TK-5 |

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Title I K-5 STEM Coach	Title I K-5 STEM Coach	Title I K-5 STEM Coach

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$125,500	Amount	$128,000	Amount	$131,000
Source	Title I	Source	Title I	Source	Title I

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| Students to be Served | ☐ All | ☐ Students with Disabilities | ☐ [Specific Student Group(s)] |

| Location(s) | ☐ All Schools | ☐ Specific Schools: | ☐ Specific Grade spans: |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| Students to be Served | ☒ English Learners | ☒ Foster Youth | ☒ Low Income |

| Scope of Services | ☒ LEA-wide | ☐ Schoolwide | **OR** | ☐ Limited to Unduplicated Student Group(s) |

| Location(s) | ☐ All Schools | ☐ Specific Schools: | ☐ Specific Grade spans: |

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
ELD/ELA Coach (1FTE) and Mathematics Coach (1FTE)	ELD/ELA Coach (1FTE) and Mathematics Coach (1FTE)	ELD/ELA Coach (1FTE) and Mathematics Coach (1FTE)

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$250,000	Amount	$255,500	Amount	$261,000
Source	Title II	Source	Title II	Source	Title II

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s) ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s) ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged

Teacher Induction Program (TIP), intern (PIP), pre-credential (STIP) and PAR mentoring and support	Teacher Induction Program (TIP), intern (PIP), pre-credential (STIP) and PAR mentoring and support	Teacher Induction Program (TIP), intern (PIP), pre-credential (STIP) and PAR mentoring and support

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$170,000	Amount	$174,000	Amount	$178,000
Source	Other	Source	Other	Source	Other

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]
Location(s)	☐ All Schools	☐ Specific Schools:	☒ Specific Grade spans: Grades 9-12

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
New textbook adoption in alignment with state instructional materials adoption (9-12 ELA) (7 year payment plan @ $50,000 per year)	New textbook adoption in alignment with state instructional materials adoption (9-12 ELA) (7 year payment plan @ $50,000 per year)	New textbook adoption in alignment with state instructional materials adoption (9-12 ELA) (7 year payment plan @ $50,000 per year)

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$50,000	Amount	$50,000	Amount	$50,000
Source	Supplemental	Source	Supplemental	Source	Supplemental

Action   **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

Location(s)   ☐ All Schools   ☒ Specific Schools: Paso Robles High School   ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   ☐ English Learners   ☐ Foster Youth   ☐ Low Income

Scope of Services   ☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)   ☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
NGSS Implementation for grades 6-12 (materials and training)	NGSS Implementation for grades 6-12 (materials and training)	NGSS Implementation for grades 6-12 (materials and training)

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$15,000	Amount	$15,000	Amount	$15,000
Source	Supplemental	Source	Supplemental	Source	Supplemental

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☒ New	☐ Modified	☐ Unchanged

Goal 4	Provide access to 1:1 technology (grades 6-8), enhanced technology (K-12) , visual and performing arts (VAPA), services for advanced learners (GATE, Honors, AP and Dual Enrollment), and extra curricular activities including elementary and middle school athletics

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL <u>District Guiding Principles</u>

Identified Need

Develop and promote parent participation through parent workshops/trainings.
On the 2017 LCAP survey, 9% of parents indicated that they have attend a parent workshop/training. The LCAP Parent Advsiory Committee, DELAC and the LCAP Advisory Committee recommended parent outreach and education in a variety of areas including college and career readiness, PBIS, technology use, meeting the needs of exceptional children, and supporting children's academic and social emotional progress.

Expand the access to technology for all students. Recommendation is to expand from grades 6-8 with 1:1 device initative to grades 9-12
On the 2017 LCAP survey, students in grades 6-8 were asked if they used technology on a regular basis in the following classes, and they replied:
Math 65%
English 90%
History 75%
Science 68%
Elective 33%

In Grade 9-12 students replied:
Math 35%
English 59%
History 35%
Science 61%
Foreign Language 41%
Electives 41%

Continue to provide teacher professional development and support to use technology to support student mastery of state standards
55% of teachers indicated that the typical student to computer ratio at school is two to one or one to one

Increase connectivity district-wide to assure that technology can be used effectively by students and staff.
34% of teachers indicated that they perceived quality of internet speed is above average or excellent

On the 2017 LCAP survey, when parents were asked "what services, programs or supports have most benefited your child?" Athletics was the number one program indicated.

Increase participation at all K-5 school sites to be a minimum of 50% of grade 3-5 students and maintain a 50/50 ratio of girls to boys

Elementary Athletics

There were 747 individual grade 3-5 students who participated in elementary athletics

47% were girls and 53% were boys

51% of the grade 3-5 students district-wide participated. Participation by School:

Bauer Speck 35%
Brown   52%
King   50%
Butler   51%
Peterson   56%
Pifer   59%

Increase participation at all 6-8 school sites to be a minimum of 40% of grade 6-8 students and maintain a 50/50 ratio of girls to boys

Middle School Athletics

There were 536 students who participated

50% were girls and 50% were boys

37% of the grade 6-8 participated in middle school athletics

Flamson Middle School 34%

Lewis Middle School 40%

On the 2017 LCAP survey, when parents were asked "what services, programs or supports have most benefited your child?" GATE was one of the top responses.

Next steps for GATE are to:

Provide systematic professional development for teachers in GATE, honors and AP classes.

Currently, only one teacher out of the 34 grade 2-8 GATE teachers has GATE certification (3%).

Assure that all Advanced Placement courses will be taught by teachers who have received AP training within the past three years.

9% of parents on the LCAP survey indicated that they attended a parent workshop/training. The LCAP Parent Advisory Committee recommended providing workshops for GATE parents

On the 2017 LCAP surveys, when parents were asked "what services, programs or supports have most benefited your child?" VAPA was second only to athletics.

Recommendation is to expand VAPA and provided articulation between grades levels and courses to build skills from one grade level to another.

Visual arts, music and dance is provided for all students in grades K-5. Keyboarding instruction provided for grade 3 at the Arts Academy at Bauer-Speck. In grades 6-8, VAPA options include classes in music, dance, drama and visual arts. In grades 9-12 options for in-depth study of music, dance, drama and visual arts

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Efforts to promote parental participation in programs for pupils with exceptional needs, Priority 3, Metric 2 and 3, Action 1 and 4	A GATE Parent Advisory was established PLATA - An parent outreach team formed from English Learner parent who attend the PIQE Leadership training was formed in the Spring of 2017. PLATA provided a workshop on the important of summer learning and presented it at site ELAC meetings Special Education Advisory was established Every 6-8 student was provided with a Chromebook as part of the 1-1 District Initiative. A planned expansion of the the 1-1 Initiative for grades 9-12 is planned for 2017-18 9% of parents on the LCAP survey indicated that they attended a parent workshop/training	GATE Parent Advisory will provide a minimum of two parent workshop/trainings on meeting the needs of GATE students. A needs assessment will be conducted to determine additional topics based on parent interest. DELAC and/or PLATA will work with the English Language Coordinator to determine parent workshops/training that would be valuable to parents of English learners. At least two workshops will be provided in 2017-18. Develop an orientation training/outreach for new English Learner families to the district Include parents on the Special Education Advisory Committee and determine parent workshops/training that would be valuable to parents of students with disabilities. Provided district outreach to foster and homeless families to determine the services that would best service homeless and foster youth including how to support parental/guardian participation Identify parent workshop/training that support the student uses of Chromebooks. Provide at least two workshops for parents in grades 6-12. 15% of parents on the LCAP survey will indicate that they have attended a parent workshop/training	Provide Orientation to parents of newly identified GATE students. Provide a minimum of 2 other parent workshop/training based on identified need. Provide orientation to families of English learners new to the district and provide a minimum of 2 other parent workshop/training based on identified need. Provide a minimum of two parent workshop/trainings on meeting the needs of students with disabilities. Develop an orientation training for parents of newly identified students with disabilities or new to the district Implement services that would best support parents/guardians of homeless and foster youth to participate in school events and activities. Provide an orientation to Chromebook use for parents of 6th grade students or students new to the district and provide a minimum of 2 other parent workshop/training based on identified need 25% of parents on the LCAP survey will indicate that they have attended a parent workshop/training	Provide Orientation to parents of newly identified GATE students. Provide a minimum of 2 other parent workshop/training based on identified need. Provide orientation to families of English learners new to the district and provide a minimum of 2 other parent workshop/training based on identified need. Provide an orientation training for parents of newly identified students with disabilities or new to the district and a minimum of 2 other parent workshop/training based on identified need. Implement services that would best support parents/guardians of homeless and foster youth to participate in school events and activities. 50% of parents on the LCAP survey will indicate that they have attended a parent workshop/training
Programs and services developed and provided to unduplicated pupils, Priority 7, Metric 2, Action 4, 5	On the 2017 LCAP Survey 90% of the 5th grade students said they use a tablet or computer often during school	Maintain the 90% level for 5th grade In Grades 6-8	Increase to 95% level for 5th grade In Grades 6-8	Increase to 95% level for 5th grade In Grades 6-8

	In Grades 6-8 which asked if they used technology on a regular basis in the following classes, student replied: Math 65% English 90% History 75% Science 68% Elective 33% In Grade 9-12 students replied: Math 35% English 59% History 35% Science 61% Foreign Language 41% Electives 41%	Maintain English at 90% and increase all core classes to 75% or above In Grades 9-12 Increase English and Science to 75% and all other content areas to 65%	Maintain English at 90% and increase all core classes to 85% or above and electives to 60% In Grades 9-12 Increase English and Science to 90% and all other content areas to 75%	All core classes to 90% or above and electives to 75% In Grades 9-12 Increase English and Science to 90% and all other content areas to 85% or above and electives to 60%
Pupil Outcomes in subject areas described in Sections 51210 and 51220, Priority 8, metric 1, Action 3	Elementary Athletics There were 747 individual grade 3-5 students who participated in elementary athletics 47% were girls and 53% were boys 51% of the grade 3-5 students district-wide participated. Participation by School: Bauer Speck 35% Brown 52% King 50% Butler 51% Peterson 56% Pifer 59% Middle School Athletics There were 536 students who participated 50% were girls and 50% were boys 37% of the grade 6-8 participated in middle school athletics Flamson Middle School 34% Lewis Middle School 40%	Elementary Athletics Increase overall participants to 775 Maintain 50/50 ratio of boys to girls Increase Bauer-Speck participation to 40% Maintain all other schools above 50% Middle School Athletics Maintain 50/50 ratio of boys to girls Increase Flamson Middle School to to 38% Maintain Lewis Middle at 40% School	Elementary Athletics Increase overall participants to 800 Maintain 50/50 ratio of boys to girls Increase Bauer-Speck participation to 45% Maintain all other schools above 50% Middle School Athletics Maintain 50/50 ratio of boys to girls Increase Flamson Middle School to 40% Maintain Lewis Middle at 40% School	Elementary Athletics Increase overall participants to 825 Maintain 50/50 ratio of boys to girls Increase Bauer-Speck participation to 50% Maintain all other schools above 50% Middle School Athletics Maintain 50/50 ratio of boys to girls Maintain Flamson Middle School and Lewis Middle School at 40%

Program and services developed and provided to students with exceptional needs, Priority 7, Metric 3, Action 1	Students in grades 2-10 who have been identified in as GATE have the opportunity to participate in GATE clusters, GATE classes, accelerated options, honors courses with teachers who are GATE certificated. Currently one teacher out of 34 teachers has GATE certification (3%). Student in grades 10-12 in Advanced Placement course will be taught by teachers who have received AP training within the past three year.	Gate Certified Teachers will increase to 60% of the teachesr in GATE cluster, classes, or honors courses 100% of the Advanced Placement Teachers will have receive AP training within the past three years.	Gate Certified Teachers will increase to 85% of the teachers in GATE cluster, classes, or honors courses 100% of the Advanced Placement Teachers will have receive AP training within the past three years.	Gate Certified Teachers will increase to 85% of the teachers in GATE cluster, classes, or honors courses 100% of the Advanced Placement Teachers will have receive AP training within the past three years.
Broad course of study which includes subject areas described in Sections 51210 and 51220 (a)-(i), Action 2	Visual arts, music and dance is provided for all students in grades K-5. Keyboarding instruction provided for grade 3 at the Arts Academy at Bauer-Speck. In grades 6-8, VAPA options include classes in music, dance, drama and visual arts. In grades 9-12 options for indepth study of music, dance, drama and visual arts	Continue to provide visual arts, music and dance for all students in grades K-5. Keyboarding instruction provided for all third grade students. Add a VAPA wheel in grade 6 and in grades 7-12 options for indepth study of music, dance, drama and visual arts as evidenced in master schedules	Continue to provide visual arts, music, drama, and dance for all students in grades K-5 including keyboarding instruction for all third grade students. Continue a VAPA wheel in grade 6 and in grades 7-12 articulated options for indepth study of music, dance, drama and visual arts as evidenced in master schedules and sequenced course descriptions	Continue to provide visual arts, music,drama, and dance for all students in grades K-5 including keyboarding instruction for all third grade students. Continue a VAPA wheel in grade 6 and in grades 7-12 articulated options for indepth study of music, dance, drama and visual arts as evidenced in master schedules and sequenced course descriptions
Technology implementation, local measure, Action 4	55% of teachers indicated that the typical student to computer ratio at school is two to one or one to one 34% of teacher indicated that the perceived quality of internet speed is above average or excellent	Increase to 65% teachers who indicate that the typical student to computer ratio at school is two to one or one to one Increase to 45% of teachers who indicate that the the perceived quality of internet speed is above average or excellent	Increase to 70% teachers who indicate that the typical student to computer ratio at school is two to one or one to one Increase to 65% of teachers who indicate that the the perceived quality of internet speed is above average or excellent	Increase to 75% teachers who indicate that the typical student to computer ratio at school is two to one or one to one Increase to 75% of teachers who indicate that the the perceived quality of internet speed is above average or excellent
Percent of pupils passing AP exam with 3 or higher, Priority 4, Metric 6, Action 1	Based on DataQuest for 2014-15 AP testing data, 304 AP received a score of 3 or higher. There were 1,394 students in grades 10-12 and thus a 22% rate of AP to grade 10-12 enrollment. In 2013-14 there were 284 AP test with 3 or more	Increase the ratio of AP tests of 3 or higher to enrollment of grades 10-12 students to 25%	Increase the ratio of AP tests of 3 or higher to enrollment of grades 10-12 students to 28%	ncrease the ratio of AP tests of 3 or higher to enrollment of grades 10-12 students to 30%

	and 1433 students in grades 10-12 for a 20% rate. Based on DataQuest for 2014-15, 304 AP tests received a score of 3 or higher out of 442 tests completed. This was a 69% passage rate. In 2013-14, 284 AP tests received a score of 3 or higher out of 434 tests. This was a 65% passage rate.	Increase the ratio of AP tests of 3 or higher to the total of AP tests taken to 72%	Increase the ratio of AP tests of 3 or higher to the total of AP tests taken to 75%	Increase the ratio of AP tests of 3 or higher to the total of AP tests taken to 77%
School Connectiveness Priority 6, Metric 3, local measure, Action 1, 2, 3, 4, 5	On the 2017 LCAP Survey, 86% of the 5th grade students strongly agreed (57%) or agreed (29%) that they are proud to be part of my school On the 2017 LCAP Survey, 54% of 6-8th grade students strongly agreed (12%) or Agreed (42%) that they feel connected to school On the 2017 LCAP Survey, 57% of 9th-12th grade students strongly agreed (14%) or agree(43%) that they feel connected to school	Increase to 90% the 5th grade students who strongly agreed or agreed) that they are proud to be part of my school Increase to 65% of 6-8th grade students who strongly agreed or agreed that they feel connected to school Increase to 65% of 9th-12th grade students who strongly agreed or agree that they feel connected to school	Maintain at 90% the 5th grade students who strongly agreed or agreed) that they are proud to be part of my school Increase to 75% of 6-8th grade students who strongly agreed or agreed that they feel connected to school Increase to 75% of 9th-12th grade students who strongly agreed or agree that they feel connected to school	Maintain at 90% the 5th grade students who strongly agreed or agreed) that they are proud to be part of my school Increase to 80% of 6-8th grade students who strongly agreed or agreed that they feel connected to school Increase to 80% of 9th-12th grade students who strongly agreed or agree that they feel connected to school

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]	
Location(s)	☒ All Schools ☐ Specific Schools:	☐ Specific Grade spans: Grades 2-12

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
GATE Honors/AP Teacher on Special Assignment and GATE/Honors/AP support. Support (GATE testing, professional development, classroom materials, parent education, GATE events)	GATE Honors/AP Teacher on Special Assignment and GATE/Honors/AP support. Support (GATE testing, professional development, classroom materials, parent education, GATE events)	GATE Honors/AP Teacher on Special Assignment and GATE/Honors/AP support. Support (GATE testing, professional development, classroom materials, parent education, GATE events)

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$156,620	Amount	$160,500	Amount	$164,500
Source	Supplemental	Source	Supplemental	Source	Supplemental

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners	☐ Foster Youth	☒ Low Income

		Scope of Services	☒ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)

	Location(s)	☒ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
VAPA support for K-5 including dance, art and music teachers, elementary keyboard, program expenses including supplies and field trips, VAPA support for 6-12 programs including music accompanists, program expenses, and field trips	VAPA support for K-5 including dance, art and music teachers, elementary keyboard, program expenses including supplies and field trips, VAPA support for 6-12 programs including music accompanists, program expenses, and field trips	VAPA support for K-5 including dance, art and music teachers, elementary keyboard, program expenses including supplies and field trips, VAPA support for 6-12 programs including music accompanists, program expenses, and field trips

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$460,000	Amount	$471,500	Amount	$483,300
Source	Supplemental	Source	Supplemental	Source	Supplemental

Action   3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income

	Scope of Services	☒ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)

	Location(s)	☒ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Elementary and middle school athletics (stipends and benefits, aquatics unit, and supplies)	Elementary and middle school athletics (stipends and benefits, aquatics unit, and supplies)	Elementary and middle school athletics (stipends and benefits, aquatics unit, and supplies)

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$195,091	Amount	$200,000	Amount	$205,000
Source	Supplemental	Source	Supplemental	Source	Supplemental

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

	Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

	Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

	Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

	Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)

	Location(s)	☐ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Technology implementation - 1:1 Device Initiative (devices, technology upgrades and training)	Technology implementation - 1:1 Device Initiative (devices, technology upgrades and training)	Technology implementation - 1:1 Device Initiative (devices, technology upgrades and training)

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$258,700	Amount	$265,200	Amount	$272,000
Source	Supplemental	Source	Supplemental	Source	Supplemental

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

Location(s)

☐ All Schools   ☒ Specific Schools: Flamson Middle School, Lewis Middle School, Paso Robles High School   ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners   ☐ Foster Youth   ☐ Low Income

Scope of Services

☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20

☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Two 5.5 hour technology paraeducators to support the 1:1 Device Initiative	Two 5.5 hour technology paraeducators to support the 1:1 Device Initiative	Two 5.5 hour technology paraeducators to support the 1:1 Device Initiative

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$57,820	Amount	$59,100	Amount	$60,400
Source	Supplemental	Source	Supplemental	Source	Supplemental

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

| Estimated Supplemental and Concentration Grant Funds: | $3,904,486 | Percentage to Increase or Improve Services: | 7.34% |

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Paso Joint Unified School District has an unduplicated student population of 51.5%. The total amount of Supplemental funds the district is projected to receive is $3,904,486 . These funds are principally directed towards our unduplicated students and are used in the most effective manner to meeting their academic, social, and emotional needs.

LCAP Goal #1 – School Climate and College, Career and Community Success ()

The baseline services for counseling and other services for academic, behavior and emotional student support was established in 2015 by the Student Achievement Counseling and Achievement Committee as well as the LCAP staff, student and parent surveys and student focus group. The Committee reviewed various structures and options and made the determination that guidance counselors was required to reduce the student to teacher ratio and provide for access to counselors for college and career planning. In addition, the committee identified the need to meet the social-emotional and behavioral needs of students. In reviewing possible options (contracting with outside agencies, creating resource center on site), the determination was to hire intervention specialists for middle and high school that will focus on students at greatest risk. This is a successful program that has been used in districts in the Fresno areas (Central, Clovis and Sanger)

Positive Behavior Intervention and Support (PBIS) is a research-based strategy that improves student performance by providing a positive learning environment and reducing student behavior and discipline problems that interfere with learning and a recognized part of the Multi-tiered System of Supports (MTSS) . Each site has a PBIS team and the expected outcome was that each site would reach the Bronze level status . Six schools applied for Bronze level status and four school applied for Silver level status. The district provided support for PBIS through the Lead Psychologist and by providing each K-5 school with Guidance Specialist who took responsibility for implementation. LCAP funding provided funding for each school site to development and implement their PBIS protocols and interventions. Two actions walks were conducted to provide feedback to schools and to validate results. In addition, intervention specialist were provided through LCAP funds to provide Tier 2 supports for PBIS for identified students. Data regarding the effectiveness of those supports were submitted as part of the PBIS application to receive Bronze and Silver Status. The DELAC recommended that the district "continue to build PBIS as a way to support academic success for students."

The AVID program is a highly successful model for preparing underrepresented youth for college admission and attendance. An evaluation of this year's data indicates that 100% of the students participating in the AVID program as seniors were accepted into 4 year universities. The program has expanded into the middle schools. There was a full program in 7th and 8th grade at one middle school, a 7th/8th grade combination class at one middle school and two classes at all grade levels at Paso Robles High School. In 2016, The District English Language Advisory Committee (DELAC) identified the AVID program as being one of the most effective programs. In addition to AVID, the DELAC Committee voiced overwhelming support for parent education programs such as the Parent

Institute for Quality Education (PIQE) and other parent education opportunities (i.e. Latino Literacy Project). Parent involvement is correlated with improved student achievement.

The College and Career Center continued to expand its services through a partnership with CALSoap funding and a CTE College and Career Readiness Counselor and additional funding from a CTE Readiness Grant.   The Superintendent Student Advisory Council identified the College and Career Center as being essential in helping them to select colleges, prepare college applications and apply for financial aid and scholarships. This service is especially important for students who are first generation college attendees. The LCAP Parent Advisory Groups expressed the need to have additional resources for parents and to have additional staffing for students during the year.

Parent Engagement - Parent Investment in Quality Education (PIQE) is a recognized program that promotes both parent involvement and engagement. The effectiveness of active parental engagement in schools is well documented. Throughout the nine-week workshop, PIQE's signature program fulfills its goal of educating, empowering, and inspiring parents of K–12 school age children to take an active role in encouraging and enabling their children to: Stay in school; Improve their academic performance; Develop healthy and constructive relationships with their parents, teachers, and counselors; and, focus/prepare themselves for a post-secondary education.   In addition, the Parent Leadership Development Program assisted PRJUSD in starting a parent organization that is supporting parents and providing workshops. The Parent Leadership Development program focuses on developing parents' capacity to engage in their child's school at a deeper level by recognizing that the educational system faces many challenges. They reflect on their own leadership qualities, identify critical school-centered issues impacting education, and learn how to establish a parent leadership team.   They acquire tools that will help them conduct effective meetings with the principal and/or school staff. At the end of the sessions, parents will lead a dialogue with the principal, presenting, from the parents' perspective, the most urgent needs affecting students at that school. Parents are then asked to serve as liaisons and role models for other parents. Nineteen parents formed a parent outreach program and have begun leadership by providing workshops on the importance of summer learning. In 2017, the DELAC identified the need to "provide parents with workshops to assist parents in learning about how to better support their children's academics" and "investigate and develop ways to increase communication between parents and schools, parents and teachers, and the community and the schools to create more access to available programs and supports offered at school and in the community."

LCAP Goal #2 – Student Achievement and Success; Closing the Achievement Gap ($1,944,000)

Early Childhood Education Initiatives - The achievement gap starts prior to students entering school. Students from Low Income families enter school with a language and literacy gap. The early admission for Transitional Kindergarten support students who turn 5 after December 2nd, but before January 31st.   It was determined that Transitional Kindergarten would be most productive if students received a full year of service and thus student have the opportunity to start in August under the early admit program. In 2016-17, a district preschool program was implemented at two school sites to meet the needs of students who are age 3 - 4 providing a full range of services to prepare students for successful entry into the district.

All day kindergarten provides an additional 2.5 hours of classroom instruction daily for our neediest students in kindergarten. The data from district benchmarks and iRead and STMath indicate that this service was successful in closing the achievement gap in ELA and mathematics and in the overall success of the students.   Reading in the primary grades is identified as a key indicator of school success. Students who read on grade level by third grade are more likely to have overall success in school and to graduate high school. District wide implementation of all-day kindergarten began in 2015-16 and data indicates that this has led to improved student achievement and the ability to do more effective interventions

Extended School Day and School Year - Parents and teachers from all advisory groups indicated that support for students beyond the school day was needed. This includes both tutoring for students during the year and extending the year through intersession and summer school. This is especially true for Low Income students and English Learners who may not have the resources or help to master grade level content. In addition, research has demonstrated that while school

closes the achievement gap during the school year, the gap widens during the summer when Low Income students do not have summer enrichment or reading programs (Outliers by Malcolm Gladwell). Extending the library hours allows each site library to open before and after school and allows parents and students access to support literacy development. The DELAC in a written response to the 2017-20 LCAP draft recommended expanding "after school opportunities for students, especially programs such as ASES which has an academic enrichment focus."

Support for students not mastering grade level core content in English Language Arts (ELA), English Language Development (ELD) and mathematics – Teachers, parents, and staff indicated that there is a need for intensive support during the school day for students who are reading two or more years below grade level; students who have not mastering grade level mathematics concepts; and English Learners who are Newcomers (less than 12 month in the United States) or score a 1 or 2 on the California English Language Development Test (CELDT). These students will receive instruction in addition to the core (System 44 , Read 180) or an individualized diagnostic and support program (mathematics) and additional teacher support in English language development. Each program selected is research-based and/or part of the district adopted instructional program. Through LCAP, baseline support staff will be provided to each school to provide these research based programs. Additional staffing is provided to schools with the highest levels of low income students all of which are above 40% free and reduced lunch (Bauer-Speck, Virginia Petersen, and Winifred Pifer)

LCAP Goal #3 – Implementation of the Common Core, Professional Development and Data Monitoring ($415,000)

Professional Development for New Initiatives – High quality professional development aligned to the needs of the students and job requirements of staff are an essential component for improving student achievement. Professional development for each of the initiatives is required. Research also indicates that coaching is essential for effective implementation of new programs and strategies. Instructional coaches support teachers in implementing the new California standards and district identified research based instructional strategies (DII). These positions focus on assuring that a high quality English Language Development (ELD) program is in place, teachers are meeting the needs of advanced learners and that staff is effectively using formative and summative data to make instructional decisions and monitor the effectiveness of identified strategies and tactics for improving student achievement.

Data Monitoring – Monitoring student achievement throughout the year will provide information for both the LCAP process, and decisions that teachers and staff make on a day to day basis to improve student performance. The Testing Team for the California English Language Development Test (CELDT) and the transition to the new assessment English Language Proficiency Assessment for California (ELPAC) allows the individualized portion of the test to be given without loss of instructional time for the class. In addition, the immediate preliminary test results can assure that our English Learners receive the appropriate level of instruction.

LCAP Goal #4 - Enrichment opportunities through Visual and Performing Arts, GATE/Honors/AP, 1:1 Devices, Elementary Athletics and Extra Curricular Activities - Feedback from the community, parents, staff, and students indicates that a well-rounded education includes Visual and Performing Arts (VAPA). There is research that identifies a correlation between VAPA and achievement in other core content areas. In addition, there are career opportunities in the local area for those versed in the arts. College and career readiness is enhanced with a strong Honors and AP program at the secondary level which allows students the opportunity to complete college level credit in high school which not only helps students be competitive in college applications, but shortens the duration they would otherwise spend in post-secondary institutes. At the K-8 level, all surveys indicate the need to provide services for our advanced learners in the elementary and middle school which provides a connection to school and meets the students' need for a challenging learning environment.

The following are services designed for unduplicated pupils that are increased or improved as compared to the services provided to all pupil in the LCAP year

AVID program support at two middle schools and the comprehensive high school - The AVID program is a highly successful model for preparing underrepresented youth for college admission and attendance. An evaluation of this year's data indicates that 100% of the students participating in the AVID program as seniors were accepted into 4 year universities. Students receive one period a day with a teacher to learn College Readiness skills, monitor academic progress, participate in tutorials, and attend college fields. Family/parent nights explain the college preparation process to parents and guardians.

Parent Institute for Quality Education (PIQE) and additional parent education opportunities for literacy, mathematics and college and career readiness - The DELAC Committee voiced overwhelming support for parent education program such as the Parent Institute for Quality Education (PIQE) and other parent education opportunities (i.e. Latino Literacy Project). Parent involvement is correlated with improved student achievement. The program is currently provided in Spanish and provides outreach to the parents of our EL students and provides information on how to support students for college and career readiness.

All-Day Kindergarten with a 6 hour para educator - For two years, a pilot was conducted for an all-day kindergarten with the addition of a six-hour para educator. One school began with all-day kindergarten in the 2013-14 school year and an additional school in 2014-15. The data from district benchmarks indicate that this program was successful in closing the achievement gap in ELA and mathematics. The first grade benchmarks from students who participated in the all-day kindergarten in 2013-14 indicate that students maintained their performance through first grade. The pilots were conducted at two schools with the highest percentage of Low Income students and has proven to close the achievement gap at the earliest opportunity. All day kindergarten will provide an additional 2.5 hours of classroom instruction daily for our neediest students in kindergarten with an adult to student ratio of 13 to 1 for 6 hours.

Para educators/teachers to support EL Newcomers and EL scoring at 1 or 2 on the CELDT - Teachers, parents, and staff indicated that there is a need for specific support for English Learners who are Newcomers (less than 12 month in the United States) or score a 1 or 2 on the California English Language Development Test (CELDT). Para educator/teacher support EL students by providing intensive instruction on English language vocabulary and in assisting the student to access the core instruction.

Core/Enrichment Summer School, K-8 - Research has demonstrated that while schools close the achievement gap during the school year, the gap widens during the summer when Low Income students do not have summer enrichment or reading programs. The Core/Enrichment Summer School will be free to Low Income, English Learner or Foster Youth, but will be fee-based for all other students. This summer school program provides a total of 76 additional hours of instruction for students during the summer as well as access to the school library and, in conjunction with the Food Bank, meals for the students and their family.

CELDT/ELPAC District Testing Team - The Testing Team for the California English Language Development Test (CELDT) and English Language Proficiency Assessment for California allows the individualized portion of the test to be given without loss of instructional time for the class. In addition, the immediate preliminary test results can assure that our English Learners receive the appropriate level of instruction.

Bilingual Parent Liaison and English Learner Coordinator - The importance of parent engagement is widely researched and identified as a key element for students success. The Bilingual Parent Liaison and English Learner Coordinator serves as an outreach to Spanish speaking families including initial intake and testing, coordinating services, providing translation services for district meetings (including board meetings) and providing help and support with individual families. The DELAC supports the expansion of services for our English learner families.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

Revised Local Control and Accountability Plan and Annual Update Template Instructions

[Addendum](#)

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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 Education Code (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.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "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 K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "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 K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *Education Code* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the Demonstration of Increased or Improved Services for Unduplicated Students table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to 5 *CCR* 15496(a)(5).

Percentage to Increase or Improve Services

Identify the 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* 15496(a)(7).

Consistent with the requirements of 5 *CCR* 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:
- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
- A. The implementation of state board adopted academic content and performance standards for all students, which are:
    - a. English Language Arts – Common Core State Standards for English Language Arts
    - b. Mathematics – Common Core State Standards for Mathematics
    - c. English Language Development
    - d. Career Technical Education
    - e. Health Education Content Standards
    - f. History-Social Science
    - g. Model School Library Standards
    - h. Physical Education Model Content Standards
    - i. Next Generation Science Standards
    - j. Visual and Performing Arts
    - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
- A. School attendance rates;
- B. Chronic absenteeism rates;

    C. Middle school dropout rates;

    D. High school dropout rates; and

    E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

    A. Pupil suspension rates;

    B. Pupil expulsion rates; and

    C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

    A. S broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;

    B. Programs and services developed and provided to unduplicated pupils; and

    C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

    A. Working with the county child welfare agency to minimize changes in school placement

    B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;

    C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and

    D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

    A. Local priority goals; and

    B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *Education Code* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

    (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

    (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

    (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *Education Code* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *Education Code* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *Education Code* sections 42238.01 and bgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *Education Code* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?