

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [LCAP Year]

General Information

A description of the LEA, its schools, and its students.

Paso Robles Joint Unified School District has an enrollment of approximately 6,700 students and is currently experiencing declining enrollment and increased local competition for student enrollment particularly in grades K-8. Approximately 56% of the student population is Hispanic, 38% is White, and 6% is other races including African American, Asian, Filipino, and Multiracial. Approximately 51% of the district population is socio-economically disadvantaged, 18% of our students are categorized as English Language Learners, 3% as homeless, .6% as foster care youth and 12% are students with disabilities. The district is currently in the process of long range planning for declining enrollment and use of facilities which has led to a review of potential grade span changes at elementary and middle schools and boundary changes to assure effective program and facility use.

PRJUSD is a K-12 district comprising eleven schools. The district currently has six K-5 elementary schools ranging in enrollment from 383 to 655 students. The largest elementary school is a K-5 magnet school: Georgia Brown Dual Immersion Magnet. There are two middle schools; Lewis Middle School (751 students) and Flamson Middle School (659 students) which provide a comprehensive 6-8 program. Flamson Middle School provides the grades 6-8 extension of the Dual Immersion program. Paso Robles High School (2,125 students) 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, and Career Technical Education which includes a nationally-certified culinary arts program and an award-winning welding program. All comprehensive 6-12 schools have been awarded Gold Ribbon Status by the state. Alternative programs include grades K-8 Paso Robles Independent Study Center (PRISC) (179 students), 6-12 PRO Online Academy and grades 9-12 Independence High School (130 students), and grades 10-12 Liberty Continuation High School (136 students). Starting in the fall of 2021, the K-8 PRISC will also feature both parent lead instruction and fully online instruction using Accelerate Education.

In 2016, the community passed the Measure M Bond which provides \$95 million in construction for the district's K-8 schools. The district has completed construction on Marie Bauer Early Learning Center which will provide space for inclusive district and partner preschools along with a continuum of services for children with disabilities ages 3-5 when it opens in the fall of 2021. The district received an Inclusive Early Education Expansion Program (IEEEP) grant to support the inclusion of students with disabilities within preschool programs. Also completed is a two story 10 classroom building at Flamson Middle School. The Arts Academy at Bauer-Speck moved to a temporary site at Flamson

Middle School while major renovation work is being done on the Speck campus and will be able to make use of this new 10 classroom facility. Various other programs have been completed through Measure M at other elementary schools.

On March 14, 2020 the district closed to in person instruction due the pandemic. In grades 6-12, students already had 1-1 devices so instruction continued through Google Classroom (or in rare cases through paper and pencil assignment). In grades TK-5, schools used available devices to support families without devices, teachers provided some online support and instruction and/or families could also choose to receive weekly paper packets for the final weeks of the school year. While the district prepared to return fully in person for the 2020-21 school year, it was clear through parent, student and staff surveys, site and program administration input, focus groups, committees, the District English Language Advisory Committee and local student data that there was a need to provide:

- Up-to-date devices and internet access for all students TK-12
- an upgrade to the district wifi and broadband capabilities to allow for increased demand due to distance learning
- A consistent learning platform and consistent use of instructional software across the schools and grade levels both for parents and staff members helping multiple students with a variety of grade levels
- Extensive help, support and training for parents, students and staff in using devices and digital tools
- Upgraded teacher devices including both desktop and mobile devices to be able to effectively provide online learning
- Communication and meeting tools (Zoom, Google Meets, Seesaw, Parent Square) with training and support
- Extensive support in social emotional learning, counseling and mental health services including a system to identify students most at risk
- Training for staff, students, and parents in health and safety protocols upon the return to school
- Reconfigured and equipped schools and district facilities that adhere to the guidelines from the CDC, California Public Health and SLOCOE Public Health

In July, the governor announced that only distance learning would occur and the above items were prioritized and implemented and included in the PRJUSD Learning Continuity and Attendance Plan (LCP). Prior to the start of school, Parents were given the opportunity to have their child participate in a program that would either be online all year regardless of the return to school including, at the K-8 level, the opportunity to participate in the PRISC through a parent lead instruction model with no in person instruction. Specialized staff were deployed to support students in areas of need. It was also determined that the Arts Academy at Bauer-Speck will no longer function as a visual and performing arts magnet due to the relocation to the temporary site, the disruption caused by the pandemic, and the lack of enrollment specifically for the VAPA program.

The District has remained committed to in-person instruction and began by opening classes to students with special needs and small group cohorts in September and October 2020. The waiver process for K-5 was completed in October and with new state guidelines, PRJUSD began a phase in of hybrid TK-5 programs starting in November 2020. Secondary programs returned in hybrid when the county moved to red tier status in March 2021. The district is now planning for an extensive in-person 2021 summer school and for full in-person instruction for the fall of 2021.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

College and Career Readiness

The success of our efforts to increase services in 6-12 counseling and our extensive Career Technical Education (CTE) program and dual enrollment program with Cuesta Community College has opened the door for our English learners and low income students (including homeless students) to demonstrate that they are prepared for college and career based on the 2020 College and Career Index (CCI). Students in these subgroups were able to demonstrate preparedness through completion of CTE pathways and obtaining college credit courses at levels above the percentage of all PRJUSD students. The district as a whole had a higher percentage (51%) of students designated as prepared for college and career than the state (44%). The extensive Career Technical Education program along with guidance for counselors supported the completion of CTE pathways and college credit courses through dual enrollment which allowed additional students to demonstrate readiness for college and career. Dual enrollment also meant that students have already registered and enrolled at Cuesta Community College which offers two years of free tuition for local high school graduates. The College and Career Index showed that all PRJUSD subgroups outperformed like state subgroups.

Graduation Rates for Unduplicated Students

While the 2019 graduation data showed the PRJUSD was at the orange status overall, The low income students (including homeless students) was at a green status by increasing graduation rates and English Learners were yellow having maintained their status (with a slight increase). Again, the 6-12 counseling has helped to monitor and support our unduplicated students to continue on the path toward graduation. In the new LCAP, supplemental funds will expand counseling services for unduplicated students with a focus on English learners.

Advancement Via Individual Determination (AVID)

Our Advancement Via Individual Determination (AVID) program has demonstrated on their yearly report that the AVID Program is effective in supporting low income students and English language learners in meeting A-G requirements, having AVID students accepted to a four year college or university, supporting AVID students applying for financial aid, and finally having AVID student enroll in post secondary education. To provide additional support for English Learners, we are implementing AVID Excel in grades 7-8 for students who are a 3 or above on the state assessment for English language proficiency. AVID Excel will not only support EL students reclassification to English, but support school success and focus on college and career planning.

Reclassification of English learners

Current student data analysis reveals that PRJUSD is successfully supporting English learners to move to Reclassified Fluent English Proficient (RFEP). In 2019-20, 177 students (14.1%) were reclassified which is similar to both county and state percentages. In addition, RFEP students performed well on the state English Language Arts test, meeting or exceeding standards at a rate above like subgroups statewide. Long term English learners (EL identified for 6 or more years) were the lowest in the past three years at 7.9% of English learners down from 14.1% the previous year.

Early Reading Achievement

PRJUSD has had a focus on supporting students in the primary grade through the use of reading intervention with both teachers and paraeducators. Analyzing the reading area achievement of the 3rd grade Smarter Balanced Assessment Consortium (SBAC) English Language Arts exam shows that steady progress has been made from the 2017 to the 2019 administration. In 2017, 58% of the 3rd graders scored near or above standards in reading, in 2018, 68% of students scored near or above standards in reading and in 2019, 71% of students scored near or above standards in reading. Our subgroups made even more progress than “all” students. The English Learner subgroup shows progress from 27% in 2017 to 48% above or near standard in reading. Our low income students made similar progress

from 48% in 2017 to 67% in 2019 and our students with disabilities progressed from 21% near or above standard to 40% near or above standard in reading. A targeted focus on having student read on grade level by grade 3 is a goal within the 2021-24 LCAP

While the SBAC assessment has not been given in either 2020 or 2021, the district has been using iReady assessments throughout the year to monitor reading achievement. First grade students this year, lost several months of Kindergarten instruction last year, were not able to participate in summer school in 2020, and were enrolled in either full distance learning this year or distance learning followed by hybrid instruction. However in our final administration of iReady reading assessment, only 6% of 1st graders demonstrated the need for intensive Tier 3 intervention. There will be many students who will need Tier 2 intervention, but the support of our reading intervention staff has prevented the need for intensive reading intervention for next year's second graders and will support those students needing a less intensive intervention. Reading intervention services are included within the 2021-24 LCAP under goal 3, Every student reading on grade level by grade 3.

School Connectedness

In the LCAP survey completed prior to the pandemic, between 88%-92% of parents and students identified that students were both connected to school and had at least one caring adult the student could turn to. This will serve as baseline data as we move toward reconnecting students and their families to school and learning following the pandemic. In the surveys, parents and students also indicated extracurricular activities that were most valued by students (including afterschool programs). In this year's stakeholder meetings, the need to connect students to school using proven successful after school programs and during school activities was identified by parents in both the LCAP Advisory Committee and the District English Language Advisory Committee (DELAC).

1-1 Device Initiative

Our 1-1 Device Initiative from the previous three year LCAP made distance learning possible. As a part of the initiative, each 6-12 student already had a mobile device that had been checked out to them. At the K-5 level we have been increasing device ratio for classroom use. We were then able to use devices that were in K-5 classrooms to support families without devices until we were able to purchase devices for all K-5 students using federal CARES funding. PRJUSD had already identified areas where infrastructure improvements were needed (ex: site wifi upgrades and district broadband enhancements) and were able to complete projects when funding became available. Through the initiative, the district had already identified hotspots providers and local cable companies who could provide connectivity to families which was then funded using the federal CARES act. In addition, the district had put into place technology help and support that was then enhanced and expanded to support the students and their families during distance learning. This initiative will be continued through state and federal funding for the next three years.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

ACHIEVEMENT PERFORMANCE

English Language Arts

On the 2019 California Dashboard (which is the most current available), PRJUSD was orange on achievement in English language arts for the state assessments given in grades 3-8 and 11. While there has been success in improving the reading achievement section on the state assessment, there is still a need for improvement in overall English language arts to meet the district goal of green level performance for all subgroups. In 2019, 48% of students met or exceeded standards as compared to 51% in the state. Analysis of the 2019 ELA assessment determined that the subgroups of English learners, low income and foster youth have the greatest needs. In fact, subgroups that do not contain unduplicated youth were rated within the green sector at 64% met or exceeded standards, considerably above the state average. Thus, student supports are needed for unduplicated students to help and support them in reaching the state targets. These supports include teacher understanding of the need of unduplicated students in learning English language arts and individualize and small group support for mastery of ELA standards. Targeted support in middle school will consist of additional time and support to master standards. A continuum of services is being provided for students with disabilities including co-taught general education classes and intensive support in reading. Students are identified for intervention based on data provided through the K-5 iReady ELA assessment and the 6-8 Measure of Academic Progress (MAP). Monitoring will occur through both these district ongoing assessments and grade level benchmark assessments.

Mathematics

In mathematics the district was also orange on achievement in the 2019 Dashboard with 36% of students meeting or exceeding standards as compared to 39% state wide. In 2019, 52% of students who did not qualify as an unduplicated student met or exceeded standard. This year, the data from local assessments in mathematics identifies that there is less growth in mathematics in the upper elementary grades and in middle school, then occurred in English language arts during the pandemic. In mathematics, a two-pronged approach is necessary to both raise overall achievement in mathematics and to close the achievement gap. The first is to strengthen core instruction in mathematics and its alignment to state standards. The second is to support our unduplicated students with extra time and support to achieve the mathematics standards. Strengthening core instruction will be done through professional development for classroom teachers in both the mathematics content and the needs of unduplicated students. To support the achievement of unduplicated students, PRJUSD will use K-5 mathematics intervention teachers, extra time and support through middle school support classes, and additional in-class support in Algebra I at the high school level. A continuum of services is being provided for students with disabilities including co-taught general education classes and intensive support in mathematics. Students are identified for intervention based on data provided through the K-5 iReady mathematics assessment and the 6-8 Measure of Academic Progress (MAP). Monitoring will occur through both these district ongoing assessments and grade level benchmark assessments.

College and Career Readiness

PRJUSD has made significant strides in providing multiple pathways for students to achieve college and career readiness, including strong Career Technical Education pathways that articulate to the local community college and dual enrollment so that students can receive college credit while taking high school courses. In 2018, PRJUSD was rated blue (the highest possible) with 56.1% of all students identified as prepared for college and career by the College and Career Index (CCI). In 2019, PRJUSD received an orange rating due to a drop of 5% to 51.1%, still above the state average of 44.1%. The College and Career Index shows that multiple pathways are being used by English learners, low income students and students with disabilities. All the district's unduplicated student subgroups out performed all like state subgroups in 2019. At this point, the steps are to continue with the services that led to the blue rating and carefully monitor all students to assure that each student has an individualized plan for post secondary education and/or employment and is completing or revising their plan.

ACADEMIC ENGAGEMENT DATA

Graduation Rate

PRJUSD graduation rate was rated orange in 2019, but actual subgroup performance for English learners was yellow with a slight increase in the graduation rate and low income and homeless youth subgroups were rated green with more significant increases. What decreased the graduation rate was not unduplicated students, but students who did not qualify as unduplicated students. There was also a decline in the graduation rate for students with disabilities. In reviewing the data, there were a number of students within the five year cohort for which the district did not have exit data. There were students who left the district, but were not identified as entering another district or moving out of the state or country. We have dedicated counseling support for our unduplicated students. The district needs to strengthen the monitoring of students that do not qualify as unduplicated to assure that all students who are eligible for secondary education are accounted for.

In 2019-20, the district convened a team to create a Special Education Plan to address specific data targets including graduation rate. The team identified three root causes of low graduation rates for special education students including: 1) Lack of a process map to address failing grades of students with disabilities, including the response to D and F monitoring in relation to special education support across the continuum of SPED courses. This is relevant at the middle school and high school level. 2) Unclear procedure to move students from graduation track to certificate of completion for both general education and special education staff. 3) Transition meetings from elementary to middle, and middle to high school are not consistently based on data that is interpreted and communicated in terms of future impacts and planning for individual student needs. A multiple year plan was created to address these root causes and includes: providing consistent intervention in response to students with disabilities failing across school sites to decrease the number of failing students; Creation and implementation of a process map for steps that must be taken before considering a certificate of completion; and creation and implementation of a protocol to utilize standardized and non standardized academic assessment markers to determine enrollment in course continuum.

Chronic Absenteeism

PRJUSD has a yellow status rating with chronic absenteeism in 2019, with 11.6% of all students who were absent 10% or more of the instructional days. Foster youth had a red rating with 24.4% of foster youths having chronic absenteeism. In the orange rating were English learners (12%), low income students (14.8%) and homeless youth (16.4%). In the yellow rating was students with disabilities (16.6%) which decreased the percentage of students who were chronically absent by 1%. The pandemic has exacerbated the problem with distance learning and students not logging in or not participating in distance learning while logged in or not completing work. As we return to in person learning, PRJUSD will continue to use the school site and district systems and structure put into place to personally contact parents and students who are not regularly attending or participating.

CONDITIONS AND CLIMATE

Suspension Rate

In 2019, PRJUSD received an orange rating in the area of suspension with 6.6% of all students suspended at least once. The state average is 3.4%. In fact, no subgroup was higher than yellow which was the English language subgroup (4.4%). There were five subgroups that were in red status including foster youth (16.7%), homeless (7.8%) and students with disabilities (10.7%) and four subgroups in orange including low income (7.6%). Prior to the pandemic, professional development, a behavior support team and strategies to provide

alternatives to suspension had been identified for implementation. In returning to the full in-person school, a full Multiple Tiered System of Support for behavior is being developed to support students who may have behavior challenges upon the return to school. We are adding 8 behavior paraeducators and an MTSS Teacher on Special Assignment to help support positive student behavior. In addition we are adding three elementary counselors, one additional secondary counselor, and two psychologists to help identify students who may be struggling with social emotional needs.

LOCAL DATA

Local Academic Assessments

PRJUSD implemented common academic assessments given three times a year during the 2020-2021 school year to measure acquisition of grade-level concepts and standards. The iReady diagnostic assessments were used in grades K-5 for math/ELA and the NWEA Measure of Academic Progress (MAP) assessments were administered in grades 6-10 for ELA/math. The data from these assessments was disaggregated to determine the highest need students and identify focus areas. Unduplicated students (particularly English learners and low incomes students) who participated in Distance Learning did not meet grade level expectations at a far higher rate than unduplicated students who were in hybrid instruction even when distance learning students received additional virtual support. Also the data shows that there was far greater loss of performance in upper grade and middle school mathematics for all students, but more pronounced for unduplicated students. Loss of performance means that this year's students did not meet the levels of previous years students, which indicates the need to support students in accelerating learning to return to mastery of grade level standards.

This year, Intervention was provided on campus through pull-out groups at the elementary level and will be expanded in 2021-22 using both AB86/CARES funding and supplemental grant funding. At the secondary level, intervention support is offered in English and math through standalone support classes. Students are identified for the support classes based on multiple measures including the NWEA Map assessment. We will continue to use the iReady and NWEA Map assessments to review and monitor the progress of all students and specifically, our English Learners, low income students, and homeless/foster youth.

Parent and Student Survey

In parent surveys, over 60% indicated that they were concerned that their child will not be prepared for the grade level or course content next year. They are equally concerned about student's reading and mathematics level. The highest requested service for the goal of reading on grade level by third grade was intervention services. Other highly requested services included parent education and involvement, increased access to physical books, Saturday or summer reading programs, teacher training on reading, community support for reading and enhanced library services. To support the goal of being prepared for Algebra I by the end of 8th grade, parents indicated that highest requested service was in class tutors. Other highly rated services included after school tutoring, mathematics specialist, information to parents regarding their child's progress in meeting grade level standards, online tutoring support and parent education regarding mathematics. Just over 12% of parents indicated that connectivity is still an issue for the family. Over 58% of parents indicated that they were concerned about their child's social emotional health. Approximately 50% of the parents were concerned about motivation in school, student's self confidence and student anxiety. Other concerns included making friends, attendance at school and self-harm. Over 50% of the parents said that their child would benefit from regular check in with a counselor. Survey data was used to help plan services and supports for students and parents

In secondary student surveys, mathematics was the content area of greatest concern, in 9th -12th grade over 60% of the students identified mathematics as the subject they needed tutoring and support and over one-third of the 9-12 students identified it as the course that was hardest to do in distance learning. Mathematics was also the top tutoring request in 6th - 8th (43%) and over one-fourth of the 6-8 students identified it as the course that was hardest to do in distance learning. In 9th - 10th grade, 50% of students indicated that they were very anxious or somewhat anxious about the inability to see friends and in 6th-8th grade, 70% were very anxious or somewhat anxious about the inability to see friends during the pandemic. Survey data was used to help plan services and support for students.

Problem of Practice

In February of 2020, the San Luis Obispo County Office of Education (SLOCOE) provided support through the district's eligibility for differentiated assistance based on the 2019 Dashboard. The district eligibility stemmed from following measures: Foster Youth in Academic Engagement (red in Chronic Absenteeism) and Conditions and Climate (red in Suspensions) and Students with Disabilities in Academic Performance (Red in English Language Arts and Orange in mathematics) and Conditions and Climate (Red in suspensions). The county also reviewed data in other state measures with student subgroups in the orange rating. This was to be the first day of a continuous improvement process that would have spanned from February 2020 - December 2021 including three full days of professional development and collaboration and three half days to track outcomes. Due to the pandemic, only the first day occurred, however that first day indicates a clear Problem of Practice. A Problem of Practice answers the question, "Which problem, if solved, makes the biggest difference in the lives of students?" It names a challenge or problem, focuses on what adults must do in the organization, limits the scope to what the organization can control and doesn't anticipate or assume solutions. The problem of practice identified in that first meeting is:

"There exists a substantial deficit in academic levels and other success indicators across all grade levels. A culture of collective ownership must be developed to ensure that every student has a connection to monitor the needs of the whole child, both regularly and frequently. There are inefficient, misaligned, and disconnected processes for identifying and intervening for students prior to failure. This should be accomplished in an environment of support and care, and lead to better outcomes for all students."

As the district moves forward with implementation with each of the five LCAP goals, this problem of practice must be addressed and resolved. Thus there must be universal screening for social emotional health, connectedness, behavior and academic performance. There must be tiered supports through an MTSS process with opportunities for intervention prior to failure. There must be an evaluation of practices to assure that they are meeting the needs of students and families and finally the establishment of a caring and supportive environment at all schools and at the district level.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

One of the key features of the new three 2021-2024 LCAP is focus. This focus was developed through a review of student achievement data and input from our stakeholders regarding students and family needs as we exit the pandemic. One goal (#1) is in response to the needs addressed by stakeholders, parents, site and district staff. This goal strives to reconnect students and their families to our schools and to learning. This includes meeting the social emotional needs of students as we reopen full in-person instruction, providing support for parents and families as they emerge from the pandemic, strengthening parent involvement and identifying key ways that students connect to school.

All stakeholders believed that connecting students and families back to school was the first step to meeting the social emotional and academic needs of students. This can be particularly challenging for our unduplicated students, many of whom have not been able to participate this year in hybrid instruction due to a lack of transportation and/or child care. It has also become increasingly clear that we need to reach out to families who are not English speaking (including migrant families) and families who are dealing with homelessness and poverty. To met the needs of English learner a goal was established (#3) that focuses on the systematic support for English learners. This includes maintaining the tiered supports for English learners, monitoring their progress toward English proficiency, and providing access to core instruction while they are learning English.

In the area of academics, we focused on three specific targets. First, our overall goal is for students to be college and career ready (#2). This may mean that students have completed a CTE pathway or participated in a dual enrolled class with Cuesta Community College, or it could look like a more traditional path of completing an A-G college pathway, successfully passing an Advanced Placement exam and/or scoring at a high level on the state 11th grade exam in English language arts and mathematics. Helping every student plan and complete their individual pathway is a key focus of this LCAP goal. The second academic goal is reading on grade level by grade 3 (#4). There is a strong research base that identifies the correlation between reading on grade level by grade 3 and future school success including college and career readiness. The district will build upon the success of the last three years with a systematic review of individual student progress and meeting the needs of each student as they learn to read. The third academic goal is having students prepared to study Algebra I by the end of 8th grade (#5). This does not preclude students from beginning the study of algebra earlier, which occurs now. However, students who are well prepared to take Algebra I in 9th grade have the opportunity to complete a three year sequence of mathematics that will open college and career doors which has been well documented in research.

Of course all of these goals are intertwined. Parents indicated that one of the support they need is to better understand the mathematics that their students are doing. Providing parent education in this area both connects parents to school and supports student achievement. Similarly outreach to Spanish speaking families with literacy support for young children builds strong family bonds, connects families to schools and resources and supports the preliteracy skills children need for reading.

The final key feature of the LCAP, was the systematic and targeted use of the supplemental grant funds received by the district for supporting English language learners, low income students and foster youth (unduplicated students). In the development of the LCAP, the needs of unduplicated students including those with disabilities were aligned with the district goals. Previous services funded through the supplemental funds were either eliminated, moved to other state and federal funding or realigned to focus on the needs of unduplicated students to support reaching the targeted goals.

Comprehensive Support and Improvement

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

Schools Identified

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

PRJUSD does not have any school who qualified for comprehensive support and improvement

Support for Identified Schools

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

PRJUSD does not have any school who qualified for comprehensive support and improvement

Monitoring and Evaluating Effectiveness

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

PRJUSD does not have any school who qualified for comprehensive support and improvement

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Stakeholder input is critical to the development and success of the LCAP. The district uses a three pronged approach which includes: 1) formal meetings with identified groups of stakeholders, 2) gathering of input and data through surveys, focus groups, committees, etc and 3) solicitation of informal input and feedback from a wide range of stakeholders. The formal meetings include the Parent Advisory Committee, the LCAP Stakeholders Meetings, and the District English Language Advisory Committee. These formal groups were scheduled as part of the district Budget Adoption Calendar and were widely advertised for participation and all meetings were virtual this year. The Parent Advisory Committee (PAC) is made up of school site representatives, parents at-large and solicited parents from unduplicated subgroups. A concentrated effort was made this year to identify parents of foster youth to be part of the committee. The PAC met virtually throughout the Winter and Spring, to review the needs assessment and survey data and to identify critical services. The District English Language Advisory Committee meets monthly and beginning in December, the LCAP was a part of three scheduled meetings. This allowed us to build knowledge of the LCAP and funding, review the needs assessment and to solicit input from the parents in DELAC. The LCAP Stakeholder Committee is made up of teachers, site administrators, bargaining units (certificated and classified) and community organizations that work with the district. The stakeholder's meeting allowed for focused presentations on the needs assessment, input from other stakeholders groups and funding sources. The stakeholders were able to provide input into the development of the plan and feedback regarding the draft plan.

Meeting Date for the Formal Stakeholder Group Included

DELAC Meeting December 2, 2020, February 10, 2021, April 14, 2021

LCAP Parent Advisory Committee: February 1st, March 29th, April 19th

LCAP Stakeholders Meeting: February 22nd, April 26th

Input into the LCAP was also included from parent and students surveys that were conducted throughout the year including a final one in the spring which provided specific input regarding the use of supplemental funds and state and federal learning loss mitigation funds. Teachers, administrators and staff were also surveyed regarding their needs and the services that they want to see provided for students. Focus groups were held around the K-3 reading initiative, 6-12 mathematics student needs, 6-12 counseling services, K-12 social emotional needs and family advocates who worked directly with our neediest families. The Special Education Department along with support from SELPA completed the Special Education Plan to address the needs of students with disability which provided input to LCAP. In addition, more informal input was gathered through monthly administrative meetings, monthly communication meetings with bargaining units and the extensive bargaining that took place over the year with the changes in programs, program staff meetings, student leadership meetings, meetings with community organizations (the LINK and First 5), communication meetings with city staff and Cuesta Community College, and teacher input regarding student's needs. This input was then shared within the formal LCAP meetings with the Parent Advisory Committee, the DELAC and the LCAP Stakeholders Committee.

LCAP/AB 85 Survey of Certificated Staff/Teachers, Certificated Staff, Parents, and Students on Students Needs for Success - April 2021

Formal Notification of Certificated and Classified Union requesting input - February 2021

Monthly Communication and Negotiation with Certificated and Classified Bargaining Units August 2020 - May 2021

Twice Monthly meeting with program staff and site administration August 2020 - May 2021

Weekly Cabinet meetings with program staff August 2020-May 2021

The draft LCAP goals and some specific actions were shared as an information item at the May 11, 2021 Board meeting along with action items from state and federal learning loss mitigation funds.

A summary of the feedback provided by specific stakeholder groups.

Student Connection to School and Learning

An area of need that emerged from all stakeholder groups was the need to reconnect our students (and our families) with school which includes a focus on students' social emotional health. There will be students who have not been on campus for 18 months who return in the fall including young children entering first grade who have never been on a school campus. Fifty percent of the parents are worried about the social emotional health of their children and indicated that motivation, anxiety and self-confidence are areas in which their children will need more help and support. One parent on the LCAP Parent Advisory Committee said we need "counseling for all." The need for professional development for all staff (certificated and classified) on Trauma Informed Practices and social emotional learning was included in input from teachers, site administrators and the LCAP Parent Advisory. Site administrators and staff also indicated the need to support students with behavior as they reenter school. Site and district administration indicated that having a systematic approach to social emotion and behavior interventions would help to prevent the large number of suspensions and the chronic absenteeism that were occurring pre pandemic.

The Special Education Department recommended the hiring of two additional psychologist to both support school sites as students return to school, but to also support special education students and families as we review student achievement and needs

Parents from the LCAP Parent Advisory Committee and the DELAC indicated that the need to connect students to school included the opportunity to participate in extracurricular activities within and after school and engaging electives during school. One foster parent represented said that the electives and activities give foster students "social capital" when engaging with friends.

District family advocates shared the experiences of low income families in the pandemic and the need for support. The LINK (a nonprofit family resource center with an office in Paso Robles) shared data regarding district families services and indicated that the needs of Paso district families outstrip the availability of the family advocate support. The migrant education staff also shared the experience of migrant families and identified areas of support that were needed by migrant families including the need for family advocates.

Transportation continues to be a need that has arisen from all parent stakeholder groups, site and district administration and program staff. There were many families who continued on distance learning because transportation was not available due to social distancing guidelines. The Director of Students Services said it was the number one priority of foster families especially in areas that are not serviced by public transportation. The certificated bargaining unit has also indicated that the lack of after school transportation, particularly in areas with pockets of low income students prevents students from participating in afterschool tutoring and extracurricular activities. The district has purchased vans to help support these needs.

Support for English learners

Family engagement and involvement also emerged as a trend in the support for English learner students. .

Site administration and the certificated bargaining unit support the need for expanded differentiated ELD services using certificated teachers and expanded Newcomer programs at all levels including reestablishing an elementary program. Program staff provided input that we need

to support the expansion of ELD teachers and programs with an ELD Teacher on Special Assignment (TOSA) who can provide training and coaching to new ELD teachers, support the implementation of the elementary Newcomer program and monitor the effectiveness of the ELD programs.

Multiple stakeholders including DELAC, family advocates, and site administration indicated the need to have bilingual paraeducators support student access to core classes while they are learning English. This is especially true at the secondary level with newcomer students. The district has had funding for 6 hour bilingual paraeducators, but has had trouble filling the position. Stakeholders, including site and district administrators recommend increasing the position to 8 hour with benefits to attract candidates.

Academics - College and Career Readiness, Mathematics and Reading

Stakeholder groups who examined academic areas identified the need for intervention. In fact the majority of parents who completed the survey indicated that they were concerned about the ability of their students to meet grade level or course expectations next year.

Mathematics was the subject that surveys of students and parents indicated was most impacted by virtual learning. This was echoed in our LCAP Parent Advisory and DELAC meetings. The 6-12 mathematics focus group indicated the need for additional intervention in grade 6-8 and for in class support for students who are underprepared to start algebra I in 9th grade. Tutoring in mathematics was identified as a need by students and parents and parents indicated a need for parent education in regards to mathematics programs and grade level standards. The K-5 site administration indicated the need for math intervention teachers to help support students to accelerate students to grade level learning. Teachers in grade 6-8 indicated a need for professional development, support for new mathematics teachers and the opportunity to collaborate on curriculum development.

Reading on grade level by grade 3 was a focus of the district prior to the pandemic, but has gained prominence due to the large number of primary students who did not receive a full year of instruction in 2019-20 and were virtually learning in 2021. The parent survey indicated that intervention services were the top rated strategy to support young readers. Site and district staff along with the K-2 Reading Task Force indicated that targeted reading intervention was necessary to support students needing tier 2 and tier 3 services. A strong core program and clear assessment targets were also identified by the task force and teachers indicated the need for professional development in reading.

College and Career readiness continues to be a board goal within the LCAP. The LCAP Parent Advisory Committee as well as site staff indicated that we need to have avenues for career readiness that did not rely on meeting A-G course requirements. These stakeholders encouraged the district to continue the focus on CTE offerings as a path to college and career readiness. The DELAC continues to support the 7-12 AVID program as highly successful for students in meeting A-G requirements and program staff recommended that we expand to using AVID Excel for grade 7-8 students who are at levels 3 or 4 in English proficiency. Site administration provided input regarding the number of students who in grades 6-8 have not made adequate progress. A robust summer school was recommended by all stakeholders for all grade levels. The LCAP Parent Advisory Committee recommended that we include electives and extracurricular activities to provide an incentive to participate.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The first goal in the LCAP is “All students and families will be connected to school and engaged in learning.” This was moved to the first listed goal due to the belief by stakeholders that reconnecting students to each other, to school, and to learning needs to happen before academic growth can occur. The goal includes supporting students' social emotional health and supporting a positive school climate to impact both suspension and chronic absenteeism. Specific actions that were added or continue based on stakeholder input include:

- Addition of three elementary counselors
- Continuation of the mental health therapist
- Addition of two psychologists
- Addition of 8 behavior paraeducators at K-8 schools
- Providing transportation through paid van drivers
- Providing professional development on trauma induced practices for all staff

Support for English learners

This goal was specifically established to align to the needs of English learners and to focus on yearly progress.

- Establish ELD teachers by need at K-5 school site
- Establish a K-5 Newcomer program and expand secondary Newcomer programs
- Expand four bilingual paraeducators to 8 hour positions to attract candidates
- Develop district migrant outreach program including migrant family advocate
- Expand family advocate program
- Continue PIQE parent education program

Academics - College and Career Readiness, Mathematics and Reading

College and Career Readiness remains a board goal in the LCAP. However, due to stakeholder input, Career Technical Education plays a more prominent role including a focus on CTE completers as a metric (located within the College and Career Index.). The 1-1 device initiative was moved out of this LCAP (and supplemental funds) as it has been deemed a core service which is being funded through district funds and additional state one time funds. The following were services added or continued based on stakeholder input

- Addition of one 9-12 Counselor to focus on English learners with the continuation of existing counseling support
- Provide an expanded K-12 Summer School Program
- Continue AVID and implement AVID Excel

Reading on grade level by grade 3 was added as a separate focus goal based on the work done on the K-5 Reading Task Force. Staff, parent and site surveys indicate the need for targeted reading intervention and parent education. The following services were added or continued based on stakeholder input:

- K-6 Reading Intervention Teachers and paraeducators based on student need
- Parent Education in Early Literacy and Reading
- Professional Development for teachers and paraeducators on core instruction, intervention and the needs of unduplicated students
- After school and summer school reading support

Mathematics was added as a focus goal with an emphasis on being prepared for Algebra I based on input from stakeholders including site administration, teachers and parents. The following services were added based on stakeholder input:

- K-5 Mathematics Intervention Teachers
- Strategic Courses in 6-8 Mathematics
- In class tutoring in the two year Algebra I course
- Professional development for teachers in grades 4-8
- Collaboration and curriculum development in grade 6-8

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

All stakeholder groups including parents, students, teachers, staff, site administrators and community groups brought forward the concern regarding students and families and their connection to school and learning following the disruption caused by the pandemic. PRJUSD had already identified areas of need based on the 2019 Dashboard in chronic absenteeism which is above the state average and an area of need for all unduplicated subgroups and suspension which is twice the state average and is red or orange for most of the district's subgroups. The need for systematic professional development in trauma informed practice and in social emotional learning was identified by staff and parents. In the district's collaboration with the San Luis Obispo County Office of Education (SLOCOE), PRJUSD completed a Special Education Plan for areas of need that indicated the need for systematic MTSS processes and universal screening for student need. This same need was identified with SLOCOE in assistance provided to the district. The nonprofit LINK Family Resource Center reached out to the district regarding the shortage of services for district families who had increasing needs during the pandemic. Site staff used the hybrid opening of school to identify resources needed as we open in full in person instruction in the fall of 2021. This first goal of reconnecting students and families who have been in distance learning for 18 months was seen by stakeholders as especially critical for the academic success of English learners, foster youth and low income families.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Healthy Kids Survey Connectedness					
Parent/Student Surveys	Surveys of parents and students pre pandemic indicated that between 88%-92% of students were connected to school and had one caring adults				Surveys of parents and students indicate that 95% of students are connected to school and have at least one caring adult at school
Chronic Absenteeism	2019 CA Dashboard				All Students 9%

	All Students 11.6% Chronically Absent Red- Foster Youth Orange - EL, low income Yellow - SWD				Green Status for all subgroups
Suspension	All Students 6.6% suspended at least once Red - Foster Youth, SWD Orange - Low Income Yellow - EI				All Students 3.3% Green Status for all subgroups

Actions

Action #	Title	Description	Total Funds	Contributing
#1	Additional Support for MTSS for all school sites	Based on parent and student surveys regarding social emotional support, district program staff have recommended the addition of two psychologists and an MTSS TOSA to support the systematic identification and monitoring of students' needs. The MTSS TOSA will help support the district to solve the Problem of Practice that includes the	\$323,000	N
#2	Trauma Informed Practice and SEL Professional Development	Professional Development on Trauma informed practice and district adopted SEL curriculum	\$35,000	N
#3	Social Emotional Support	Three additional elementary counselors and one mental health therapist including tiered school supports and training focused on the needs of unduplicated students	\$585,000	Y
#4	Behavioral Support Team	Teacher on Special Assignment and two paraeducators who are specially trained to support students in developing positive behaviors (Title I funded)	\$273,500	N
#5	Staff Training and coaching on the needs of unduplicated students	Targeted research based professional development to help teachers (targeting new to the profession teachers), paraeducators, and staff understand the need of unduplicated students including English	\$85,000	Y

		learners, socio economically disadvantaged students and families and homeless and foster youth.		
#6	Family Advocates including Migrant Family Outreach and Support	4.5 district family advocates, a Migrant Family Outreach Coordinator and contracted services with the LINK to help our unduplicated families receive community services, strengthen family resilience and connect to school.	\$655,000	Y
#7	Transportation for Low Income, Homeless/Foster Youth (beyond base services)	Paraeducators who can serve as drivers in district vans to help transport low income students and foster youth who are unable to use district or public transportation	\$20,000	Y
#8	Kinder Camp for all Six Elementary Sites	A two week summer program prior to the start of school that provides a transition to school and the opportunity to assess students academic and social needs	\$60,000	N
#9	Extension of School Support Beyond the School Day	After school program K-8 and transition programs from 5th-6th and from 8th -9th	\$140,000	Y
#10	Technology Support for Students and Families	Help line support that extends into evening hours to support students and parents	\$70,000	N
#11	Support for Foster and Homeless Youth	Set aside in the Expanded Learning Opportunity Grant for the needs of foster and homeless youth	\$281,000	N
#12	Behavioral Paraeducators	8 behavior paraeducator (one at each elementary site and middle school site) to support positive behavior at the school site	\$354,000	N

Goal Analysis [LCAP Year]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

PRJUSD's adopted vision is "Every student will be prepared for success in college, career, and community." It is a vision that is embedded in this college and career readiness goal. PRJUSD staff has been aggressive in pursuit of Career Technical Education (CTE) program offerings for students. Not only does CTE provide access to post secondary education, but completing a CTE pathway also provides well paid employment opportunities for students directly out of high school. We have partnered with our local community college to provide articulated pathways to CTE postsecondary opportunities. Because our local community college provides free tuition for two years to local high school graduates, all students have the opportunity to complete their 10 year educational plan. In addition, our high school has the largest dual enrollment program in our county with over 700 students receiving community college credit through a wide variety of courses. Over 26% of our graduating seniors were CTE completers in 2020 and a goal for this metric has been established at 35% in 2024 with the addition that all subgroups are within Level 2 (26% - 50% completion rate). Currently low income students are in Level 1 at 25.4% and English learners are at 22.5%. One of the successes is that our increased counseling support for unduplicated students was demonstrated by greater rates on the 2020 College and Career Readiness Index than the state for each like subgroup. PRJUSD had 55% of students who qualified in the prepared category which was above the state average of 44%. The district was rated orange because of a decrease, not because of overall performance. It will take the additional counseling support to get students back to the 2018 level of success in which the district was rated blue.

Local assessment data regarding students who are exiting the middle school following the pandemic demonstrated that students have less preparation in mathematics and that a greater percentage of students are requiring extra support to master standards in mathematics and ELA. A larger percentage of students are now in credit deficiency than at the end of 2020. A focus group which included all 6-12 counselors and site administration indicated that more summer offerings were necessary to help students accelerate their learning and/or meet graduation requirements. In addition, there is a greater need to provide additional counseling support to foster youth, low income and English learners meet both graduation criteria and preparedness for college and career.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College and Career Index	2019 CA Dashboard				60% of All students prepared

	All Students 51.1% Prepared Orange Status- EL, Low Income, SWD				Green Status for all subgroups
CTE Pathway completion	2020 Data 26% of prepared students				36% of prepared students
College Credit Course	2020 Data 42% of prepared students				52% of prepared students
Smarter Balanced Assessment Score of 3 on both ELA and math	2020 Data 56% of prepared students				66% of prepared students
Graduation Rate	2019 CA Dashboard 88.9% graduated orange - SWD yellow - EL 2020 Data 88%				92% graduated
8th grade students with a 1.67 GPA or less	2020 Quarter 3 Data 40%- 60% of middle school students				Less than 10% of the total students population

Actions

Action #	Title	Description	Total Funds	Contributing
#1	Expanded Summer School Program	An analysis of local student achievement data including iReady, NWEA Map indicated that approximately one-third of students need additional support to master grade level standards in grade K-8. Students who met this criteria were invited first and then any students who wanted to participate were allowed to apply. In grades	\$750,000	N

		9-12, students who were credit deficient for graduation had priority for enrollment, but elective and CTE options were also provided to support preparedness for college. The district is using federal CARES funding targeting learning loss to provide these expanded summer school offerings. Input from the LCAP Advisory Committee was used to plan summer school which included finding engaging materials and offering elective programs.		
#2	Expand CTE Program Offering	The LCAP Parent Advisory Committee and input from site teachers and staff had indicated the need to provide a wide variety of options for being college and career ready with a focus on Career Technical Education. Students who are CTE completers have a pathway to secondary education either through the local community college or through a four year college/university major. Our College and Career Index Data indicates that our unduplicated students use CTE as a pathway to college preparedness. PRJUSD has received grants from Career Technical Education Incentive Grant, K-12 Strong Workforce, and Strengthening Career and Technical Education for the 21st Century Act (Perkins V). Through these grants and local funding support PRJUSD has increased dual enrollment such that 80% of all CTE pathway courses receive college credit and articulate into career pathways at the community college level.	\$240,560	N
#3	Continue Partnership with Cuesta Community College to provide Dual Enrollment Options	An analysis of College and Career Index indicates that dual enrollment provides an avenue for college and career preparedness. These dual enrollment classes are a partnership between PRJUSD and Cuesta Community College. Between 700-800 enrolled classes are completed by our PRJUSD students on an annual basis. Our partnership includes the partial funding of a College and Career Counselor Liaison position through the Cuesta College Innovation Award, certificated teacher stipends for teaching dual enrolled courses, and the supplemental funding for course materials.	\$100,000	N
#4	Expanded Counseling Services for unduplicated students in grades 6-12 focused on college and career readiness, meeting graduation requirements and social emotional needs	This provides three additional counselors at the comprehensive high school, two additional counselors at the middle school level and an additional .75 in our alternative education program to help unduplicated students meet academic requirements and provide for social emotional support	\$580,000	Y

#5	Teacher on Special Assignment (TOSA) for Teacher Induction Program and to Support Teachers who are in the Credential Process	This 1 FTE TOSA provides professional development and support to new teachers to the district including teachers participating in the SLOCOE Teacher Induction Program (TIP) and teachers who are working toward certification. The TOSA also provides professional development and support to teachers serving as mentors in the TIP program. Data from the TIP evaluation demonstrates that it is an effective program for new teachers and they appreciate the individual support that is provided to them. (Title II)	\$95,000	N
#6	Support for Teachers in the Credential Process	In order to stay competitive with other local district in the recruitment of teachers, the district provides the fee for each TIP teacher for the San Luis Obispo County Office of Education (SLOCOE) TIP Consortium	\$35,000	N
#7	AVID and AVID Excel Programs	Our yearly AVID program data demonstrated that AVID is an effective program in supporting students in completing A-G requirements, completing college application and FAFSA forms and providing support for parents of students who are first generation college going. Between 90%-100% of the existing graduating class in AVID have college acceptance and indicate that they are attending post secondary education opportunities. This represents ongoing program costs and training for grade 7 -12 Advancement Via Individual Determination (AVID) program.	\$ 70,000	Y
#8	Algebra I Support	The initiation of this program came at the request of stakeholders including teachers, counselors and parents. Reduced class sizes for the two year algebra class has been in effect and the program has been monitored for student achievement. This year the site also provided feedback that in class support and tutoring for students would be needed due to the deficit that incoming students have in mathematics.	\$150,000	Y
#9	ELA Support Classes	Dedicated ELA support classes in grade 6-8 with reduced class size and support for students who have not master English Language Arts standards	\$240,000	Y
#10	Intervention Teacher for Credit Recovery	Additional support to provide credit recovery opportunities for students who have not met graduation requirements	\$ 75,000	N
#11	Online Tutoring Services	24/7 Tutoring services that provide help and support in all 6-12 courses. Tutoring is available in English and in Spanish	\$221,000	N

Goal Analysis [LCAP Year]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

English learners who move to Reclassified Fluent English Proficient (RFEP) have a greater range of electives and opportunities toward college and career readiness which includes the state Seal of Biliteracy. The first state Student English Language Acquisition Results in 2019 showed that PRJUSD had 51.5% of English learners make progress toward proficiency as compared to 48.3% state wide. In 2019-20, 177 students (14.1%) were reclassified which is similar to both county and state percentages. Long term English learners (EL identified for 6 or more years) were the lowest in the past three years at 7.9% of English learners down from 14.1% the previous year. The DELAC supports this goal as the foundation for student success. The DELAC also continued to express their support for the parent education program from PIQE which had a virtual program this year with a full class participation from PRJUSD families.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELPAC level Change levels 1-2 and 2-3	To Be Established July 2021 when ELPAC data is received				95% of EL will increase from level 1-2 and level 2-3 on the 2023 ELPAC
ELPAC level Change 3-4	To Be Established July 2021 when ELPAC data is received				50% of EL will increase from level 3-4 on the 2023 ELPAC
Smarter Balanced Assessment EL and Reclassified Fluent English Proficient (RFEP)	2019 SBAC ELA EL - 60.7 pts below standard vs state-				EL and REL will score at or above the state average for like subgroup in ELA and Mathematics

	wide 45.1 pts below standard RFEP Math EL - 84.2 pts below standard vs state-wide 68.6 pts below standard RFEP				
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Actions

Action #	Title	Description	Total Funds	Contributing
#1	Elementary ELD Teachers (including newcomer program)	5.5 ELD Teachers who will provide 30 minutes per day of differentiated dedicated ELD instruction for English learners. ELD teachers are used in combination with classroom teachers to provide ELD instruction to English learners of varying English proficiency levels.	\$650,000	Y
#2	Middle School and High School ELD strategic and Newcomer sections	Strategic Support classes for English learners which based on ELD level and provide 30 minutes of ELD instruction and 20 minutes of academic support per day	\$490,000	Y
#3	ELD Teacher on Special Assignment (TOSA) and ELD Coordinator	An ELD TOSA will provide coaching and support to ELD teachers including newcomer teachers. The TOSA also will support the implementation of the new elementary Newcomer classroom. The TOSA will also be responsible for supporting the ELPAC testing program. The .6 ELD Coordinator will provide the ELD program support and monitoring program data for effectiveness	\$206,000	Y
#4	Supplemental Instructional Materials for Newcomer Students	Expansion of the Newcomer program at the secondary level based on increasing number of entering students and the research and purchase of Newcomer materials at the elementary level	\$50,000	Y
#5	Bilingual Paraeducators	4 full time and one 6 hour Bilingual paraeducator to provide primary language support for English, Mathematics, Science, and Social Science and outreach to parents	\$235,000	Y

#6	Parent Education for Spanish Speaking Families	Parent Institute for Quality Education (PIQE) Parent Engagement Courses. The service provides two nine week sessions to support parents in working with students to: improve their academic performance; develop healthy and constructive relationships with their parents, teachers, and counselors; and focus/prepare themselves for post-secondary education.	\$20,000	Y
#7	ELPAC Testing Support	Support for the individual assessments required by the ELPAC through trained retired teachers to provide consistency in assessments and to reduce instructional time loss due to assessment	\$30,000	Y
#8	AVID Excel Implementation	AVID Excel is a research based program for 7-8 English learners who have scored a 3 or 4 on the state ELPAC English proficiency test. it is designed to advance student toward reclassification while giving them strategies for academic success and college and career readiness	\$15,000	N

Goal Analysis [LCAP Year]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

In the research document *Why Reading by the End of Third Grade Matters*, the authors spell out the research regarding the correlation between reading on grade level by third grade and school success including graduating from high school and attending college. Through the use of K-3 reading intervention teachers and paraeducators, the district has made great strides in improving reading achievement as measured by the reading achievement section on the SBAC third grade ELA assessment. While there was even greater growth for our unduplicated subgroups, there was still a reading gap between our general population and our subgroups. The district had convened a K-2 Literacy Task force prior to the pandemic which continued in the Spring of 2021. The task force is building upon the success that was gained pre pandemic to support the needs post pandemic. The stakeholders including the LCAP Parent Advisory, the DELAC and the LCAP Stakeholders Committee all agreed that this goal is needed and an important foundation for overall school success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
IReady Assessment on grade level reading	Winter 2021 39% of second grade students scored in the green range (Tier 1)				75% of second graders will score in the green range (Tier 1)
iReady Assessment intensive intervention	Winter 2021 21% of second grade students scored in the red tier (Tier 3)				10% or less on students will score in the red tier (Tier 3)
SBAC Grade 3 Assessment -	2019 SBAC - Near or Above Standard in Reading				Near or Above Standard in Reading

Reading Achievement	71% of all 3rd grade students 60% of EL students 67% of Low Income students 40% of students with disabilities				81% of all 3rd grade students 70% of EL Students 77% of Low Income Students 50% of students with disabilities
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Actions

Action #	Title	Description	Total Funds	Contributing
#1	K-5 Literacy Coaches	6 Literacy Coaches will provide professional development and coaching support for teachers and paraeducators in the area of reading including effective implementation of the core reading programs and tiered intervention programs and strategies	\$450,000	N
#2	K-3 Professional Development for Teacher and Paraeducators on Core and Intervention Materials	Professional development on the Wonder core reading programs, including tier 2 interventions and on the Leveled Literacy Intervention for tier 3 support. These were identified by the K-2 Reading Task Force and the elementary site principals	\$150,000	N
#3	Intervention Teachers and Paraeducators	5 teachers and 30 paraeducators who are provided based on need to help support effective reading intervention for students in grade K-3	\$1,275,000	Y
#4	After School Reading Support	Surveys from parents and staff indicate that additional support for reading for students participating in afterschool programs is needed. This provides an extension of reading services after school to support students who are in afterschool programs	\$105,000	Y
#5	Strategic Support Curriculum and Assessment	This supports the purchase of assessment designed to identify individual student strengths and weakness and to provide support materials to accelerate students learning	\$200,000	Y
#6	K-3 Professional Development on the Needs of Unduplicated Students and Reading	A survey of the staff and the input from site administrator has indicated that there has not been targeted professional development for teachers and paraeducators on the need of unduplicated students (English learners, low incomes and foster youth) in the area of reading. The literacy coaches along with the Director of Curriculum will research effective professional	\$50,000	Y

		development and provide this to teachers during scheduled PD time.		
#7	Early Literacy and School Readiness Outreach	.5 position to support outreach to Spanish Speaking families through early literacy and school readiness programs with materials	\$80,000	Y

Goal Analysis [LCAP Year]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Research and local data has demonstrated that students who are prepared for Algebra I by the end of 8th grade will be able to complete a sequence of mathematics courses that will complete the eligibility requirements for college admissions, lead to success on the 11th grade SBAC assessment and be able to effectively complete CTE capstone courses and be CTE completers. In the 2019 SBAC assessment, only 39% of all students demonstrated that they met or exceeded standards in the mathematics assessment. Following the pandemic only 48% percent of exiting 8th grade students score at a level 2-4 on the NWEA MAP Assessment which means that 52% of students exiting 8th grade will need intensive intervention and support to complete Algebra I. K-5 Site administrators have indicated that upper elementary students made less progress this year in mathematics as compared to English Language Arts. Teachers in grades 6-8 indicated that students will not be as prepared this year due to the limitation imposed by distance learning. Students reported that the subject most difficult to do in distance learning is mathematics and parents indicated the need for more help and support in mathematics. This goal is designed to support students in making accelerated progress towards standards mastery. Also included in professional development and coaching for grade 4-8 mathematics teachers to meet the unique needs of unduplicated students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA MAP mathematics Assessment	Spring 2021 48% of all 8th grade students scored in levels 2-4				75% of all 8th grade students will score in levels 2-4
SBAC Mathematics Assessment	2019 Assessment percentage of meets or exceeds standard 39% of all 8th grade students				50% of all 8th grade student score at meet and exceed standards

	26% of 8th grade Low Income Students 0% of 8th grade EL 29% of 8th grade RFEP 6% of 8th grade SWD				40% of Low Income Students 10% of EL 45% of RFEP 15% of SWD
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Actions

Action #	Title	Description	Total Funds	Contributing
#1	K-5 Mathematics Intervention Teachers	Intervention teachers (1 per site) who will work with classroom teachers to help accelerate student learning to grade level standards. Data from iReady mathematics demonstrates that there is a performance loss with students in grades 3-5 in mathematics. That is, students in these grade levels are performing below student achievement levels from previous years indicating that students will need support in the 2021-22 school in accelerating to meet grade level standards. Site administration identified this action as needed to recover from the performance loss in the pandemic	\$450,000	N
#2	Professional Development and Curriculum Development focused on Core Instructional Practices	Professional Development for teachers in grade 4-8 regarding core mathematics programs including support for students who have not mastered grade level standards. Curriculum development for common pacing guides and assessment. Surveys of teachers indicated that additional curriculum work is necessary to identify high leverage standards and how to use core materials to support students in mastery of those standards including scaffolded supports	\$25,000	N
#3	Professional Development and Coaching Focused on the Needs of Unduplicated Students and Mathematics	Professional Development for teachers on the need of unduplicated students (English learners, low income students and foster youth) in the area of mathematics. An analysis of staff development records and a survey of teachers indicated that the majority of staff have not had specific training in strategies targeted to improving achievement for English learners, low income students or foster youth. This will provide two .4 FTE coaches who will research	\$85,000	Y

		effective professional development (such as Culturally Relevant Mathematics, Math Talks, Framework for Understanding Poverty) and provide coaching and support for implementation of the professional development.		
#4	Strategic Mathematics Support Classes	Dedicated mathematics support classes in grade 6-8 with reduced class size and support for students who need support in accelerating learning to master grade level mathematics standards. This provides 50 minutes of mathematics support per day	\$120,000	Y

Goal Analysis [LCAP Year]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
10.38%	\$6,115,265

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Needs of foster youth, English learners and low income students

In reviewing the CA Dashboard Data and input from LCAP Parent Advisory, DELAC and stakeholders, areas of need were identified. While students with disabilities are not part of the supplemental funding, there is often a strong overlap between unduplicated students and students with disabilities and thus data for students with disabilities was included within the needs assessment.

District-wide and school-wide services - PRJUSD unduplicated percentage is 50.9%. All schools are above 40% except for two, Independence High School (35.3%) and Kermit King Elementary (30.7%). All other schools range from 43.1% to 80.6%. It should be noted that Paso Robles High School (PRHS) due to its size has the largest concentration of unduplicated students in any school within the county with 938 unduplicated students.

Foster Youth, Low Income Students and Students with Disabilities - Suspension:

On the 2019 Dashboard, PRJUSD was rated orange with 6.6% of students suspended at least once, which was an increase of 1.1% which is above the state rate of 3.4%. Foster Youth had a suspension rate of 16.7% with an increase of 1.4 % which was rated orange. Low Income students had a 7.6% suspension rate which was an increase of 1.4% and was rated orange. The state average for low income students is 4.3%. In addition, Students with Disabilities (SWD) had a suspension rate of 10.7% with an increase of .9% and was also rated orange. The state average for SWD is 6.2%. Foster parent representatives on the LCAP Parent Advisory Committee provided input that is very important to connect foster youth to school through extracurricular activities and electives and connection with caring adults. While foster youth are already provided with personal and social counseling through social services, stakeholders indicated that foster youth may still need help and support in maintaining school success and in connecting with other students and adults. Through state funds the district is providing training on Trauma informed practices, a MTSS TOSA to monitor subgroup needs, and 8 K-8 behavioral paraeducators to build bonds with students and reinforce positive behaviors.

Foster Youth, English Learners, and Low Income- Chronic Absenteeism

On the 2019 Dashboard PRJUSD had 11.6% of students who missed 10% or more of instructional days which was above the state average of 10.1%. PRJUSD declined 0.7% and was rated yellow. Foster Youth had a chronic absenteeism rate of 14.4% which was an increase of 7.8% which was rated red. English learners had 12% chronic absenteeism which was maintained from the previous year with a orange rating, while the state average for English learners is 9.9%. Low income students had a 14.8% rate of chronic absenteeism which was maintained from the previous year with an orange rating . The state average for low income students was 12.9%. Both the LCAP Parent Advisory Committee and the Director of Student Services indicated that transportation is a key issue for foster families and low income youth. The pandemic has exacerbated this problem as PRJUSD only provided mandated transportation during the pandemic due to social distancing guidelines and often public transportation does not extend to where students live. To help solve this problem, the district has purchased vans that can provide more personalized transportation. The LCAP Parent Advisory Committee believes that the best way to combat both the high suspension rate and chronic absenteeism is to connect students to school in a meaningful way including through after school programs and access to a caring adult. The following goals and actions address efforts to decrease the suspension and chronic absenteeism rate through increased or improved services.

Goal 1 Action 3 - Social Emotional Supports (elementary counselors and mental health therapist)

Goal 1 Action 9 - Extension of school support beyond the school day (K-8 after school activities and transition programs from 5th-6th and 8th-9th)

Goal 2 Action 4 - Expanded counseling services for unduplicated students in grade 6-12 focused on college and career readiness, meeting graduation requirements and social emotional needs

Goal 1 Action 7 - Transportation for Low Income, Homeless/Foster Youth

Goal 3 Action 6 - Parent Education for Spanish Speaking Families (PIQE)

District wide support:

Social emotional support - Baseline elementary counseling has been provided through school site psychologists and elementary guidance specialists through LCFF base funds. In the 2019-20 school year an elementary counselor was added through Title I funds to support the additional needs of the five elementary schools that qualify for Title I funds. In a review of student participation data, past suspension and chronic absenteeism rates and with input from site administration and parent and student surveys, it was determined that two additional school psychologists would be hired through state and federal one time funds along with eight behavior paraeducators to support positive behavior and the make personal connections with students. A new district MTSS Teacher on Special Assignment, funded from state one time funds, will work with the Director of Student Services to establish and monitor systems of support for both attendance and behavior and alternatives to suspension. Using supplemental grant funds three elementary counselors and one mental health therapist will support the need of unduplicated students. Counselors will be assigned to school sites based on the percentage of unduplicated students. The mental health therapist will be deployed through the MTSS process for the support of unduplicated students. The district reviewed other possible sources of counseling including contracted services or adding additional administrative support at each site. Input from site staff indicated that having a counselor assigned on a full or part time basis (based on student need) was preferable because the counselors will be able to identify overall school patterns and trends and work with staff to identify preventative measures that support PBIS and students needs. Site staff also indicated that a counseling background was preferable to an administrative background as the focus was on meeting students' social emotional needs rather than discipline.

Extension of school supports beyond the school day - This action has two parts, one of which is K-8 enhancements to existing after school programs. This provides art, science, engineering and physical activity to existing after school programs. The majority of students who participated in after school programs are unduplicated students and based on input from stakeholders providing engaging after school activities is a key way to connect students to school and to have them interact with an adult in a non academic way. The second area is transition programs from 5th grade to 6th grade (FMS and LMS) and from 8th grade to 9th grade (PRHS). These transitions begin in the summer and provide peer mentors for students as they enter middle and high school. Academic achievement data shows that students who do not qualify as unduplicated make the transition between grade level without loss of achievement. However, unduplicated students are at risk for learning loss if they do not have a successful transition into middle and high school. The transition program from 5th to 6th grade was identified prior to the pandemic, but full implementation did not occur. The Where Everybody Belongs (WEB) program is a middle school orientation and transition program that welcomes 6th graders and makes them feel comfortable through the first year of middle school. The program is built on the belief that students can help students succeed. Studies show that if students have a positive experience their first year in middle school, their chances for success increases dramatically. WEB also acts as an anti-bullying program. This program is the sister program to Link Crew which has been used successfully at the 9th - 12th grade level which is founded upon the same principles as WEB. Link Crew is the 8th-9th grade transition for students at Paso Robles High School. The ninth grade year is when students are at the greatest risk for academic failure; in fact more students fail 9th grade than any other grade (National High School Center, 2007). Paso Robles High School will be rebuilding its successful Link Crew program as there was a gap year this year with distance learning and seniors who are graduating have not been able to train or support younger students to participate as mentors. The district has considered developing their own transitional programs, but believes that participating in an established program allows staff and students to take advantage of collaboration with other schools to identify the most effective strategies.

Transportation for Low Income, Homeless/Foster Youth - This action provides funding for paraeducators who have been district approved to drive transportation vans. The use of this form of transportation will be overseen by the Director of Student Services and will service only students who are low income or foster youth. In past LCAPs, funding has been set aside for secondary students for late busses for students who participate in afterschool programs. However, a lack of qualified bus drivers prevented the district from being able to offer this service. The district has purchased vans using one time funding and will establish a pool of qualified drivers. This will offer the flexibility to schedule transportation for students that will enable them to participate in programs. Staff also considered public transportation and does provide bus passes to eligible students, but the Director of Students Services indicated that there were many students that are not served by public transportation thus preventing unduplicated students from participating in after school extra curricular and tutoring activities.

Parent Education for Spanish Speaking Families (PIQE) - The Parent Institute for Quality Education (PIQE) Parent Engagement Workshop is a research-based nine-week workshop for parents. Throughout this workshop, PIQE's program is personalized for elementary, middle school and high school parents to fulfill 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;
- Focus/prepare themselves for post-secondary education

The Parent Engagement Workshop will also support students in making improvement in academic content areas and on the College and Career Readiness Index. This program has been successfully implemented in the district for several years and has been requested by the

DELAC during input for LCAP development. PRJUSD alternates programs (elementary, middle and high school) providing two classes a year. This year the virtual PIQE program was fully enrolled. Staff has looked into a mentor development program as an alternative to this program, but has determined that it would be a better augmentation than a replacement due to the enthusiasm of the DELAC and the positive evaluations of the participants.

School wide support:

Expanded 6-12 counseling services (Lewis Middle School (LMS), Flamson Middle School (FMS), PRHS and Liberty Continuation High School (LHS)). The American School Counselor Association recommends a student to counselor ratio 240 to 1, however the actual nationwide average is 425 to 1. PRJUSD staff at 750 to 1 through base LCFF funding. Counselors can play a critical role supporting students in developing college and career plans as well as identifying and supporting students who are in potential academic jeopardy or who need social emotional support. Third quarter data from 2021 indicated that our unduplicated students are less academically successful this year and are in greater graduation credit deficiency than ever before due to the impact of the pandemic. Supplemental grant funds will provide an additional counselor at both FMS and LMS (who each have the same raw number of unduplicated students), an additional three counselors at PRHS, which has the largest number of unduplicated students within the district and an additional .75 counselor at Liberty Continuation High School which has the largest secondary concentration of unduplicated students. These counseling FTEs will work specifically with unduplicated students monitoring their academic progress and providing additional social emotional support and recommending family advocate services as needed. The American School Counselor Association research finding indicates that “in particular, students of color and students from low income families benefit from having more access to school counselors... Lower student to counselor ratios in high poverty schools have better academic outcomes for students, such as improved attendance, fewer disciplinary incidents and higher graduation rates.” (American School Counselor Association, 2015-16). This service will also support unduplicated students to improve performance on the College and Career Readiness Index.

Foster Youth, English Learners, Low Income and Students with Disabilities - Academic Performance - English Language Arts

On the 2019 Dashboard, the overall performance of PRJUSD was rated orange in ELA with 10.8 point below standards (state average 2.5 point below standard). Foster youth scored in the orange with 63.8 points below standard which is better than the state average of 71.9 points below standard, however there was a decline of 19.5 points from the previous year which rated the subgroup as orange. English learners scored 60.7 points below standard with a slight gain of 2 points which is an orange rating. The statewide average for English learners is 45.1 points below standards. PRJUSD low income students scored 38.5 points below standard which was maintained from the year before and had an orange rating. The statewide average for low income students is 30.1 points below standard. Students with disabilities had a red level rating with 103.5 points below standard with a slight increase from the prior year. The statewide average for SWD is 88.1 points below standard. The district’s strategy is to use resources from Achieve the Core and the California Coalition for Educational Excellence to provide student support to accelerate learning. Research examining student achievement following the school closures due to Hurricane Katrina found that schools that use acceleration techniques had far better student achievement and had students who were able to recover from learning loss in the following years. The goals and actions for English Language Arts are:

Goal 4 Action 3 - K-5 Reading Intervention Teachers and K-3 Intervention Paraeducators

Goal 4 Action 4 - After School Reading Support

Goal 4 Action 6 - K-3 professional development focused on unduplicated students and reading

Goal 4 Action 7 Early Literacy and School Readiness Outreach

Goal 2 Action 9 - 6-8 ELA Support Classes

Goal 2 Action 7 - 7-12 AVID and 7-8 AVID Excel Programs
Goal 4 Action 5 - K-12 Strategic support curriculum and assessment
Goal 3 Action 6- Parent Education for Spanish Speaking Families (PIQE)

District wide support:

K-3 Professional development focused on unduplicated students and reading

The most influential factor in reading achievement is the classroom teacher as the initial core instruction is the base upon which reading intervention is built. State one time funding will be used to provide professional development on core reading instruction in grades K-3 along with a literacy coach at each elementary site. The district is using “Narrowing the Third-Grade Reading Gap: Embracing the Science of Reading” (District Leadership Forum, Research Briefing, 2018) as the research in determining the professional development content. Staff needs will determine what is offered in the summer and fall. Coaching is a critical element to the successful implementation of practices and strategies learned in professional development. Supplemental funds will be used for targeted professional development that focuses on the needs of unduplicated students, particularly low income students and English learners. During the summer and fall of 2021, literacy coaches and the K-2 Reading Task Force, under the guidance of the Director of Curriculum, will review research based professional development to be provided in the spring of 2022 focused on the needs of unduplicated students and how to accelerate learning in reading. (example: work done by Ruby Payne on poverty and research out of the Harvard Graduate School of Education regarding English learners and reading challenges).

K-5 After School Reading Support

Research on school library effectiveness has identified key elements that support the literacy development of students (“School libraries supporting literacy”, SCIS data, Issue 99). The district provides base services through LCFF. This service would expand library services to literacy through afterschool programs. Afterschool programs predominantly service unduplicated students and provide both academic and extracurricular activities. School libraries support both types of activities although reading is the primary objective. During the summer school programs libraries are also included because they are key to supporting student literacy. The district has also considered building after school classroom libraries, but has found that using the library and including the library media tech within the after school programs to be of greater value.

Early Literacy and School Readiness Outreach

Parent involvement leads to positive outcomes for students, especially so for younger students (Education Endowment Foundation (2017). Shiel, Evans, Perkins and Cosgrove (2005) recommend that schools should make significant efforts to help parents in developing their child's language and literacy skills. The Early Literacy and School Readiness outreach is an extension of the work that was originally begun under the First 5 Grant for early literacy. This year, First 5 pivoted to support families through family advocates, so PRJUSD is using supplemental grant funds to continue the work of parent outreach that was done under the first 5 grant. During the pandemic, the parent literacy classes went virtual on Facebook live and had over 400 views per session. Currently the program is conducted only in Spanish for our English learner families, but is being expanded to meet the need of English speaking low income families.

K-12 Strategic Support Curriculum and Assessment

Funding has been set aside for English Language Arts and Mathematics for individual assessments that determine student needs and research based instructional materials to meet those needs. These assessments and materials will be researched and examined during the 2021-22 school year by the K-5 literacy coaches, the K-2 Reading Task Force, K-5 Mathematics Intervention teachers, English language learner TOSA,

the 6-8 math TOSA and the secondary staff. While all students may benefit, the funding is primarily targeted to meet the needs of unduplicated students (including those that are dual identified as students with disabilities). The data on mathematics and English language arts indicates that these subgroups score significantly lower overall. Students who do not qualify as unduplicated have rates of proficiency on SBAC ELA and mathematics assessment above 60%. Unduplicated students make up the majority of students participating in interventions which need to be as precise and targeted as possible to support improving student achievement in ELA and mathematics so students can exit interventions and participate in elective programs.

Parent Education for Spanish Speaking Families (PIQE) - see description under Suspensions and Chronic Absenteeism

School wide support:

K-5 Reading Intervention Teachers and K-3 Intervention Paraeducators Research suggests that for elementary students the duration of a reading intervention is at least 8-16 week and the length and frequency of the intervention is 30-120 minutes per day. (Vaughn, Wanzek, Murray & Roberts, 2012; Vaughan Ext all, 2012). Intervention teachers and intervention paraeducators are assigned to school sites based on the number of unduplicated students that are served at each school site. Only one site Kermit King is under the 40% cap and will receive an appropriate allocation of resources to provide intervention to unduplicated students which is 31% of the student population. Well trained paraeducators under the supervision of a teacher can provide effective interventions and tiered supports which can happen within the classroom, as a pullout or as an extra time intervention. Paraeducators can be a force multiplier assisting with differentiated instruction or providing extra time in learning a concept and they also can be another adult who builds relationships with students through small group instruction and individual contact (“Paraeducators: Critical to Our School”, EducationFI, July 27, 2020)

6-8 ELA Support Classes (FMS and LMS) - Secondary students who struggle with reading might need more time in intensive intervention than elementary students (30-120 minutes per day) to make progress (Vaughn, Wanzek, Murray & Roberts, 2012; Vaughan Ext all, 2012) The majority of 6-8 students who qualify for the extra 50 minutes per day of English language arts intervention (reading and writing) are primarily unduplicated students. This extra support is built within the school day which guarantees that students will receive the target help and support they need. The supplemental grant funding provides for reduced class size for these support classes which allows far more individualized support and small group instruction. Multiple achievement measures are used to determine placement and monitor progress. Systematic analysis of student data along with a commitment to access to core is the foundation of the ELA support course. Staff examined the possibility of placing intervention teachers within core classrooms, but felt that the intervention needed to be above and beyond the core instruction and not in lieu of core activities. Staff also examined after school interventions, but because they are voluntary, afterschool programs do not guarantee that students will receive this support.

7-12 AVID and 7-8 AVID Excel Programs (FMS, LMS, PRHS)

Advance Via Individual Determination is a world renown system of support for first generation college intending middle and high school students and their families. AVID conducts extensive research regarding program structure, strategies, support and professional development. (Celebrating AVID’s Success Through Research - including: AVID Schoolwide Impact, Increasing College Readiness and The AVID Effect-Professional Learning that “Sticks” and Engages Teachers, 2019). Local data produced each year through the AVID program validates the success of students enrolled in the AVID elective, the increase in college acceptance for unduplicated students and attendance of post secondary educational options by former AVID students. The AVID program gives an additional adult who monitors student’s success and provides help and support for struggling students as needed. The AVID parent program engages families through parent nights and parent mentors thus connecting families to school and learning.

Students in middle school who have not yet been reclassified as English proficiency are not typically able to enroll in AVID as they are completing the required ELD instruction. During the LCAP stakeholders meeting, staff recommended that we research AVID Excel which is designed for English Learners who are a level 3 and 4 on the ELPAC state assessment of proficiency. AVID Excel was created to change the trajectory of long-term English learners. It is designed to accelerate language acquisition and develop literacy. AVID research indicates that 96% of AVID Excel students are recommended for college prep courses in high school. The training and initial implementation costs will be provided by state one time funds. The ongoing costs will be funded through supplemental grant funding.

English Learners, Low Income and Students with Disabilities - Academic Performance - Mathematics

On the 2019 Dashboard, the overall performance of PRJUSD was rated orange in mathematics with an average of 40.9 points below average (state average is 33.5). PRJUSD English learners were 84.2 points below average with a slight gain of 2.5 points with an orange status (state average is 68.6 points below average). PRJUSD Low Income students scored 67.9 points below standards having made no gains from the previous year and received an orange rating. The state average for low income students was 63.7 points below standard. PRJUSD students with Disabilities scored 133.8 points below standard which was an increase of 8.4 points and an orange rating, the state average for SWD in mathematics is 119.4 points below standard. The district's strategy is to use resources from Achieve the Core and the California Coalition for Educational Excellence to provide student support to accelerate learning. Research examining student achievement following the school closures due to Hurricane Katrina found that schools that use acceleration techniques had far better student achievement and had students who were able to recover from learning loss in the following years. The goals and actions for mathematics are:

Goal 4 Action 3 - K-3 Intervention Paraeducators

Goal 5 Action 3 - Grades 4-8 professional development in mathematics to support unduplicated students in learning mathematics

Goal 5 Action 5 - Strategic mathematics support classes in grade 6-8

Goal 2 Action 8 - Algebra I Support

Goal 3 Action 6 - Parent Education for Spanish Speaking Families (PIQE)

District wide support

K-3 Intervention Paraeducators - Intervention paraeducators are assigned to school sites based on the number of unduplicated students that are served at each school site. Only one site Kermit King is under the 40% cap and will receive an appropriate allocation of resources to provide intervention to unduplicated students which is 31% of their student population. The primary focus of the paraeducator is reading and mathematics. Well trained paraeducators under the supervision of a teacher can provide effective interventions and tiered supports which can happen within the classroom, as a pullout or as an extra time intervention. Paraeducators can be a force multiplier assisting with differentiated instruction or providing extra time in learning a concept and they also can be another adult who builds relationships with students through small group instruction and individual contact ("Paraeducators: Critical to Our School", EducationFI, July 27, 2020)

Grade 4-8 professional development in mathematics to support unduplicated students - The most influential factor in mathematics achievement is the classroom teacher. State one time funding will be used to provide professional development on core mathematics instruction in grades 4-8. The district is reviewing Achieve the Core professional development support and the California Collaborative for Education Excellence resources on accelerating learning. Local data indicates that in grade 4-8 mathematics achievement has made less growth than ELA during the pandemic. Staff needs will determine what is offered in the summer and fall. Coaching is a critical element to the successful implementation of practices and strategies learned in professional development. Supplemental funds will be used for a 6-8 mathematics TOSA and for targeted professional development that focuses on the needs of unduplicated students, particularly low income students and English learners. During

the summer and fall of 2021, K-5 Mathematics Intervention Teachers and the 6-8 Mathematics TOSAs under the guidance of the Director of Curriculum, will review research based professional development to be provided in the spring of 2022 focused on the needs of unduplicated students and how to accelerate learning in mathematics. (example: work done by Ruby Payne on poverty, Jo Boaler's Mathematical Mindsets and The Benefits of Teaching Math in Culturally Responsive Ways from Kansas State University).

K-12 Strategic Support Curriculum and Assessment - See description under English Language Arts.

Parent Education for Spanish Speaking Families (PIQE) - See description under Suspension and Chronic Absenteeism

School Wide

Strategic mathematics support classes in grades 6-8 (FMS and LMS)

Secondary students who struggle with mathematics might need more time in intensive intervention than elementary students (30-120 minutes per day) to make progress (Vaughn, Wanzek, Murray & Roberts, 2012; Vaughan Ext all, 2012) The majority of 6-8 students who qualify for the extra 50 minutes per day of English language arts intervention (reading and writing) are primarily unduplicated students. This extra support is built within the school day which guarantees that students will receive the target help and support they need. The supplemental grant funding provides for reduced class size for these support classes which allows far more individualized support and small group instruction

Algebra I Support (PRHS)

In 2019-2020, the PRHS mathematics department initiated a two year algebra program to provide support for students who were under prepared for algebra I upon entering high school. This extended period of time allowed for students to receive scaffolding of grade level standards to build background knowledge for rigorous algebra I standards. These classes have reduced class sizes and this year will be provided with additional tutoring support through one time state funding. The district considered a one year two period Algebra I course as well. In reviewing the literature regarding the strategies, there is no clear research that supports one over the other. Instead there are best practices that should be considered when implementing either other. The district has selected this option because the two year Algebra I course has UC/CSU approval which means that students are not off track for meeting A-G requirements. The district has also carefully selected both the mathematics teachers and the students who would benefit from the additional time. In addition, there is a reduced class size to provide students the opportunity for additional small group and individualized instruction.

English Learners, Low Income and Students with Disabilities - Academic Performance - College and Career Index

PRJUSD English learners scored above the state average on the College and Career Index as prepared for college and career (22.9% vs 16.8%), however there was a drop of 12.2% from the previous year that led to being rated orange. PRJUSD low income students scored above the state average on the College and Career Index as prepared for college and career (41.9% vs 35.8%), however, there was a drop of 4.4% from the previous year that led to being rated orange. (Foster youth are not a significant subgroup for the College and Career Index or graduation). The district was identified in the blue range in 2018 with English learners, low increase and students with disabilities all scoring in the yellow range and all significantly above the state average for like subgroups. The staff has reviewed the structure that was in place in 2018 and identified internal monitoring systems that must be in place for unduplicated students to assure that they have a college and career readiness plan and are making progress toward the plan. Graduation rate for the district as a whole rated as orange. However, the only subgroup, other than white, that is orange is students with disabilities, English learners is yellow and low income is green. The focus will

continue to be on College and Career Readiness to assure that they are plans for postsecondary success. The goals and action for improving the college and career readiness are:

Goal 2 Action 4 - Expanded counseling services for unduplicated students in grades 6-12 focused on college and career readiness, meeting graduation requirements and social emotional needs

Goal 3 Action 6 - Parent Education for Spanish Speaking Families (PIQE)

Goal 2 Action 8 - Algebra I Support

District Wide Support:

Parent Education for Spanish Speaking Families (PIQE) - See description under Suspension and Chronic Absenteeism

School wide support:

Expanded counseling services for unduplicated students in grades 6-12 focused on college and career readiness, meeting graduation requirements and social emotional needs (LMS, FMS, PRHS, LHS) - See description for counseling services under Suspension and Chronic Absenteeism

Algebra I Support (PRHS) - See description under mathematics achievement

English Learner - English Learner Progress

2019 was the first year that an English Learner Progress Indicator was established. The English Learner Progress Indicator showed that 51.% of PRJUSD English learners made progress toward English language proficiency. The state average for English learners was 48.3%. In 2019-20, 177 students (14.1%) were reclassified which is similar to both county and state percentages. Long term English learners (EL identified for 6 or more years) were the lowest in the past three years at 7.9% of English learners down from 14.1% the previous year. Input was received from ELD teachers, the certificated bargaining unit, and DELAC to establish the following goals and actions to address these needs through supplemental grant funding:

Goal 3 Action 1 Elementary ELD teachers (including newcomer program)

Goal 3 Action 2 Middle School and High School ELD strategic and Newcomer sections

Goal 3 Action 3 ELD Teacher on Special Assignment (TOSA)

Goal 3 Action 4 Supplemental Instructional Materials for Newcomer Students

Goal 3 Action 7 ELPAC testing support

District wide:

K-12 Newcomer Program and Supplemental Instructional Materials for Newcomer Students - The expansion of the Newcomer program at the secondary level and the research and purchase of Newcomer materials at the elementary level will provide direct targeted instruction for Newcomers to support the development of basic English language skills. This will support students in achieving the next level of English proficiency and provide basic oral English to assist students to participate in core classroom

ELD Teacher on Special Assignment (TOSA) and ELD Program Coordinator -

An ELD TOSA will provide coaching and support to ELD teachers including newcomer teachers for designated ELD and to classroom teachers for integrated ELD. The TOSA supports the implementation of the new elementary Newcomer classroom. The TOSA will also be responsible for monitoring program data and supporting the ELPAC testing program. The ELD Program Coordinator will oversee both the LCAP English language learner services and the federal title III funds for English learners and will monitor program data to assure program effectiveness. This will provide classroom instruction that is aligned to ELD and core standards and will support students.

ELPAC testing support - This service provides support through trained retired teachers for the individual assessments required by the ELPAC. This allows all English learners to receive consistent assessments and reduces the loss of instructional time in the classroom due to assessment. Classroom teachers still administer the group assessments for ELPAC. We have considered the use of classroom teachers for individual assessment, but there would be a considerable loss of instructional time in classrooms with a large number of English learners.

School wide:

K-5 ELD teachers (all elementary sites based on student needs) and 6-12 ELD strategic sections (FMS, LMS, PRHS based on student needs) Provides differentiated support for designated ELD for English learners during the required 30 minutes of instruction providing targeted ELD instruction based on English learner needs. All integrated ELD happens within core classrooms to provide “just in time” language support to English learners to enhance their achievement of academic standards. The K-5 ELD teachers and 6-8 ELD strategic sections also provide the opportunity for an additional adult connection. Although still above the state average, English learners had the lowest suspension rate of all subgroups in the district (including students who did not qualify for unduplicated status). District staff believe this is because there is a certified teacher who is assigned to English learners, this additional teacher who is knowledgeable about the needs of English learners can help students navigate behavior changes and can also provide an advocate for English learners with other staff.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Social Emotional Support -Three additional elementary counselor and one mental health therapist including tiered school supports and training focused on the needs of unduplicated students. Services provided include both individual and small group support for skill and relationship building. Intensity and duration of services will depend upon each student's needs.

Expanded counseling services for unduplicated students in grades 6-12 focused on college and career readiness, meeting graduation requirements and social emotional needs - This provides three additional counselors at the comprehensive high school, two additional counselors at the middle school level and an additional .75 in our alternative education program to help unduplicated students meet academic requirements and provide for social emotional support. This increases the meeting between counselors and unduplicated students up to three times as frequently as unduplicated students. The duration of student-counselor interaction will vary based on need.

K-5 Reading Intervention Teachers, K-3 Intervention Paraeducators, 6-12 support classes in ELA and mathematics These services provide additional targeted instruction and intervention in the core content of English language arts (with a focus on reading) and mathematics. At the elementary level, students are provided with 30 - 60 minutes of small group and individualized instruction to support academic progress in mathematics and ELA. In grades 6-8, students are provided an additional 50 minutes per day to accelerate learning to meet grade level standards

Algebra I Support - Supplemental funds are used to reduce class sizes for the two year algebra class which provides more individualized instruction and support to provide scaffolding to rigorous Algebra I standards.

Strategic support curriculum and assessment This supports the purchase of assessment designed to identify individual student strengths and weaknesses and to provide support materials to accelerate students learning in English Language Arts and mathematics.

Family Advocates including Migrant Family Outreach and Support - 4.5 district family advocates along with contracted family advocates with the Link and a Migrant Family outreach coordinator will work to support our unduplicated families receive community services to strengthen family resilience and provide support for children in school. Family advocates provide case management services to families and help connect families to social services and nonprofit agencies.

Transportation for Low Income, Homeless/Foster Youth (beyond base services)- Paraeducators who can serve are drivers in district vans to help transport low income students and foster youth who are unable to use district or public transportation. This provides greater access to after school services and opportunities which includes both instructional time with after school tutoring and school connectedness with after school extracurricular programs.

AVID and AVID Excel Program - AVID provides 50 minutes per day of support for college intending students including tutoring in core academic subjects, strategies for school success, college and career planning and peer relationship building. AVID teachers are provided through LCFF bases funding. Ongoing program costs and training for grade 7 -12 AVID program is provided through supplemental grant funding. AVID Excel provides 30 minutes of designated ELD with a focus on literacy acceleration and 20 minutes of AVID strategy support for school success.

Providing differentiated instruction and support to English learners based on English proficiency level - K-12 ELD Teachers (including newcomer program) provide differentiated support for designated ELD for English learners during the required 30 minutes of instruction providing targeted ELD instruction based on English learner needs. All integrated ELD happens within core classrooms which provides “just in time” language scaffolds to support English learner achievement of academic standard. This dedicated support also provides the opportunity for an additional adult connection. Although still above the state average, English learners had the lowest suspension rate of all subgroups in the district (including students who did not qualify for unduplicated status). District staff believe this is because there is a certified teacher who is assigned to English learners and that this additional teacher, who is knowledgeable about the needs of English learners, can help students navigate behavior changes and can also provide an advocate for English learners with other staff members.

ELD Teacher on Special Assignment (TOSA) and EL Program Coordinator - An ELD TOSA will provide coaching and support to ELD teachers including newcomer teachers for designated ELD and to classroom teachers for integrated ELD. The TOSA supports the implementation of the new elementary Newcomer classroom. The TOSA will also be responsible for monitoring program data and supporting the ELPAC testing program. The EL Program Coordinator will oversee both the LCAP English language learner services and the federal title III funds for English learners and will monitor program data to assure program effectiveness. This will provide classroom instruction that is aligned to ELD and core standards and will support students.

Supplemental Instructional Materials for Newcomer Students - The expansion of the Newcomer program at the secondary level and the research and purchase of Newcomer materials at the elementary level will provide direct targeted instruction for Newcomers to support the development of basic English language skills. This will support students in achieving the next level of English proficiency and provide basic oral English to assist students to participate in core classroom

Bilingual Paraeducators - 4 full time and one 6 hour Bilingual paraeducator will support newcomer EL students in core classrooms to provide access to core instruction. This service provides primary language support for English, Mathematics, Science, and Social Science for English

learners (3 periods per day) while newcomer students are mastering English language. As students grow in proficiency and can participate in class, the bilingual paraeducator can be assigned to other newcomer students as needed.

Parent Education for Spanish Speaking Families - Parent Institute for Quality Education (PIQE) Parent Engagement Workshops are research-based nine-week workshops for parents. Throughout this nine-week workshop, PIQE's program is personalized for elementary, middle school and high school parents to fulfill 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;
- Focus/prepare themselves for post-secondary education.

ELPAC Testing Support - This service provides support through trained retired teachers for the individual assessments required by the ELPAC. This allows all English learners to receive consistent assessments and reduces the loss of instructional time in the classroom due to assessment. Classroom teachers still administer the group assessments for ELPAC.

Professional Development and coaching focusing on the needs of unduplicated students and reading and mathematics - Professional development, including coaching, for teachers and paraeducators on the need of unduplicated students (English learners, low incomes and foster youth) in the area of reading and mathematics will provide students with more effective classroom instruction that is aligned to their needs.

Early Literacy and School Readiness Outreach Outreach to Spanish Speaking families through early literacy and school readiness programs provides parents with the skills to incorporate language and literacy skill development into their family lives thus connecting parents to student learning and providing additional opportunities for students to build literacy skills

Extension of school support beyond the school day and after school reading support. After school programs in grades K-8 provide up to 3 hours of supervised student activities including academic support, physical activities and creative play. Base funding for afterschool programs is provided through state and federal funding. Supplemental funds will be used within afterschool programs for extension of reading support, enrichment activities and physical activities that are engaging and promote student connection to school. The transition programs from 5th-6th and from 8th -9th provide a full day during the summer for students to learn about their new schools and make connections with older peer mentors who provide a new connection to the school and who checks in on their mentees once school begins.

Instructions

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

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

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also 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 schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

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

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

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

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

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

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

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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 Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **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.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions 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 actions 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 actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the 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. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.

- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.