



PASO ROBLES
 JOINT UNIFIED SCHOOL DISTRICT
 THE DISTRICT OF EXCELLENCE

2017-2020
LCAP

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Contact Name and Title	Email and Phone
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2017-20 Plan Summary

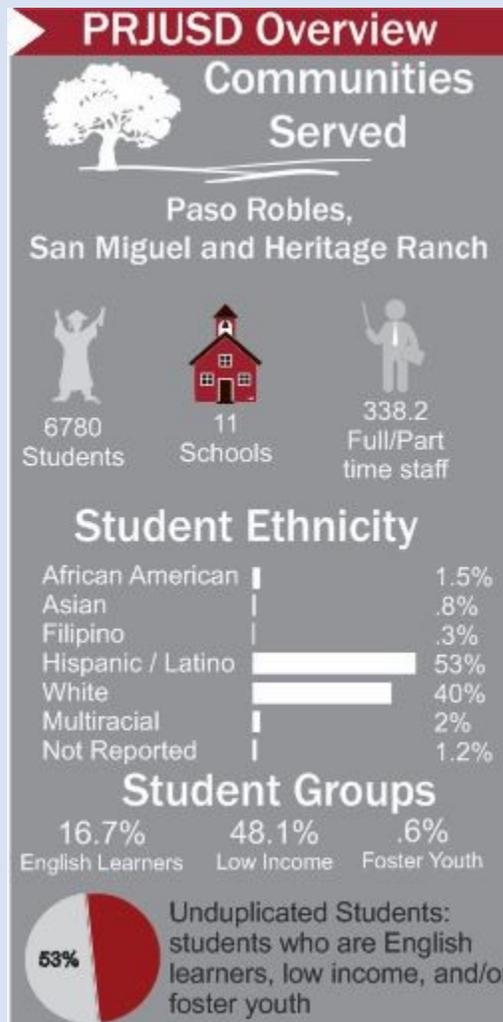
The Story

Describe the students and community and how the LEA serves them.

Paso Robles Joint Unified School District serves just over 6800 students on 11 school sites. The District Guiding Principles drives the instructional program and Local Control Accountability Plan (LCAP) and begins with the belief that all students will have success. The LCAP goals reflect the vision that every student will be prepared for success in college, career, and community and the mission which is to deliver an exemplary education, in a safe environment, which empowers students with the skills, knowledge, and attitudes necessary for success in an ever-changing world. The district has six K-5 elementary schools which includes two magnet schools: The Arts Academy at Bauer-Speck and the Georgia Brown Dual Immersion Magnet. There are two middle schools; Lewis Middle School and Flamson Middle School which provide comprehensive 6-8 program. Flamson Middle School provides the extension of the Dual Immersion and VAPA magnet schools. Paso Robles High School provides a comprehensive program including a wide variety of courses: AP/honors courses, dual enrollment and concurrent enrollment with Cuesta Community College, Dual Immersion World History, VAPA including a downtown Art Gallery that showcases student work and provides working space for student artists, and Career Technical Education which includes a nationally-certified culinary arts program, state of the art video production and an award winning welding program.. All comprehensive 6-12 schools have been awarded Gold Ribbon Status by the state. Alternative programs include: grades 6-12 PRO Online Academy, grades 9-12 Independence High School, and grades 10-12 Liberty Continuation High School. District initiatives include visual

and performing arts for all K-5 students, elementary and middle school athletics programs beginning in grade 3, 1:1 device initiative in grades 6-8, GATE/AP/honors beginning in grade 2, all-day kindergarten, Transitional Kindergarten and Early Learning Academy (preschool). In addition, PRJUSD has the After School Education and Safety (ASES) program and Paso Robles Youth Development and Enrichment Program (PRYDE) before/after school care and well as PreSchool - 8th grade summer enrichment programs and 9-12 summer school for both credit recovery and original credit. A wide variety of clubs and activities are provided to students including robotics, chess, environmental education, leadership, Link Crew, Leaders as Readers, History Day, District Writing Contest and Almond Blossom Speech and Language Festival.

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



LCAP Highlights

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

Our previous LCAP focused on four goals of the 2017-20 LCAP which were in direct alignment with the PRJUSD District Guiding Principles and California's eight state LCAP priorities. The first goal centers on College, Career and Community Readiness. The strategies through LCAP including additional counseling services (guidance counseling and socio-emotional counseling) district wide implementation of Positive Behavior and Intervention Supports (PBIS), specialized services for college and career readiness (PRHS College and Career Center and AVID) and support for parent

educational opportunities. The second goal is to improve student achievement and close the achievement gaps. Key strategies include all day kindergarten and early entry TK, supports to differentiate instruction including additional certificated and classified staff, before and after school support (expanded library hours, tutoring labs, summer school programs), specialized support for English learners and their families (ELL Coordinator and a Bilingual Family Advocate). The third goal is access to core curriculum taught by highly qualified teachers aligned to California standards and the key strategy is professional development and coaching support for classroom implementation of high quality instruction and differentiation. The final goal is to provide enrichment and acceleration opportunities and support for GATE/AP/honors courses, Educational Technology, Visual and Performing Arts (VAPA), elementary and middle school athletics and other extra curricular activities. These activities are often available to families who can afford them, but are provided to all students in PRJUSD.

Throughout the LCAP advisory process we have reflected on these goals and made the following adjustment to align our actions and services. These adjustments were based on input from advisory, review of data and alignment of our LCAP and a direct focus on unduplicated students and their needs in goal 3.

Goal 1: No change: Paso Robles Joint Unified School District students will be college, career, and community ready when they graduate.

Goal 2: Changes to directly focus on standards, highly qualified teaching and academic success:
New Goal 2: PRJUSD will increase all student success and achievement and provide highly qualified teachers and supports aligned to California standards.

Goal 3: Changes to focus on Unduplicated Students: PRJUSD will provide additional services and supports to ensure social emotional and academic growth for English Learners, Homeless, Low Income, Foster and Students with Disabilities.

Goal 4: Change to add social emotional connectivity for students, staff and parents: PRJUSD will provide opportunities that support a culture of belonging and positive climate for all students, families, and staff.



GOALS

- 1 Paso Robles Joint Unified School District students will be college, career, and community ready when they graduate.
- 2 PRJUSD will increase all student success and achievement and provide highly qualified teachers and supports aligned to California standards.
- 3 PRJUSD will provide additional services and supports to ensure social emotional and academic growth for English Learners, Homeless, Low Income, Foster and Students with Disabilities.
- 4 PRJUSD will provide opportunities that support a culture of belonging and positive climate for all students, families, and staff.

Review of Performance

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

Greatest Progress

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

significant increases are in parent surveys in Spanish in regards to providing a quality education. This year 89% of the parents surveyed in Spanish indicated that PRJUSD provides a high quality educational experience which was up from 72% the year before. This year we expanded our Parent Investment for Quality Education (PIQE) program to three full classes including a leadership (year 2) class, provided translation and language support at public meetings through our Bilingual Family Advocate and English Language Coordinator. Our site English Language Advisory Committees (ELAC) provided two community forums with law enforcement, an immigration attorney and school officials to discuss issues of student safety and welfare and answer questions regarding immigration enforcement. The AVID program at the high school which has a high percentage of English language learners and reclassified students has doubled in enrollment in the past three years and was identified by 9-12 students as a program that benefited them. 100% of the AVID students last year received acceptance letters to four year colleges and universities. Our school enrollment and average daily attendance (ADA) have increased. In the LCAP surveys, parents have identified the following initiatives as services, programs or supports that have most benefited their child: sports/athletics, visual and performing arts (VAPA), GATE, AP/Honors, Counseling/Counseling Services. In addition, specific programs such as ST Math, PBIS, and after school tutoring were identified by parents as being beneficial. Core programs supports identified by parents included special education services, teacher support, FFA, Dual Immersion Program and after school child care and child development programs. All students in grade 5, indicated that they participated in visual arts, dance and music with over 50% participating in after school athletics. In grades 9-12, 53% of students were enrolled in Honors/AP classes with 78% of the parents stating that their child has benefited significantly from these opportunities.

Select an Indicator: Reporting Year: [View Student Groups Five-by-Five Report](#) [View Detailed Data](#)

LEVEL	Declined Significantly by greater than 5.0%	Declined by 1.0% to 5.0%	Maintained Declined or increased by less than 1.0%	Increased by 1.0% to less than 5.0%	Increased Significantly by 5.0% or greater
Very High 95.0% or greater	Gray (N/A)	Blue (None)	Blue (None)	Blue <ul style="list-style-type: none"> Independence High 	Blue (None)
High 90.0% to less than 95.0%	Orange (None)	Yellow (None)	Green (None)	Green <ul style="list-style-type: none"> Paso Robles Joint Unified (District Placement) Paso Robles High 	Blue (None)

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

Greatest Needs

The greatest area of need as identified by our student group district report is in the areas of special education performance. The California School Dashboard identifies our performance levels for the areas of Suspension Rate (K-12) and Mathematics (3-8) as orange based on status and change. Local performance indicators will be reported during the Fall of 2018.

When looking at the dashboard report for the performance level for a single state indicator, Math Assessment, all students are in the orange band when looking at status and change. The break down by student groups is represented in the orange band with the exception of students with disabilities in the red band and white students in the yellow band. The focus for the 2018-2019 school year will be in the area of Mathematics. Our goal is to align all practices with the belief that every student will have success, assess our current knowledge and approach to engaging young students in learning, refine differentiated approaches used within a lesson that increase engagement through key features that include: Focus on Mathematical content: standards and practices, extended investigation in mathematical practices and how they impact instructional strategies, unit design, and assessment design. Through professional development, the district has designated professional development days to align curriculum and instructional delivery to best practices. In addition, the district will continue to provide supports in the areas of Achievement Teams/PLC, Dyslexia, Teacher Clarity (Success Criteria and Learning Intentions), Growth Mindset and Student Goal Setting. In alignment with LCAP Goal 2 all K-5 students will receive additional math support through the Instructional Coaches and the ST Math program. A Math Coach will support middle school teachers in best practices and alignment to California State Standards. In addition, students will have access to strategic academic support classes and after school tutoring in the area of Mathematics. The high school will provide increased Algebra 1 supports and after school tutorial for Math. High School teachers will be provided with Math Coaching and additional professional development and time to look at standards alignment, vertical articulation, and access for all students. Special Education teachers will be provided with 2 hours of targeted professional development per month to review best practices, discuss compliance measures, and increase knowledge around data implications and standardized practices. In such, several hours of this time will be devoted specifically to increasing compliance and effectiveness with state testing. Training will take place around testing accommodations, administration, preparation, and logistics. This opportunity will allow for staff to develop greater capacity resulting in increased student success and achievement. We will also strategically look at LCAP supports to assist in instructional practices in K-12 special education programs.

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

Performance Gaps

The local indicators will be presented to the Board of Trustees in the Fall of 2018 following the finalization of the state timeline for Dashboard submission. On state indicators, there were two area of performance where any student group was two or more performance bands below the “all student” performance. The Students with Disabilities subgroup, graduation rate was red and grade 3-8 ELA state indicator was red. In alignment with LCAP Goal 3, we will provide additional services and supports to ensure social emotional and academic growth for all Students with Disabilities. A focus, as indicated in the PRJUSD’s instructional action plan, is the development of a growth mindset for students as well as learning clarity through goal setting and success criteria. These deliberate strategies have taught students about frustration tolerance, and academic endurance. In addition, the district has implemented Positive Behavior Interventions and Supports (PBIS) since the 2015-2016 school year which has provided a shift in school culture, climate and student connectedness. Within General education, the district has adopted new English Language Arts (K-5 Wonders and iRead, 6-8 Amplify and 9-12 SpringBoard) and Mathematics (ST Math) curriculum aligned to Common Core. In addition, through the collaboration of a Curriculum Committee,

supplemental curriculum and materials were adopted for English Language Arts (WonderWorks, Read 180/System 44), Mathematics (VMath, TransMath and Equals), and Science (STEM Scopes) for use within the Special Education setting. Every Special Education teacher, K-5, has access to the general education core materials within the Special Education setting. With new adoptions, the district has invested in several days of professional development from consultants for staff to learn the new curriculum and align their instructional delivery to best practices. In addition, the district has hosted trainings on Achievement Teams/PLC Processes, Math Collaboratives, Dyslexia, Learning Intentions and Success Criteria, Growth Mindset and Student Goal setting. There will be two Special Education teachers on Special assignment, for the 2018-2019, school year to provide ongoing in class coaching and support for our Special Education Teachers to ensure best practices and UDL strategies are embedded to support all students. PRJUSD has expanded our Co-Teaching model for students in grades 6-12 to ensure access to core academic classes and curriculum that is required for our students to have academic success and the requirements necessary for graduation.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	African American	American Indian
Chronic Absenteeism	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Suspension Rate (K-12)								*
English Learner Progress (1-12)		N/A	N/A	N/A	N/A	N/A	N/A	N/A
Graduation Rate (9-12)			*				*	*
English Language Arts (3-8)			*					*
Mathematics (3-8)			*					*

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

Increased or Improved services

The following actions and services were added to our LCAP to address and improve services for our low-income students, English learners, homeless and foster youth:

Our PreK-5 enrichment summer school is free to all unduplicated students and at a low cost for other students. This provides an additional 76 hours of instruction and enrichment for students during the summer months. Without these summer supports, the achievement gap would actually widen in the summer between advantaged and disadvantaged students. Students attending enrichment summer school have additional time to master concepts in mathematics and reading and participate in art, STEM and physical activities. Additionally we are increasing our services in this area in our revised Goal 3 (Equity) which increases access for unduplicated students to wi-fi at home, mentors and intervention.

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

reading books and activities. The workshops also include information about other summer activities that would be beneficial for students. This is a true example of parent engagement. Because of this success we are requesting in the 2018 revision to add two more Bilingual Family Advocate Positions.

We have revised our intervention specialist positions to specifically include coordination of services for our foster and homeless students. These positions, along with our additional mental health therapist, will work to align services and actions for our homeless and foster youth. They will coordinate services and meet on a monthly basis with our Director of Student Services and community agencies.

The 2018-19 revisions also include a targeted focus on parent connectivity and development. In looking at our feedback from LCAP survey's, LCAP advisory and parent meetings and school site input; we've increased our Parent University modules, parent feedback groups and access to all parents by increasing bilingual family advocates and parent outreach.

The 2018-19 revisions also include substantial increases to school safety and security. The LCAP Advisory, LCAP Surveys: Parents, Staff and Students, and student groups indicate the need for additional training, resources, cameras, and staff to increase the safety and security at our school sites. These measures are aligned to a recent USC study and Israel's Bar Ilan University published in Educational Researcher shows schools that were able to increase their students' academic performance also saw a significant reduction in school violence. According to the study, schools with improvements in school climate and violence over one particular time period didn't see test score gains in a subsequent time period, while schools that improved test scores in one period were "very likely to show climate and violence improvements in future periods." School safety in numerous study show a direct link to student achievement.

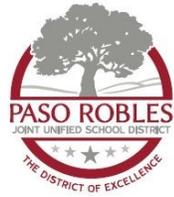
Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$5,730,383
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$6,057,386.00

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

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



PASO ROBLES

JOINT UNIFIED SCHOOL DISTRICT

2018-2019 LCAP OVERVIEW

8 State Priorities



1. Basic Services
2. Academic Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Outcomes

Local Control Funding Formula (LCFF)

Local Control Accountability Plan (LCAP)

California's Local Control Funding Formula (LCFF) provides base, supplemental, and concentration (S&C) funding to school districts.

S&C funds are the only funds targeted to improve student outcomes for all students - especially for the English learner, foster youth, and low income students.

The Local Control Accountability Plan (LCAP) shows how these funds will improve student outcomes and performance for all students - especially English learners, low-income students, and foster youth.

2018-2019 Total LCFF Funding



\$5,691,795

\$61,076,315

■ Base(90.7%) ■ S & C(9.3%)

PRJUSD Overview

2018-19 PRJUSD LCAP At-A- Glance

DESCRIPTION

Total Projected LCFF Revenues for LCAP Year

AMOUNT

\$61,484,506.00

Expected

17-18

80% of 9th - 12th grade students indicated in the 2017 LCAP survey that they have a college and/or career readiness plan

65% of the 9th -12th grade students indicated in the 2017 LCAP survey that that they have met with a guidance counselor to review their academic progress

Baseline

71% of 9th - 12th grade students indicated in the 2017 LCAP survey that they have a college and/or career readiness plan (71% in 2016)

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

Metric/Indicator

Graduation Rate Priority 5 Metric 5, Goal 1 Action 1,2,5, Goal 2 Action 12

17-18

Increase high school graduation rate for all students to 94% and maintain green performance level on the CA Dashboard. Maintain green/blue level for English Learner, socioeconomically disadvantage, Hispanic and white subgroups. Increase special education subgroup to 72%

Baseline

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

Metric/Indicator

Attendance rates (ADA), Priority 5, Metric 1, Action 1,2,3

17-18

Increase ADA to 96%

Baseline

Current ADA is 95.44% for year to day (May 2017)

Actual

100% of juniors have a college and career plan.
100% of sophomores have a college and career plan.
100% of freshman have a college and career plan.

LCAP Survey results are as follows:

87% of students are prepared college and career as reported by students.
84% of students report meeting with a guidance counselor.
68% of parents report their child has a a college and career plan.

High School Graduation rate increased to 94.5 at Paso Robles High School and continues to maintain green status. We saw significant gains in the Hispanic subgroup. An area of focus will be special education graduation rate which is indicated as an area of need on the state dashboard as it is only 72%. Our leadership group has worked through a root cause analysis to discover rationale for decrease within students with disabilities. LCAP services and actions are addressing these concerns through increased training and supports in instructional practices within special education and research based intervention strategies.

Attendance rates continue to be a focus and systems and structures have been added to monitor and accurately report our monthly and annual attendance rates.

Current attendance rates are just over 94% as a District. (Important to note there was major impact on attendance in the 2017-18 school year by the

Expected

Metric/Indicator

Suspension, Priority 6, Metric 1, Action 1,2,3

17-18

Decrease suspensions to:

All Students 3.2%

Students with Disabilities - 5.0%

Two or More Races - 5.9%

(Hispanic, White, English Learner, Socioeconomically disadvantaged remain at a green performance level)

Baseline

All Students 3.5%

Students with Disabilities - 7.0%

Two or More Races - 7.9%

(Hispanic, White, English Learner, Socioeconomically disadvantaged were given a green performance rating)

Metric/Indicator

Chronic Absenteeism, Priority 5, Metric 2, Action 1,2,3

17-18

Decrease Chronic Absenteeism to a district average of 8.00%

Baseline

State Indicator in development.

As of March 2017, district Chronic Absenteeism rate is estimated to be 8.87%. State report will be available in Fall of 2017. Review report to determine alignment with district calculations

Actual

following reasons: lice, flu and shelter in place at the middle and high school setting)

Per the Fall 2017 Dashboard we continue to have a needed focus in the area of suspensions for all areas, excluding Asian students. Revisions within this LCAP to address this area of concern include resources in Positive Behavior Intervention Supports, added continuum of alternative education services and a Dean of School Climate to focus on students who continue to struggle with misconduct and behavioral needs. Additionally, added mental health services can also assist in behavioral challenges for students.

Very Low 1.0% or less	Gray (N/A)	Green (None)	Blue (None)	Blue • Asian	Blue (None)
Low greater than 1.0% to 2.5%	Orange (None)	Yellow (None)	Green (None)	Green (None)	Blue (None)
Medium greater than 2.5% to 4.5%	Orange (None)	Orange • All Students (District Placement) • English Learners • Socioeconomically Disadvantaged • Hispanic • Two or More Races • White	Yellow (None)	Green (None)	Green (None)
High greater than 4.5% to 8.0%	Red • Homeless	Orange • Students with Disabilities	Orange • African American	Yellow (None)	Yellow • Foster Youth

Per the Fall 2017 Dashboard we have not reached this target. We are currently 3 percent higher than the state average at 13 percent. We have instituted District SARB process and have increased homevisits and community supports in this area.

Name	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Paso Robles Joint Unified	7,121	926	13.0%
San Luis Obispo County	36,228	3,871	10.7%
Statewide	6,405,496	694,030	10.8%

Expected

Metric/Indicator

High School dropout rate,
Priority 5, metric 4, Action 2,5

17-18

Reduce the 9th-12th grade cohort dropout rate to 5.5%

Baseline

Based on DataQuest report using 2015-16 data the 9th-12th grade cohort dropout rate is 6.6%

Metric/Indicator

Middle School dropout rate, Priority 5, metric 3, Action 1,4, 8

17-18

Maintain 0% middle school dropout rate

Baseline

0% middle school dropout rate

Metric/Indicator

Percent of students satisfying UC/CSU entrance requirements or CTE sequences, Priority 4, Metric 3, Action 4, 5, 6, 7, 8

17-18

Increase to 60% students having met A-G requirements or CTE sequences

Baseline

Preliminary data for 2016-17 indicates that 56% of students have met A-G requirements or CTE sequences

Actual

PRJUSD's annual adjusted 9-12 dropout rate remains significantly under the statewide average (2.4%) at .8 percent. Increased counseling services at the high school, summer school and in year credit recovery and a successful alternative education program can be positive factors connected with this strong percentage.

Ethnic Category	Adjusted Grade 7 Dropouts	Adjusted Grade 8 Dropouts	Adjusted Grade 9 Dropouts	Adjusted Grade 10 Dropouts	Adjusted Grade 11 Dropouts	Adjusted Grade 12 Dropouts	Adjusted Ungraded Secondary Dropouts	Adjusted Grade 9-12 Dropout Total	Grade 9-12 Enrollment Total	Annual Adjusted Grade 9-12 Dropout Rate	
Hispanic or Latino of Any Race	0	0	0	0	0	0	8	0	8	1,123	0.7%
American Indian/Alaska Native, Not Hispanic	0	0	0	0	0	0	0	0	0	13	0
Asian, Not Hispanic	0	0	0	0	0	0	0	0	0	25	0
Pacific Islander, Not Hispanic	0	0	0	0	0	0	0	0	0	10	0
Filipino, Not Hispanic	0	0	0	0	0	0	1	0	1	11	9.1%
African American, Not Hispanic	0	0	0	0	0	0	1	0	1	35	2.9%
White, Not Hispanic	0	0	0	1	1	6	0	8	1,031	0.8%	
Two or More Races, Not Hispanic	0	0	0	0	0	1	0	1	43	2.3%	
None Reported	0	0	0	0	0	0	0	0	0	16	0

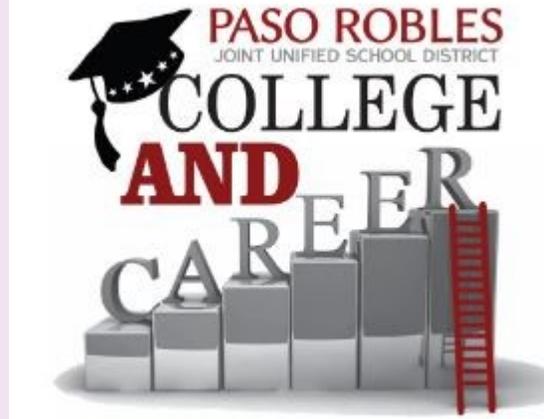
	Adjusted Grade 7 Dropouts	Adjusted Grade 8 Dropouts	Adjusted Grade 9 Dropouts	Adjusted Grade 10 Dropouts	Adjusted Grade 11 Dropouts	Adjusted Grade 12 Dropouts	Adjusted Ungraded Secondary Dropouts	Adjusted Grade 9-12 Dropout Total	Grade 9-12 Enrollment Total	Annual Adjusted Grade 9-12 Dropout Rate
District Total	0	0	0	1	1	17	0	19	2,307	0.8%
County Total	0	1	2	8	10	78	3	101	11,067	0.9%
Statewide Total	1,453	1,138	7,698	5,743	7,873	25,641	294	47,249	1,945,401	2.4%

Continues to maintain a 0%.

2017-18 data indicates that we have increased our A-G or CTE completers from 56% to 60%. 252/420 seniors are either pathway completers or A-G. Our strong partnership with our local Community College, a districtwide focus and celebration, increased counseling and CTE resources have contributed to this growth.

Expected

Actual



Metric/Indicator

Percent of 9th grade students on track to graduated (passed math and English) and no more than one F in any other class, Priority 4, local metric, Goal 1 Action 2, 4, 5, 7, Goal 2 Action 12

17-18

75% of 9th grade students will have successfully passed English language arts and mathematics

Baseline

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

Metric/Indicator

Expulsion rate, Priority 5 metric 2, Action 1,2,3, 4, 5

17-18

Reduce expulsion rate to .001%

Baseline

In DataQuest, based on 2014-15 school year, 10 students were expelled out of a population of 6,555 students which is an expulsion rate of .0015%

Metric/Indicator

Local Measures, surveys of pupils, parents, and teachers on sense of safety and school connectedness, Priority 6, metric 1 Action 1,2,3,4,5,7

17-18

Increase to 60% the percentage of 6th - 8th and 9th-12th grade students who "strongly agreed" or "agreed" "I feel connected to school"

Based on semester 1 of the 2017-18, 83% of 9th grade students are on track to graduate. We will continue to focus on math supports and credit recovery options for our students, as well as increased counseling supports.

As a District we did not meet this metric based upon Dataquest data from the 2016-17 school year. We had a total of 7,121 cumulative enrollment, a total of 9 expulsions which accounts for 0.13%. LCAP goal revisions and actions reflect added resources in the area of behavior supports and disciplinary interventions to help achieve better results for students in the future.

LCAP survey indicates that we achieved this indicator. LCAP Parent survey indicates 73% children feel connected to school, 73% of of students feel connected at school and 75% of students are perceived by staff to be connected to school.

Expected

Baseline

In the 2016-17 LCAP Survey, 54% of the 6th - 8th and 57% of 9th-12th grade students surveyed either "strongly agreed" or "agreed" "I feel connected to school"

Metric/Indicator

School facilities are maintained in good repair, Priority 1, metric 3

17-18

Continue with zero complaints filed through the uniform complaint policy (Williams Act) regarding district facilities. The Arts Academy at Bauer-Speck, a William Act School, will receive no facilities violations when visited by the San Luis Obispo County Office of Education. Citizen Bond Oversight Committee annual report will document the district 's use of the Measure M funds.

Baseline

There were no complaints filed through the uniform complaint policy (Williams Act) regarding district facilities. The Arts Academy at Bauer-Speck, a William Act School, was visited by the San Luis Obispo County Office of Education which found no facilities violations. The Board of Trustees passed a facilities master plan in 2015 and the community of Paso Robles authorized a \$95 million dollar bond, Measure M, for facilities upgrades in November 2016

Metric/Indicator

Efforts to promote parent participation in programs for unduplicated pupils, Priority 3, metric 2, Action 9

17-18

Increase to 20% the parents who indicate on the LCAP survey that they attended a workshop or training provided by the district or school site (disaggregated by parents of EL and social economic disadvantaged students) including college readiness workshops

Baseline

On the 2016-17 LCAP stakeholder surveys, 9% of parents indicated that they attended a workshop or training provided by the district or school site

Actual

2018 Survey Summary Results - QUICK

<input checked="" type="checkbox"/> Parents	<input checked="" type="checkbox"/> Students	<input checked="" type="checkbox"/> Staff
84% Access to materials that support CCS	95% Access to textbooks	86% Access to materials that support CCS
80% Feel their child is safe at school	84% Feel safe at school	72% Feels students are safe at school
73% Child is connected at school	73% Feel connected at school	75% Feels Students are connected at school
87% Child receive a high quality education	83% Receive a high quality education	86% Students receive high quality education
84% Facilities are clean, fun and safe	73% Facilities are clean, fun and safe	86% Facilities are clean, fun and safe
60% Knows about PBIS	65% Knows about PBIS	96% Knows about PBIS
91% Child has a caring adult at school	89% Has a caring adult at school	91% Students have a caring adult at school
87% Knows how to get parent concerns met	86% Knows how to get concerns met	80% Believe parent concerns are met

Continue with zero complaints filed through the uniform complaint policy (Williams Act) regarding district facilities. The Arts Academy at Bauer-Speck, a William Act School, will receive no facilities violations when visited by the San Luis Obispo County Office of Education. Citizen Bond Oversight Committee annual report will document the district 's use of the Measure M funds.

In the 2017-18 school year we began PRJUSD Parent University as a goal to reach out and partnerwith our parents. We served over 215 parents through our sessions which included such topics as: Transition to High School, Social Emotional Supports, GATE, English Learner Development, Early Learning and Literacy, 12th grade college readiness, 11th grade college readiness, Special Education, NCAA and technology and your child. These sessions were in addition to our PIQE (Parent Institute for Quality Education)

Per the LCAP survey 2018 76% agree they are encouraged to participate within the education. We do not have survey data on providing training in this year's lcap parent survey.

Expected



Metric/Indicator

Percentage of students in grades 9-12 who have obtained college credit through dual enrollment, concurrent enrollment and/or Advance Placement (AP) tests, local measure, priority 4, Action 5

17-18

Increase percentage to 50% of grade 9-12 students who have earned college credit

Actual

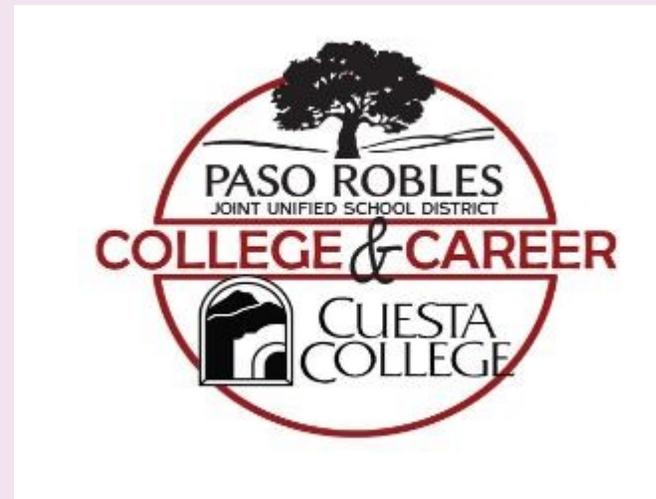
Paso Robles Parent University is a collaborative led by Paso Schools to help parents become full partners in their children's education.

In 2017-18, there will be 11 parent modules.
 Each module consists of three 2 hour sessions.
 (5:30pm-7:30pm)
 All modules are free of charge and provided by Paso Robles Joint Unified School District.
 Board Room, 800 Niblick Road

- Transition to High School - September 14th, 21st & 28th
- High School 11th Grade - October 2nd, 9th & 16th
- High School 12th Grade - October 19th, 26th & Nov. 2nd
- Middle School - March 6th & March 13th **NEW DATES**
- GATE - November 29th & Dec. 6th
- Early Learning - January 11th, 18th & 25th
- English Learners - February 8th, 15th & 22
- Special Education - April 12th, 19th & 26th
- NCAA - May 9th & 16th
- Technology and Social Media - February 20th & 27th
- Social Emotional - April 30th & May 7th

2017-18 737 Students were in dual enrolled sections and an additional 838 students took AP courses at Paso Robles High School. At Paso Robles High School we have 67 sections of dual enrolled courses with Cuesta College and we added an additional AP course (Environmental Science) which increases our AP offerings to 17 AP courses.

The percentage of students in 2017-18 receiving college credit increased to 1320 which is 67%.



Expected

Baseline

In 2015-16, 45% of grade 9-12 students had earned college credit through dual enrollment, concurrent enrollment and/or Advance Placement (AP) tests. There were 1,017 students obtaining college credit out of 2,265 9th - 12th grade students.



Metric/Indicator

Implementation of PBIS districtwide, local measure for priority 5 and 6, Action 10

17-18

Increase the number of school receiving a silver metal or above to 7 with all remaining schools receiving a bronze

Actual

2017-18 Currently all schools continue to implement PBIS and have applied for state status updates. We are awaiting final results. We have seen a marked increase via LCAP data from teachers, parents and students in their knowledge of PBIS. Current LCAP data demonstrates 60% of parents, 65% of students, and 96% of staff know about PBIS.

Expected

Baseline

Six school sites were awarded a bronze metal for PBIS implementation and four school sites received a silver metal



Actual



Actions / Services

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

Action 1

Planned
Actions/Services

Provide two Tier 1 and one Tier 2 Intervention Specialists for TK-5 schools

Actual
Actions/Services

Provide two Tier 1 and one Tier 2 Intervention Specialists for TK-5 schools

Budgeted
Expenditures

2000-2999: Classified Personnel Salaries Supplemental \$208,000

Estimated Actual
Expenditures

2000-2999: Classified Personnel Salaries Supplemental 274,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide one Tier 1 and one Tier 2 Intervention Specialists for PRHS and one Tier 2 Intervention Specialists each for LMS and FMS	Provided Tier 2 Intervention Specialists each for LMS and FMS (.6 and 1.0)	2000-2999: Classified Personnel Salaries Supplemental \$258,000	2000-2999: Classified Personnel Salaries Supplemental 109,830

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide two academic and crisis counselors (1 to BS and 1 to VP)	Provided one academic crisis counselor at VP	1000-1999: Certificated Personnel Salaries Title I \$125,000	1000-1999: Certificated Personnel Salaries Title I 74,000

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide additional 1.0 FTE counselor to middle schools to maintain 500:1 ratio	Provided additional 1.6 FTE counselor to middle schools to maintain 500:1 ratio. 100% of Middle School students received college and career guidance planning.	1000-1999: Certificated Personnel Salaries Supplemental \$98,000	1000-1999: Certificated Personnel Salaries Supplemental 139,000

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Add two additional counselors at PRHS to support academic and college and career counseling	Add two additional counselors at PRHS to support academic and college and career counseling. 100% of of students at PRHS met with counselors in small groups and individual settings.	1000-1999: Certificated Personnel Salaries Supplemental \$113,733	1000-1999: Certificated Personnel Salaries Supplemental 121,000

100% of LHS and IHS students received guidance counselor support
 90% of seniors have college and career plan.
 100% of juniors have a college and career plan.
 100% of sophomores have a college and career plan.
 100% of freshman have a college and career plan.

LCAP Survey results are as follows:
 87% of students are prepared college and career as reported by students.
 84% of students report meeting with a guidance counselor.
 68% of parents report their child has a college and career plan.

1000-1999: Certificated Personnel Salaries Governors CTE Initiative: California Partnership Academies 112,000

1000-1999: Certificated Personnel Salaries California Career Pathways Trust 121,000

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide College & Career Center at PRHS	Provide materials College & Career Center at PRHS, conducted 5 parent nights for college and career readiness and FAFSA. Daily student average use of facility is 20 students per day.	4000-4999: Books And Supplies Supplemental \$2,000	4000-4999: Books And Supplies Supplemental 2,000

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
AVID program support (site AVID fees, staff training, college field trips and AVID tutors)	AVID program support (site AVID fees, staff training, college field trips and AVID tutors)	5800: Professional/Consulting Services And Operating Expenditures Supplemental \$56,000	5800: Professional/Consulting Services And Operating Expenditures Supplemental 56,000

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Grade 6-8 college, career and CTE interest inventories, career events and transportation to post-secondary exploratory events	Grade 6-8 college, career and CTE interest inventories, career events and transportation to post-secondary exploratory events. 100% of Middle School students received college and career guidance planning. All 6th grade students received college and career exploration through elective wheels.	5000-5999: Services And Other Operating Expenditures Other \$5,000	5000-5999: Services And Other Operating Expenditures California Career Pathways Trust 5,000

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide parent education opportunities for literacy, mathematics, and college, career and community readiness	In the 2017-18 school year we began PRJUSD Parent University as a goal to reach out and partner with our parents. We served over 215 parents through our sessions which included such topics as: Transition to High School, Social Emotional Supports, GATE, English Learner Development, Early Learning and Literacy, 12th grade college readiness, 11th grade college readiness, Special Education, NCAA and technology and your child. These sessions were in addition to our PIQE (Parent Institute for Quality Education)	Supplemental \$35,000	4000-4999: Books And Supplies Supplemental 5,000

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School site support for PBIS implementation, year 2 (\$5,000 per site)	School site support for PBIS implementation, year 2 (\$5,000 per site)	Supplemental \$41,000	4000-4999: Books And Supplies Supplemental and Concentration 40,000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

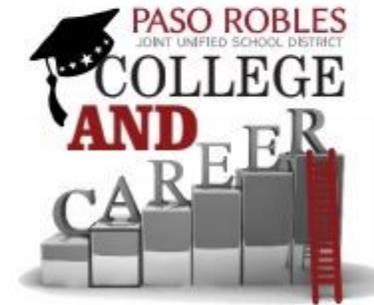
Overall PRJUSD implemented the majority of our actions and services related to our Goal 1: PRJUSD students will be college, career, and community ready when they graduate. We increased the amount of students having access to dual enrolled courses, increased the number of students taking AP courses by 103 students, and increased our graduation rate from 94 to 95%.

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

The overall effectiveness of our actions can be measured by increase in positive responses in the area of college and career readiness by all stakeholders. In 2015-16 less than 60 percent of staff stated students were being prepared for college and career readiness, and less than 50 percent of staff stated they "had information" about college and career readiness. Our student data increased from under 60% having stated they met with a counselor to over 80% positively affirming they met with a counselor. Our increased counseling staff has also created added opportunities for middle school students to take career interest surveys and have a college and career presentation.

Grades 9-12 College and Career Readiness (CCR)

<input checked="" type="checkbox"/> Parents	<input checked="" type="checkbox"/> Students	<input checked="" type="checkbox"/> Staff
64% Child is being prepared for CCR	87% Are prepared for CCR	82% Are being prepared for CCR
72% Child has met with a counselor	84% Have met with a counselor	68% Know students have met with a counselor
66% I have information on CCR	N/A	83% I have information on CCR
68% My child has a CCR Plan	82% Have a CCR Plan	52% Students have a CCR plan
N/A	N/A	86% Students use technology
N/A	37% I participate in athletics	
N/A	37% I participate in clubs	
68% School offers courses aligned to my child's post secondary goals	78% School offers courses aligned to my post secondary goals	



Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The only differences in expenditures came in the lack of ability to hire highly qualified staff in the following areas: 1 elementary academic crisis counselor and two intervention specialists at the high school level. There were a few other slight differences in estimation of cost of employee and statutory benefits.

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

In utilizing the LCFF evaluation rubrics, our adjustment and need for revisions and services came in the area of special populations. Our rubrics of all students indicated a need in the area of special education graduation rate, and therefore we created a leadership group to conduct a root cause analysis of this shortfall and next steps and actions related to making sure all students are prepared for success in college, career and community. Additionally, we analyzed the actions in the area of career preparedness and looked at the implementation of schoolwide mock interviews and career skills.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities: PRJUSD Guiding Principals Goal 1

Annual Measurable Outcomes

Expected

Metric/Indicator

Efforts to seek parent input in district decisions and at each individual school site, priority 3, metric 1 Action 14, 15

17-18

Increase to 40% the percentage of parents who indicate that the school "always" seeks my input regarding my child's education and decrease to 15% the percentage of parents that indicate the school "never" seeks my input.

Actual

Although our data point of ALWAYS seeking input stayed at 33 percent, we increased our middle band from 47 to 53% our lower band, of NEVER seeks my input decreased from 20 percent to 13 percent. Additionally, 76% of parents agree or strongly agree the schools seek parental participation in PRJUSD, as reported by 2017-18 LCAP.

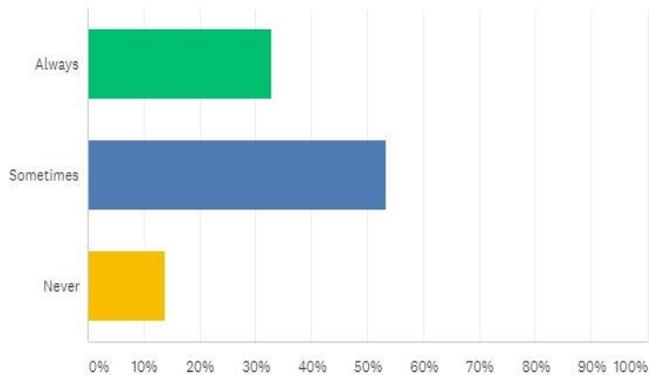
Expected

Baseline

On the 2016-17 LCAP Survey, 33% of the parents indicated that the school "always" seeks my input regarding my child's education, 47% indicated that the school "sometimes" seeks my input and 20% said the school "never" seeks my input

My child's (children) school(s) seeks my input regarding my child's educational experiences:

Answered: 715 Skipped: 17



Metric/Indicator

Statewide assessments, Priority 4, Metric 1, Action 5, 6, 7, 10, 11

17-18

Increase language arts score by 8 points to 6.6 points below 3 which will maintain a yellow performance rating and increase mathematics score by 9.2 points to 25 points below 3 and results in a green level performance

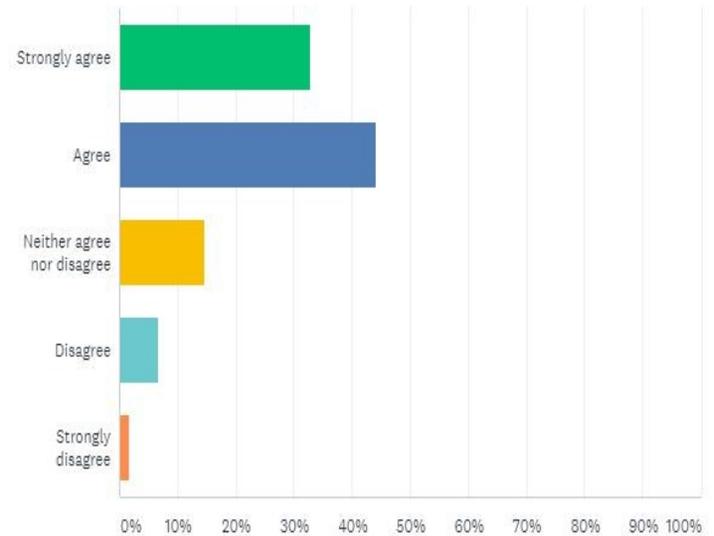
In Students with Disabilities subgroup increase language arts score by 7 points to 93.2 points below 3 which will maintain a red performance rating and increase mathematics score by 15 points to 103.8 below points below 3 and results in a yellow level performance

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

Actual

My child's (children) school(s) encourage parental participation:

Answered: 724 Skipped: 8



Paso Robles continues to receive a yellow score in ELA for all students. Areas of concern remain in the focus area of special education, as the only red score in ELA in the Fall 2017 data. Math scores in PRJUSD continue to lag behind our ELA scores and the county scores. All areas are in orange and red status. We have focused our professional development in this area with "math collaboratives" for all 3, 4, 5, 6, 7, 8, 9-12 math teachers.

We will maintain the following metric goals as we did not meet these metrics. PRJUSD currently maintains 1 yellow rating, (white), 7 orange status in the following areas: EL, Foster Youth, Homeless, Hispanic, African American and Socioeconomically Disadvantaged, and 1 red status in the areas of special education.

Increase language arts score by 8 points to 6.6 points below 3 which will maintain a yellow performance rating and increase mathematics score by 9.2 points to 25 points below 3 and results in a green level performance

In Students with Disabilities subgroup increase language arts score by 7 points to 93.2 points below 3 which will maintain a red performance rating

Expected

Baseline

Paso Robles received a yellow performance rate in English language arts (grades 3-8) (14.6 point below 3) and mathematics (grades 3-8) (34.2 points below 3)

Students with Disabilities was a red in English language arts, grades 3-8 (100.2 below 3) and a yellow in mathematics (111.8 below 3).

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

Metric/Indicator

Academic Performance Index, Priority 4, Metric 2, Action 4, 5, 6, 7, 8, 9, 10, 11,12

17-18

Meet state expectation for the API

Baseline

There is currently no state measure for the Academic Performance Index

Metric/Indicator

Percent of English learner pupils making progress toward proficiency as measured by CELDT/ELPAC, Priority 4, Metric 4, Actions 4, 6, 7, 10, 11, 12, 13, 14, 15

17-18

Maintain green status on English Learner Progress state indicator with 72.3% status

Baseline

English Learner Progress state indicator. District was rated green with 70.8% status. English Learner Progress used CELDT as indicator

Metric/Indicator

English learner reclassification rate, Priority 4, Metric 5, Action 6, 7, 10, 11, 12, 13, 14, 15

17-18

Maintain reclassification level of 21.3%

Baseline

Baseline data for 2015-16 is 21.3% which is significantly higher than the state level.

Actual

and increase mathematics score by 15 points to 103.8 below points below 3 and results in a yellow level performance

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

No update

PRJUSD maintained green status and increased to 75.1%, 2.6% increase. We tested 1,125 with the ELPAC and 63% were level 3/4 and 37% level 1/2.

There is greater need and focus in this area due to CELDT to ELPAC (state assessment) shift in the 2018-19 school year. For the 2017-18 school year our reclassification rate was 16.0%, county rate was 17.0% and state rate was 14.6%.

Expected

Metric/Indicator

Program and services developed and provided to unduplicated pupils, Priority 7, Metric 2, Action 4, 6, 9, 11, 13, 14, 15

17-18

Review random samples of schedules for K-12 EL student schedules to determine that 100% of the students are receiving ELD instruction and access to the core curriculum.

Review random sample of schedules for socioeconomically disadvantage or foster youth to determine that they have access to the core curriculum

Baseline

Student schedules in grades 6-12 indicate that unduplicated students participate in all core areas while still receiving support in either ELD or remedial assistance in mathematics or English language arts

Metric/Indicator

Program and services developed and provided to students with exceptional needs, Priority 7, Metric 3,

17-18

Implement VMath in all Learning Centers for mathematics support for K-5 special education students.

Implement financial literacy course as a third year mathematics option in grades 9-12 for special education students

Implement Transmath in grades 6-12

Continue co-teaching in grades 9-12 and Expand co-teaching in grades 6-8 in English language arts and mathematics

Baseline

Wonderworks provided to all Learning Centers for English Language Arts support for K-5 special education students.

Co-teaching classes implemented in ELA, math, science and social studies in grades 9-12 and as a pilot in grades 6-8

Metric/Indicator

Prepared for College and Career - State Indicator , Priority 4 Metric 7, Action 7, 8, 10, 12

Actual

Additonal oversight is needed in the area of EL services. Within the 2017-18 school year the EL master plan was drafted and is currently in the process of review for implementation in the 18-19 school year.

At the middle and high school level, 100% of students who required ELD instruction received courses to support their language development, as measured by random schedules audits.

100% of low socioeconomic, foster and homeless youth had access to core curriculum, as measured by random schedules audits conducted by our foster/homeless liaison and school counselors.

The following actions were all met:

Implement VMath in all Learning Centers for mathematics support for K-5 special education students.

Implement financial literacy course as a third year mathematics option in grades 9-12 for special education students

Implement Transmath in grades 6-12

Continue co-teaching in grades 9-12 and Expand co-teaching in grades 6-8 in English language arts and mathematics

We met our goal of College and Career Preparedness with all students performing at 50.6%. This measure indicates a gap of achievement in all students being prepared for college and career with our subgroups

Expected

17-18

Prepared for College and Career - (with new CAASP Assessment) - 40%

Baseline

Prepared for College and Career - 38.6%
(Using CST Data)

Metric/Indicator

Graduation Rate (see goal 1), Action 12

17-18

See Goal 1

Baseline

See Goal 1

Actual

performing significantly below the all student mark. Next steps and actions will be to look at the intensive CCR services needed for our unduplicated students.

College/Career Report

Paso Robles Joint Unified - San Luis Obispo County

Enrollment: 6,814 Socioeconomically Disadvantaged: 50.8% English Learners: 19.2% Dashboard Release: Fall 2017
Foster Youth: 0.6% Grade Span: P-12 Charter School: No

This report shows the status level for student groups on the College/Career Indicator. Select any of the underlined student groups for more detailed information. A color-coded performance level will be reported for the first time in the fall of 2018.

	Student Performance	Number of Students	Status (Percent Prepared)	Change
All Students	N/A	431	Medium 50.6%	N/A
English Learners	N/A	109	Low 30.3%	N/A
Foster Youth	N/A	5	*	N/A
Homeless	N/A	67	Medium 37.3%	N/A
Socioeconomically Disadvantaged	N/A	207	Medium 39.6%	N/A
Students with Disabilities	N/A	44	Very Low 6.8%	N/A
African American	N/A	8	*	N/A
American Indian	N/A	3	*	N/A
Asian	N/A	9	*	N/A
Filipino	N/A	3	*	N/A
Hispanic	N/A	178	Medium 42.1%	N/A
Pacific Islander	N/A	2	*	N/A
Two or More Races	N/A	5	*	N/A
White	N/A	223	High 57.4%	N/A

See Goal 1 update

Expected

Metric/Indicator

Percent of 9th grade students on track to graduated (passed math and English) and no more than one F in any other class, Priority 4, local metric, (see goal1), Action 12

17-18

See Goal 1

Baseline

See Goal 1

Metric/Indicator

Every exiting 1st graders will be a reader and mathematician as evidenced by assessment data, Priority 4, local measure, Action 1, 2, 3, 5, 9, 11

17-18

Increase the percentage of first grade students meeting MAP growth targets to 65% in reading and 70% in mathematics

First grade iRead Data

80% at or above grade level

First Grade MAP assessment increase to 60% of first graders on grade level in reading and mathematics

Baseline

Map Data indicates that 52% of first grade students met MAP growth targets in reading and 62% met Map growth targets in mathematics

Kindergarten iRead

64% at or above grade level

27% just below grade level

9% far below grade level

According to the MAP Assessment 36% of first graders are on grade level in reading and 37% in mathematics

Actual

See Goal 1 update

2016-2017 :26 % of first grade students made MAP growth goal in the area of reading, 2017-18 46%of students in first grade made their MAP growth goal. This demonstrates good progress for student literacy.

Math: 50% of first grade student made MAP growth goal in 2017, 2018 this increased to 53%.

As a district our lexile reading levels, as measured on the MAP Assessment for 1st grade students increased from 40-46% on grade level.

Our Kindergarten iREAD data indicates, there is continued need literacy development as less 60% of students are at or above grade level. First grade iREAD data indicates, there is a continued need for literacy development as less than 60% of students are at or above grade level, as currently we are at an average 24.4% of first graders at or above grade level.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All-day kindergarten @ all elementary sites. 6 hour paraeducators for each kindergarten classroom	All-day kindergarten @ all elementary sites. 6 hour paraeducators for each kindergarten classroom	Supplemental \$535,000	2000-2999: Classified Personnel Salaries Supplemental 535,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
TK for early admission students (students who will be 5 between Dec 2nd and January 31st will be allowed to enroll August 20th and thus receive a full year of TK prior to K enrollment)	TK for early admission students (students who will be 5 between Dec 2nd and January 31st will be allowed to enroll August 20th and thus receive a full year of TK prior to K enrollment)	0	0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Support for primary classes and differentiated instruction through paraeducators	Support for primary classes and differentiated instruction through paraeducators	Supplemental \$178,000	Supplemental 178,000

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Support for 6-8 newcomer students (.8 FTE), 9-12 newcomer (.2 FTE), and 2 bilingual paraeducator	Support for 6-8 newcomer students (.8 FTE), 9-12 newcomer (.2 FTE), and 4 bilingual paraeducator	Supplemental \$110,000	Supplemental 201,000

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Strategic support of gradesTK-5 mathematics through ST Math	Strategic support of gradesTK-5 mathematics through ST Math	Lottery \$24,000	5000-5999: Services And Other Operating Expenditures Supplemental 24,000

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Intervention support for grade 4-5 in reading and K-5 designated ELD (3 FTE) Addition K-5 intervention support for two elementary schools (VP, BS) (1FTE)	Intervention support for grade 4-5 in reading and K-5 designated ELD (3 FTE) Addition K-5 intervention support for two elementary schools (VP, BS) (1FTE)	Supplemental \$350,000	1000-1999: Certificated Personnel Salaries Supplemental 369,000

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Certificated support for strategic ELA and mathematics for grades 6-8 (1.6 FTE)	Certificated support for strategic ELA and mathematics for grades 6-8 (1.6 FTE)	Supplemental \$107,000	1000-1999: Certificated Personnel Salaries Supplemental 127,000

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Certificated support for strategic courses for Algebra I support in grade 9 (.8FTE)	Certificated support for strategic courses for Algebra I support in grade 9 (.8FTE)	Supplemental \$90,000	1000-1999: Certificated Personnel Salaries Supplemental 30,000

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Expand library services hours to before and after school by increasing all library media techs to 8 hours (.25 FTE at 10 sites)	Expand library services hours to before and after school by increasing all library media techs to 8 hours (.25 FTE at 10 sites)	Supplemental \$106,000	2000-2999: Classified Personnel Salaries Supplemental 129,000

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Grade 6-8 provide before and after school tutoring and grades 9-12 provide after school support with designated tutoring center	Grade 6-8 provided after school tutoring and grades 9-12 provide after school support with designated tutoring center	Supplemental \$32,000	1000-1999: Certificated Personnel Salaries Supplemental 22,000

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PreK-5 Core/Enrichment Summer School, and before/after school tutoring	PreK-5 Core/Enrichment Summer School, and before/after school tutoring	Supplemental \$56,555	Supplemental 55,000

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Grade 9-12 Summer School	Grade 9-12 Summer School	Supplemental \$55,702	Supplemental 45,000

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
CELDT/ELPAC Testing Team	CELDT/ELPAC Testing Team	Supplemental \$25,000	Supplemental 25,000

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent liaison to support the English learner students and their families	Parent liaison to support the English learner students and their families	Supplemental \$40,000	2000-2999: Classified Personnel Salaries Supplemental 47,000

Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
.25 FTE ELL Services Coordinator to support English learner students and their families	.25 FTE ELL Services Coordinator to support English learner students and their families	Supplemental \$28,000	1000-1999: Certificated Personnel Salaries Supplemental 35,000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Overall implementation of the actions and services were strong in this goal area. There were strategic efforts to specifically address our student achievement for all students with the actions of our instructional coaches, focused in the area mathematics, additional supports for English Learners, summer enrichment for elementary which served over 250 students and high school which served 343 students and increased services after school in the areas of tutoring and library services.

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

The overall effectiveness of the math professional training and supports should be actualized within the 2018 CAASPP data (not yet released). Other data showing promising impact is the increased number of students passing math courses at the high school, 83% of 9th graders are on track to graduate, we have increased the number of students utilizing the math tutorial on a data basis to an average of 23 students, and increased the number of students who have registered for advanced math courses (AP Calc, AB/BC and AP Stats, by 10 percent).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences in the budgets vary by cost of employee due to years of service.

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

As we plan for the 2018-19 LCAP we are looking to continue focusing on the need for applied mathematical practices and perseverance in math. We have shifted our EL services to be in our new GOAL 3, which is an equity focused goal specifically for students who are language learners, low income, homeless, foster or student with disabilities. This focus calls attention to the greater needs that the 2018-19 LCAP will provide in this area.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities: PRJUSD Guiding Principles Goals 1 and 2

Annual Measurable Outcomes

Expected

Metric/Indicator

Teacher appropriately assigned and fully-credentialed in the subject areas for the pupils they are instructing, Priority 1, Metric 1, Action 1, 2, 3, 4, 5

17-18

The district will have no misassigned teachers. The district will have no more than 1% of teachers on a STIP with an identified plan for credential obtainment. All intern candidates will successfully complete requirements for preliminary credential. All preliminary credential candidates will participate in TIP

Baseline

The district has three misassigned teachers, three teachers on STIP, three intern teachers and 29 teachers with preliminary credential who are participating in the Teacher Induction Program (TIP).

Actual

The district reached this goal and did not have more than 1% of teachers on a STIP. All intern candidates did successfully complete their preliminary credential. All preliminary credential candidates participated in TIP with 100 percent of our year 2 teachers successfully completing our TIP program, and 100% of year 1 teachers moving on to year 2.

Expected

Metric/Indicator

Sufficient access to standards- aligned instructional materials for all pupils, Priority 1, Metric 2, Action 6, 8

17-18

Maintain no complaints filed through the uniform complaint policy (Williams Act) regarding textbooks and instructional materials. The Arts Academy at Bauer-Speck, a William Act School, will have no textbooks or instructional materials violation when visited by the San Luis Obispo County Office of Education . The district will continue to be current with the state adoption cycle of textbooks with the adoption of history social science textbooks

Baseline

There were no complaints filed through the uniform complaint policy (Williams Act) regarding textbooks and instructional materials. The Arts Academy at Bauer-Speck, a William Act School, was visited by the San Luis Obispo County Office of Education which found no textbook and instructional materials violations. The district is current with the state adoption cycle of textbooks

Metric/Indicator

Implementation of the academic content and performance standards adopted by SBE, Priority 2, Metric 1, Action 1, 2, 3, 4, 6, 7, 8

Broad course of study which includes subject areas described in Sections 51210 and 51220. Priority 7, Metric 1, Action 1, 2, 3, 4, 6, 7, 8

17-18

Complete the State Implementation Reflection tool with representative groups regarding Academic Content Standards and a Broad Course of Study and present to the Board of Trustees in a regular session by December 1st with established District Metrics for each year

Actual

No complaints filed through the uniform complaint policy (Williams Act) regarding textbooks and instructional materials. The Arts Academy at Bauer-Speck, a William Act School, will have no textbooks or instructional materials violation when visited by the San Luis Obispo County Office of Education . The district will continue to be current with the state adoption cycle of textbooks with the adoption of history social science textbooks

Completed the State Implementation Reflection tool with representative groups regarding Academic Content Standards and a Broad Course of Study and present to the Board of Trustees in a regular session by December 1st .

Expected

Baseline

Based on the State Standard Implementation Reflection tool recommended for local indicator 2, these are the projected implementation phases for each content area:

ELA K-8 Phase 4, 9-12 Phase 3

Mathematics K-12 Phase 4

Social Studies K-12 Phase 1

Science K-2 Phase 1

3-8 - Phase 2, 9-12 Phase 3

VAPA K-12 Phase 4

Physical Education K-12 Phase 3

CTE - Phase 4

World Languages - Phase 4

Health - Phase 4

Metric/Indicator

Programs and services which enable English learners to access the CCSS and ELD standards to gain academic content knowledge and English language proficiency, Priority 2, Metric 2, Action 2, 3, 4

17-18

Provide professional development to K-2 teachers to effectively use Wonders ELD for designated ELD

Determine articulated ELD program for grades K-3 for the Dual Immersion Magnet

Provide GLAD training to the DI Magnet according the Dual Immersion Master Plan

English Learner Progress state indicator, 72.3% status

Baseline

Implemented Imagine Learning for Newcomer Students and English 3D for designated ELD in grade 4-12

Metric/Indicator

Programs and services developed and provided to unduplicated pupils, Priority 7, Metric 2, Goal 3 Action 2, 3, 4

Actual

EL Master Plan is completed and under review for implementation in the 2018-19 School year. GLAD training has successfully began for our Dual Immersion site, as well as developing two trainer of trainers for sustainability and implementation. Continued work is needed in the area of fully developed and articulated training and strategies for K-5 ELD.

2018-19 LCAP has increased services developed for unduplicated students in order to close the achievement gap in the following areas: CAASPP and MAP GROWTH. Goal 2 has all EL and iRead and MAP data updates.

Expected

Actual

17-18
Close the Achievement GAP, See Goal 2
Student Achievement, Priority 4, Metric 1 for socioeconomically disadvantaged students

English Learner Progress state indicator, 72.3% status

Baseline
Implemented Read 180U, iRead, STMath and MAP Assessments to provide additional support for differentiation and to monitor progress of unduplicated students

Metric/Indicator
Programs and services developed and provided to pupils with exceptional needs, Priority 7, Metric 3, Action 1

17-18
See Goal 2 for metric

Baseline
See Goal 2 for metric

Metric/Indicator
Student Achievement, Priority 4, Metric 1, Action 1, 2, 3, 4, 6,

17-18
See Goal 2 for metric

Baseline
See Goal 2 for metric

See Goal 2

See Goal 2

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional development for core curriculum and LCAP services including K-5 grade level collaboration	Professional development for core curriculum and LCAP services including K-5 grade level collaboration. All teachers received training in MAP	1000-1999: Certificated Personnel Salaries Supplemental \$68,763	1000-1999: Certificated Personnel Salaries Supplemental 65,000

assessment and goal setting throughout the 2017-18 school year. Additionally, 3-12 grade math teachers received three days for math collaborative training focusing on learning intentions, learning progressions and success criteria. These training days were also focused on vertical articulation through the math standards.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
TK-5 Instructional coaches to support classroom teachers in implementing new instructional strategies and programs	TK-5 Instructional coaches to support classroom teachers in implementing new instructional strategies and programs. Instructional coaches delivered the aboved mentioned training days, and additionally conducted individual coaching sessions with classroom teachers on an average of 10 sessions per week.	1000-1999: Certificated Personnel Salaries Supplemental \$333,137	1000-1999: Certificated Personnel Salaries Supplemental 346,000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Title 1 STEM Coach K-5	Title 1 STEM Coach K-5, for implementation of NGSS. STEM Coach conducted model lessons (4 per week), and curriculum development at all elementary schools.	1000-1999: Certificated Personnel Salaries Title I \$125,500	1000-1999: Certificated Personnel Salaries Title I 125,000

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
ELD/ELA Coach (1FTE) and Mathematics Coach (1FTE)	ELD/ELA Coach (1FTE) and Mathematics Coach (1FTE) 3-12 grade math teachers received three days for math collaborative training focusing on learning intentions, learning progressions and success criteria. These training days were also focused on vertical articulation through the math standards. ELD coach provided weekly coaching sessions in both ELL classrooms and access and differentiation in ELA classrooms.	1000-1999: Certificated Personnel Salaries Title II \$250,000	1000-1999: Certificated Personnel Salaries Title II 250,000

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teacher Induction Program (TIP), intern (PIP), pre-credential (STIP) and PAR mentoring and support	<p>Teacher Induction Program (TIP), intern (PIP), pre-credential (STIP) and PAR mentoring and support .</p> <p>The district reached this goal and did not have more than 1% of teachers on a STIP. All intern candidates did successfully complete their preliminary credential. All preliminary credential candidates participated in TIP with 100 percent of our year 2 teachers successfully completing our TIP program, and 100% of year 1 teachers moving on to year 2.</p>	<p>1000-1999: Certificated Personnel Salaries Other \$170,000</p>	<p>1000-1999: Certificated Personnel Salaries Other 140,000</p> <p>4000-4999: Books And Supplies Supplemental 30,000</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
New textbook adoption in alignment with state instructional materials adoption (9-12 ELA) (7 year payment plan @ \$50,000 per year)	New textbook adoption in alignment with state instructional materials adoption (9-12 ELA) (7 year payment plan @ \$50,000 per year) Expenditure will remain in Lottery, not shift to LCAP.	Lottery \$50,000	Supplemental

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
NGSS Implementation for grades 6-12 (materials and training)	NGSS Implementation for grades 6-12 (materials and training) Materials for integrated science courses at PRHS were created and purchased throughout the 17-18 school year.	4000-4999: Books And Supplies Supplemental \$15,000	4000-4999: Books And Supplies Supplemental 15,000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Overall implementation of the actions and services in this goal were focused in the area of teacher support and training. We successfully supported our teachers as measured by our 93% retention rate and 100% of new teachers progressing towards the clearance of their credentials. Additionally, we were able to successfully implement NGSS at our high school and begin model lessons of STEM and NGSS at the elementary (expanding from the STEM trained teachers from our successful partnership with Cal Poly). High School Planning for new integrated NGSS courses below:

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

We have successfully implemented the instructional coaching model and new teacher support. In the future, we will need to reflect on the data we will utilize to demonstrate the efficacy of the actions listed within this goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Only difference came within estimation of employee cost.

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

In the 2018-19 LCAP the actions and services found in this goal will be directly under our Goal 2 in student achievement. Goal 3 will now be focused on equity and actions and services related specially to the unduplicated population of students. Please see revised 2018-19 goals for futher details.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: District Guiding Principles

Annual Measurable Outcomes

Expected

Metric/Indicator

Efforts to promote parental participation in programs for pupils with exceptional needs, Priority 3, Metric 2 and 3, Action 1 and 4

Actual

See Goal 1 Related to Parent input and participation. Additionally we increased parent LCAP survey participation by 29% from 641 to 824. We successfully provided parent workshops in all indicated areas. We all successfully rolled out 1 to 1 devices to all 9-12 students which increased our 1 to 1 from 1500 in 2017-18 to 3700 in 2018-19. Special Education is participating with parent outreach through CAC committee for special education advisory.

Expected

17-18

GATE Parent Advisory will provide a minimum of two parent workshop/trainings on meeting the needs of GATE students. A needs assessment will be conducted to determine additional topics based on parent interest.

DELAC and/or PLATA will work with the English Language Coordinator to determine parent workshops/training that would be valuable to parents of English learners. At least two workshops will be provided in 2017-18. Develop an orientation training/outreach for new English Learner families to the district

Include parents on the Special Education Advisory Committee and determine parent workshops/training that would be valuable to parents of students with disabilities.

Provided district outreach to foster and homeless families to determine the services that would best service homeless and foster youth including how to support parental/guardian participation

Identify parent workshop/training that support the student uses of Chromebooks. Provide at least two workshops for parents in grades 6-12.

15% of parents on the LCAP survey will indicate that they have attended a parent workshop/training

Actual



*Our Partnership
for Student
Success!*



Paso Robles Parent University is a collaborative led by Paso Schools to help parents become full partners in their children's education.

In 2017-18, there will be 11 parent modules.
Each module consists of three 2 hour sessions.
(5:30pm-7:30pm)
All modules are free of charge and provided by Paso Robles Joint Unified School District.
Board Room, 800 Niblick Road

Transition to High School - September 14th, 21st & 28th
High School 11th Grade - October 2nd, 9th & 16th
High School 12th Grade - October 19th, 26th & Nov. 2nd
Middle School - March 6th & March 13th **NEW DATES**
GATE - November 29th & Dec. 6th
Early Learning - January 11th, 18th & 25th
English Learners - February 8th, 15th & 22
Special Education - April 12th, 19th & 26th
NCAA - May 9th & 16th
Technology and Social Media - February 20th & 27th
Social Emotional - April 30th & May 7th

Expected

Baseline

A GATE Parent Advisory was established

PLATA - An parent outreach team formed from English Learner parent who attend the PIQE Leadership training was formed in the Spring of 2017. PLATA provided a workshop on the important of summer learning and presented it at site ELAC meetings

Special Education Advisory was established

Every 6-8 student was provided with a Chromebook as part of the 1-1 District Initiative. A planned expansion of the the 1-1 Initiative for grades 9-12 is planned for 2017-18

9% of parents on the LCAP survey indicated that they attended a parent workshop/training

Metric/Indicator

Programs and services developed and provided to unduplicated pupils, Priority 7, Metric 2, Action 4, 5

17-18

Maintain the 90% level for 5th grade

In Grades 6-8

Maintain English at 90% and increase all core classes to 75% or above

In Grades 9-12

Increase English and Science to 75% and all other content areas to 65%

Actual

We continue to see strong usage of technology in our middle schools. Below is our middle school LCAP data from 2018. High School scores showed marked improvement in English classes use of technology increasing from 59% to 78%.

Expected

Baseline

On the 2017 LCAP Survey 90% of the 5th grade students said they use a tablet or computer often during school

In Grades 6-8 which asked if they used technology on a regular basis in the following classes, student replied:

Math 65%
English 90%
History 75%
Science 68%
Elective 33%

In Grade 9-12 students replied:

Math 35%
English 59%
History 35%
Science 61%
Foreign Language 41%
Electives 41%

Metric/Indicator

Pupil Outcomes in subject areas described in Sections 51210 and 51220, Priority 8, metric 1, Action 3

17-18

Elementary Athletics

Increase overall participants to 775
Maintain 50/50 ratio of boys to girls
Increase Bauer-Speck participation to 40%
Maintain all other schools above 50%

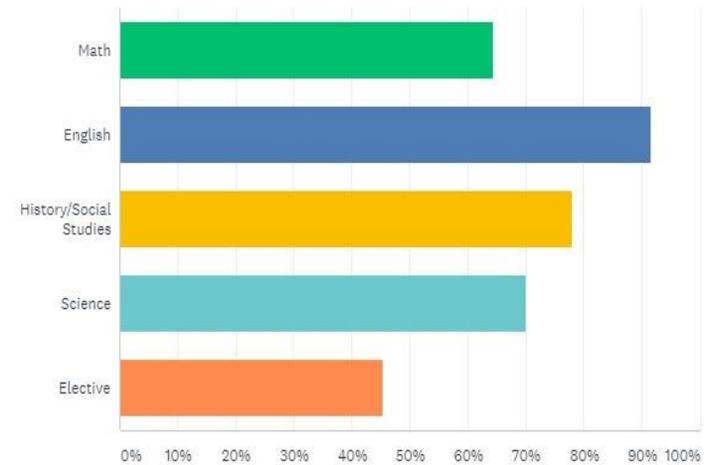
Middle School Athletics

Maintain 50/50 ratio of boys to girls
Increase Flamson Middle School to to 38%
Maintain Lewis Middle at 40%
School

Actual

I use technology on a regular basis within the following classrooms that apply)

Answered: 713 Skipped: 2



In 2018: There were 693 individual grade 3-5 students who participated in elementary athletics
43% were girls and 57% were boys
48.9% of the grade 3-5 students district-wide participated.

Participation by School:

Bauer Speck	12.8%
Brown	17.6%
King	18.1%
Butler	16.3%
Peterson	23%
Pifer	19.7%

Baseline

Elementary Athletics

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

47% were girls and 53% were boys

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

Bauer Speck 35%

Brown 52%

King 50%

Butler 51%

Peterson 56%

Pifer 59%

Middle School Athletics

There were 536 students who participated

50% were girls and 50% were boys

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

Flamson Middle School 34%

Lewis Middle School 40%

Expected



Metric/Indicator

Program and services developed and provided to students with exceptional needs, Priority 7, Metric 3, Action 1

17-18

Gate Certified Teachers will increase to 60% of the teachers in GATE cluster, classes, or honors courses

100% of the Advanced Placement Teachers will have receive AP training within the past three years.

Actual

All teachers teaching AP courses have been trained in the past 3 years. We increased our GATE cohort certification by an additional 22 teachers. Currently 80% of teachers teaching GATE clusters and honors classes are GATE certified or trained. 95% of AP teachers have received AP training in the past three years.

Expected

Baseline

Students in grades 2-10 who have been identified in as GATE have the opportunity to participate in GATE clusters, GATE classes, accelerated options, honors courses with teachers who are GATE certificated. Currently one teacher out of 34 teachers has GATE certification (3%).

Student in grades 10-12 in Advanced Placement course will be taught by teachers who have received AP training within the past three year.

Metric/Indicator

Broad course of study which includes subject areas described in Sections 51210 and 51220 (a)-(i), Action 2

17-18

Continue to provide visual arts, music and dance for all students in grades K-5. Keyboarding instruction provided for all third grade students. Add a VAPA wheel in grade 6 and in grades 7-12 options for indepth study of music, dance, drama and visual arts as evidenced in master schedules

Baseline

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

Metric/Indicator

Technology implementation, local measure, Action 4

17-18

Increase to 65% teachers who indicate that the typical student to computer ratio at school is two to one or one to one

Increase to 45% of teachers who indicate that the the perceived quality of internet speed is above average or excellent

Baseline

55% of teachers indicated that the typical student to computer ratio at school is two to one or one to one

34% of teacher indicated that the perceived quality of internet speed is above average or excellent

Actual

Continue to provide visual arts, music and dance for all students in grades K-5. Keyboarding instruction provided for all third grade students. Add a VAPA wheel in grade 6 and in grades 7-12 options for indepth study of music, dance, drama and visual arts as evidenced in master schedules. 100% of third grade students received keyboarding this past school year, 90% of students in 6th grade received either the technology wheel or VAPA wheel, as measured by master schedules and student schedule audits.

In the 2018-19 school year we implemented 1 to 1 devices at the High School, this is in addition to 1 to 1 at the middle schools (2017-18) and we implemented 1 to 1 for every fifth grade student. 100% of 5-12th grade teachers indicate students have a 1-1 computer ratio. Our internet quality remains at 45% of teachers who believe we have high quality internet speed.

Expected

Metric/Indicator

Percent of pupils passing AP exam with 3 or higher, Priority 4, Metric 6, Action 1

17-18

Increase the ratio of AP tests of 3 or higher to enrollment of grades 10-12 students to 25%

Increase the ratio of AP tests of 3 or higher to the total of AP tests taken to 72%

Baseline

Based on DataQuest for 2014-15 AP testing data, 304 AP received a score of 3 or higher. There were 1,394 students in grades 10-12 and thus a 22% rate of AP to grade 10-12 enrollment. In 2013-14 there were 284 AP test with 3 or more and 1433 students in grades 10-12 for a 20% rate.

Based on DataQuest for 2014-15, 304 AP tests received a score of 3 or higher out of 442 tests completed. This was a 69% passage rate. In 2013-14, 284 AP tests received a score of 3 or higher out of 434 tests. This was a 65% passage rate.

Actual

We increased the amount of test students attempted to 588, which is the highest ever at PRHS. Additionally, we maintained commensurate with the national passing rates. 2017 AP passing rates are listed below. The following percentages in passing are as follows:

AP Stats: 38%,
AP Biology: 73%
AP Chemistry: 2%
AP Environmental Science: 100%
AP Physics: 38%
AP Physics 2: 55%
AP Spanish Lit.: 91%
AP Calc AB: 70%
AP Calc BC: 92%
AP Studio Art: 100%
AP Gov: 33%
AP Econ: 49%
AP Euro: 35%
AP US HIS: 50%
AP Lit: 59%
AP Lang: 58%

Overall passing rate: maintained at 70%.

Metric/Indicator

School Connectiveness Priority 6, Metric 3, local measure, Action 1, 2, 3, 4, 5

17-18

Increase to 90% the 5th grade students who strongly agreed or agreed that they are proud to be part of my school

Increase to 65% of 6-8th grade students who strongly agreed or agreed that they feel connected to school

Increase to 65% of 9th-12th grade students who strongly agreed or agreed that they feel connected to school

On the LCAP survey 2018, 73% of all students feel connected at school. On the 2018, LCAP Survey, 84% of the 5th grade students strongly agreed (47%) or agreed (37%) that they are proud to be part of my school, which is a slight decrease.

On the 2018, LCAP Survey, 42% of 6-8th grade students strongly agreed (8%) or Agreed (34%) that they feel connected to school, with 37% being neutral. This is an area of focus at the middle school level.

On the 2018 LCAP Survey, 47% of 9th-12th grade students strongly agreed (12%) or agree(35%) that they feel connected to school, with 37% being neutral and 16% stating they are not connected to school.

Expected

Actual

Baseline

On the 2017 LCAP Survey, 86% of the 5th grade students strongly agreed (57%) or agreed (29%) that they are proud to be part of my school

On the 2017 LCAP Survey, 54% of 6-8th grade students strongly agreed (12%) or Agreed (42%) that they feel connected to school

On the 2017 LCAP Survey, 57% of 9th-12th grade students strongly agreed (14%) or agree(43%) that they feel connected to school

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
GATE Honors/AP Teacher on Special Assignment and GATE/Honors/AP support. Support (GATE testing, professional development, classroom materials, parent education, GATE events)	GATE Honors/AP Teacher on Special Assignment, only for 1 month due to reassignment and GATE/Honors/AP support. Support (GATE testing, professional development, classroom materials, parent education, GATE events)	Supplemental \$156,620	4000-4999: Books And Supplies Supplemental 32,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
VAPA support for K-5 including dance, art and music teachers, elementary keyboard, program expenses including supplies and field trips, VAPA support for 6-12 programs including music accompanists, program expenses, and field trips	VAPA support for K-5 including dance, art and music teachers, elementary keyboard, program expenses including supplies and field trips, VAPA support for 6-12 programs including music accompanists, program expenses, and field trips	Supplemental \$460,000	Supplemental 425,000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Elementary and middle school athletics (stipends and benefits, aquatics unit, and supplies)	Elementary and middle school athletics (stipends and benefits, aquatics unit, and supplies)	Supplemental \$195,091	Supplemental 142,000

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Technology implementation - 1:1 Device Initiative (devices, technology upgrades and training)	Technology implementation - 1:1 Device Initiative (devices, technology upgrades and training)	Supplemental \$258,700	Supplemental 258,000

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Two 5.5 hour technology paraeducators to support the 1:1 Device Initiative	Two 5.5 hour technology paraeducators to support the 1:1 Device Initiative	Supplemental \$57,820	Supplemental 43,000

Analysis

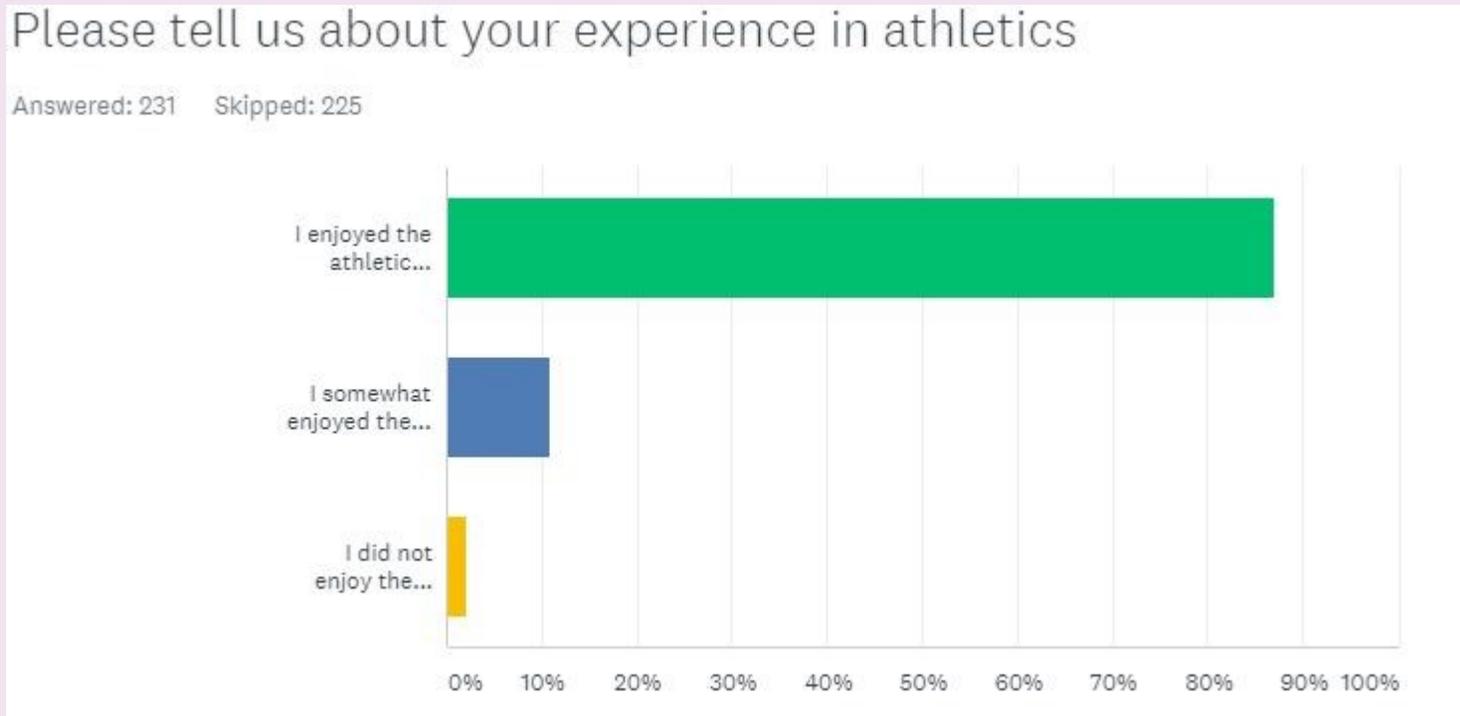
Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Actions and services to achieve this goal were implemented to increase to student access to technology, athletics, GATE programs and visual and performing arts. All actions and services were implemented with the exception of the GATE TOSA, whose duties were absorbed by other staff members.

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

There was a increase in student access to technology both at the 5th grade and High School levels. These increases were due to the additional devices on the campuses. Students and Parent continue to express their support, through the LCAP survey data, in the area of athletics.



Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences was only noticeable in position that was not filled (GATE TOSA).

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

In reflecting on this goal, we have strategically built in additional supports such as mentors, saftety measures, after sports busing to increase the accessibility of extracurricular sports and clubs to increase students' connectiveness and increase the overall feeling of a positive and safe school climate, which will be measured by the California Healthy Kids Survey.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

The LCAP Advisory Committee was composed of members from a broad range of stakeholder groups including eight students who represented diverse programs (leadership, English learner, CTE, and AVID), parents (elementary, middle and high school), DELAC president, certificated bargaining units, teachers at large, district and site program staff, classified staff and board members. The LCAP Advisory Committee met 6 times (9/18, 11/7, 1/22, 2/26, 4/23, and 5/14) to review LCAP requirements, state metrics and accountability system, LCAP surveys, and current and proposed LCAP services. The LCAP Advisory Committee also reviewed input from the LCAP Parent Meetings which took place on: 10/3, 12/7, 2/1.

9/18/17 - LCAP Essentials and New State Accountability Measures, LCAP and Local control funding formula (LCFF), Review of 2017-18 LCAP services and expenditures, process for developing the 2017-20 LCAP

11/7/17 - LCAP State Accountability Measures Update, 2017-18 LCAP Plan Services and Expenditure Review and Feedback

1/22/18- LCAP Revision of Goals based upon input

2/26/18 - Stakeholder Input Update, California Accountability Dashboard, Draft of 2018-19 LCAP Services, Review of LCAP Adoption Timeline, DELAC Input from February DELAC Meeting.

4/23/18 - Review of Stakeholder Input, California Accountability Dashboard -Survey Begins

5/14/18- Reivew of the Draft of the 2017-20 LCAP Services and Metrics, Input on 2017-20 LCAP Services

Parent Advisory and Parent Meetings: The LCAP Advisory Committee included representatives from site PTA/PTO, site English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC) and Booster and Parent Support organizations from the high school level. The LCAP Parent Advisory Committee provided input on the 4 goals of LCAP and on the recommended services. The LCAP Parent Advisory Committee included parents of English learners and low socioeconomic status and was comprised of a majority of parents.

LCAP Draft was presented at the February District English Learner Advisory Committee Meeting. DELAC meeting and was again addressed as part of the April LCAP meeting. The DELAC provide written comments regarding the District LCAP and did a formal presentation to the Board of Trustees at the June 12th Board meeting.

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

2018 LCAP Surveys were reviewed by the LCAP Advisory Committee where recommendations were made regarding question make-up, areas of questions and methods of obtaining a significant number of surveys. School sites made extensive efforts to obtain parent surveys and over 600 surveys were completed in English and Spanish. All 5th grade students were surveyed along with representative students from grades 6-12. All schools, grade levels and category of students were represented. District staff gave presentation to city staff, community service groups and retired citizens to explain the LCAP process and encourage participation in the Community LCAP survey. This year a management survey was added and a separate classified survey. In all, 11 different surveys were developed, distributed, tabulated and analyzed. The LCAP Advisory Committee along with program staff and site and district administration reviewed the survey for strengths, weaknesses and opportunities and to identify patterns and trends both within and among surveys. The LCAP surveys included:

K-12 Parent Survey (English and Spanish)

Grade 5, Grades 6-8, and Grades 9-12 Students Survey

PreK-5 and 6-12 Certificated Surveys

K-12 Classified Survey

Site/District Administrative Survey

Community Survey (English and Spanish)

Support from County Office of Education

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

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

Deputy Superintendent met with the president of the classified bargaining unit to review the proposed 2017-2020 LCAP services as well as the president of the teacher's union (PRPE).

The 2017 LCAP Advisory Committee was invited to attend the LCAP orientation workshop presented by the California Collaboration for Educational Equity (CCEE). Four members of the LCAP Committee were able to attend and the information was shared at the LCAP Advisory Committee

LCAP metrics shared with stakeholder groups

LCFF State Priorities Snapshot 2016-17 Reporting for district and all school sites

Three year attendance data

Student Enrollment Data
State Indicator - Suspension
State Indicator - Graduation Rate
State Indicator - English Learner Progress
State Indicator - Grades 3-8 English Language Arts and Mathematics Achievement
K-5 Students participating in VAPA
Data from the College and Career Indicator (based on 13-14 school year)
Survey data from selected LCAP survey questions identified as metrics for each goal

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

An information presentation on the draft LCAP was on June 12. A draft LCAP was posted on the website from June 12-June26. An executive summary of services and expenditures in English and Spanish was also posted. A public hearing was held at the June 26 Board meeting and the draft of the LCAP plan was presented.

Impact on LCAP and Annual Update

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

All stakeholder groups reviewed the LCAP's alignment to the District Guiding Principles including objectives for each district goal: Student Success and Student Achievement; Staff Recruitment and Professional Development for Student Success and Student Achievement; and Support Systems for Student Success and Student Achievement.

The LCAP services that support these goals and identified district initiatives include:

K-12 Intervention Specialists and counseling services for social emotional support

Positive Behavior Intervention and Supports (PBIS) to establish baseline behavior support at all grades levels

Enrichment Summer school for grades K-8

Targeted interventions services for students who are not reading on grade level or performing mathematics on grade level

College and career readiness support including AVID and a College and Career Center

GATE, Advanced Placement (AP), Visual and Performing Arts (VAPA) enhancement for students

The use of data to monitor student progress and provide intervention and support

Feedback from LCAP Advisory Committee, LCAP Parent Advisory Committee and DELAC lead to adding LCAP funding for elementary and middle school athletics and increasing funding for VAPA enhancement. These two areas were the top rated areas in

the Parent LCAP survey when asked "what services, programs, and supports have most benefited your child." In addition, the LCAP Advisory Committee recommended adding the district initiative for 1:1 devices to the LCAP as it provides access to technology for students who would not otherwise have technology access at home

The LCAP Advisory Committee recommended that we move from three goals to four goals by breaking apart the goal that stated: "PRJUSD will increase student success and achievement and close the achievement gap of pupil subgroups in core content areas and provide access to visual and performing arts (VAPA) and services for advanced learners (GATE, Honors, AP and Dual Enrollment)" to two individual goals

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

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

Breaking this goal into two allows for more specific metrics and outcomes to be applied to each goal

All stakeholder groups reviewed available state indicators including Graduation, Suspension, English Learner Progress and English language art (grades 3-8) and mathematics (grade 3-8). Committee reviewed services that lead to green level performances and areas where growth was positive.

Continue with services for differentiation and intervention including counselors, intervention specialists, intervention teachers and paraeducators and instructional materials for differentiated instruction

Continue supports for students and families of English Learners

Continue implementation of programs aligned to State Standards including coaching

Based on feedback additional funding was provided for after school tutoring and support

All stakeholder groups reviewed College and Career draft indicators and reviewed LCAP surveys from stakeholders

Every group indicated that more parent workshops and training's were needed and at an earlier grade level to help parents better understand options for college and career readiness

Parent Education was added beyond the PIQE courses to include parent workshops and training for college and career readiness beginning in middle school

Funding for this will come from the College and Career Readiness Grant

The DELAC Committee provided written comments identified the following areas

Survey teachers to find out what their professional development needs are in relations to EL students

Expand after school opportunities for students, especially programs such as ASES which has an academic enrichment focus

Create better systems and structures for linking school and community resources for both academic, emotional, and physical supports.

Investigate and develop ways to increase communication between parents and schools, parents and teachers, and the community and the schools to create more access to available programs and supports offered at school and in the community.

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

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

The Superintendent Student Advisory Committee reinforced the importance of guidance and counseling services, college and career center, and after school tutoring.

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

Parent workshops/training and engagement

Technology use

Enrichment/Extracurricular Opportunities

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

The LCAP Parent Advisory Committee provided written feedback on the LCAP draft of services including:

Questions regarding counseling, library services, GATE, accelerated mathematics program

Recommendation to modify the LCAP to include the new ELPAC English learner assessment

Recommendation to provide funding to provide for additional equipment and uniforms for elementary and middle school athletics

Recommendation to provide more parent information about PBIS and GATE

New language regarding ELPAC was added to the LCAP

Additional LCAP funding was added to elementary and middle school athletics

Parent workshops for PBIS and GATE were added to metrics and outcomes

Overall summary of stakeholder input:

PARENTS:

Increase connection to school site, increase school safety, keep elementary athletics, increase college and career support, increase bilingual staff and parent liaisons, increase wi-fi access, increase tutoring

TEACHERS:

Increase Music FTE, increase mental health counseling, increase EL services, increase SPED supports for teachers, increase HS discipline supports, increase supports in social emotional and intervention.

STUDENTS:

Increase EL supports, increase mental health and counseling supports, keep increasing technology, keep increasing college and career supports, increase field trips.

DATA:

Increase in connectivity, parent outreach and supports, increase in training and supports in social emotional and safety, academic supports for unduplicated students, mentors and strategic plan for multi-tiered system of supports for all school sites.

The 2018 LCAP Surveys were developed and reviewed by by the LCAP Advisory Committee. The surveys included questions regarding: school safety, connectiveness and climate; the quality of district and LCAP services, programs and supports; the availability of instructional materials; access and use of technology; professional development; parent input and engagement; school facilities; and the overall quality of education provided by Paso Robles Joint Unified School District. Staff provided the LCAP Advisory Committee with the results from all surveys and an analysis of patterns and trends within each survey and across the surveys.

The 11 LCAP surveys included:

K-12 Parent Survey (English and Spanish)

Grade 5, Grades 6-8, and Grades 9-12 Students Survey

PreK-5 and 6-12 Certificated Surveys

K-12 Classified Survey

Site/District Administrative Survey

Community Survey (English and Spanish)

The LCAP Surveys provided data for the annual update and allowed the LCAP Committee to review current services while developing the 2017-20 LCAP

Parent, staff and student surveys indicated that technology, VAPA, athletics, and GATE, Honors and AP programs significantly benefited students. LCAP funding for each of these programs was reviewed by the LCAP Committee and increased based on feedback from staff, DELAC and the LCAP Parent Advisory Committee

Parent surveys indicated the need to provide additional parent workshops/training's. In the 2017-20 LCAP, parent workshop participation is identified as a metric for parent involvement and engagement and parent workshops has been included for college and career readiness, PBIS, technology and GATE

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

Paso Robles Public Educator, the certificated union, provided written responses to the LCAP which included the following comments sent to the entire district:

Teachers please be present at the 6/12/18 PRJUSD School Board Meeting at 6 p.m. to speak about the benefit of these proposed additions and the future effects on our classrooms and schools.

We need to applaud and appreciate the commitment on the part of the district administration under the leadership of Superintendent Williams and Deputy Superintendent Gaviola to propose these augmentations to district education, safety and school climate through the LCAP process.

PRJUSD LCAP (Most Important additions/highlights)

Overall LCAP increase

2017-2018: \$4.016M ---> 2018-2019 \$5.730M

An increase of \$1.730M

2 SPED TOSAs (one currently in place for 6-12, additional one for K-5) \$175K

Late Bus for Tutoring, Extra Curricular and pilot detention programs \$250K

Mental Health Therapist K-12 \$89K

Mentors \$38K

Increase Bilingual Para-educators from 3 to 5 \$115K

Increase Bilingual Parent Liaison from 1 to 3 \$114K

EL/Newcomers TOSA for PRHS \$87K

Increase of one K-5 Music Teacher \$77K

Security Cameras \$150K

Safety Radios \$20K

School Resource Police Officer (SRO) shared with the city \$90K

Employee Recognition \$15K

Alternative Education Pathway (Community Day School Grades 4-10) \$200K

Dean of School Climate (Discipline) PRHS \$130K

Approximate total to address behavior/Discipline/Climate:

$\$89K + \$38K + \$150K + \$20K + \$90K + \$200K + \$130K = \$1.017M$

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities: PRJUSD Guiding Principles Goal #1

Identified Need:

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

Data regarding A-G completion for 2015-16 released in June indicated that 21% of 2015-16 graduates completed A-G requirements, 47% completed a CTE pathways and thus 56% meet the College and Career Readiness Indicator based on meeting either one or both of these measures.

71% of 9th - 12th grade students indicated in the 2017 LCAP survey that they have a college and/or career readiness plan (71% in 2016)

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

2017-18 data indicates that we have increased our A-G or CTE completers from 56% to 60%. 252/420 seniors are either pathway completers or A-G. Our strong partnership with our local Community College, a districtwide focus and celebration, increased counseling and CTE resources have contributed to this growth.

Monitor the progress of 9th grade students to increase the number of students who graduate from all high school programs. Based on semester 1 of the 2016-17 school year, 63.2% of 9th graders are on track to graduate. (35% of 9th grade students failed ELA and/or mathematics and 1.8% who passed ELA and mathematics failed two or more courses.) In 2018, this has improved to 83% of 9th grade student on track for graduation.

Graduation rate has also increased from 94.2% to 95% at Paso Robles High School, but there is still a need for improvement in the areas of students with disabilities and graduation rate.

Paso Robles High School continues to have a strong Career Technical Program with 13 pathways. The area of identified need is in the pathway completers. In 2017, we had less than 20% of students who started career technical pathways complete the three year course of study.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
College and Career Planning Have a College/Career Readiness Plan Have met with a Guidance Counselor, Priority 4 local metric, Action 4, 5, 6, 7, 8	71% of 9th - 12th grade students indicated in the 2017 LCAP survey that they have a college and/or career readiness plan (71% in 2016) 59% of the 9th -12th grade students indicated in the 2017 LCAP survey that that they have met with a guidance counselor to review their academic progress (58% in 2016)	80% of 9th - 12th grade students indicated in the 2017 LCAP survey that they have a college and/or career readiness plan 65% of the 9th -12th grade students indicated in the 2017 LCAP survey that that they have met with a guidance counselor to review their academic progress	85% of 9th - 12th grade students indicated in the 2017 LCAP survey that they have a college and/or career readiness plan 75% of the 9th -12th grade students indicated in the 2017 LCAP survey that that they have met with a guidance counselor to review their academic progress	90% of 9th - 12th grade students indicated in the 2017 LCAP survey that they have a college and/or career readiness plan 85% of the 9th -12th grade students indicated in the 2017 LCAP survey that that they have met with a guidance counselor to review their academic progress

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Graduation Rate Priority 5 Metric 5, Goal 1 Action 1,2,5, Goal 2 Action 12</p>	<p>High school graduation rate (based on 15-16 data) for all students was 93.7% and was rated green on the CA Dashboard. English Learner, socioeconomically disadvantage, Hispanic and white subgroups were all 91% or higher and rated blue or green on the CA Dashboard. Special Education subgroup was 70% and declined and was rated red.</p>	<p>Increase high school graduation rate for all students to 94% and maintain green performance level on the CA Dashboard. Maintain green/blue level for English Learner, socioeconomically disadvantage, Hispanic and white subgroups. Increase special education subgroup to 72%</p>	<p>Maintain high school graduation rate for all students to 94% and maintain green performance level on the CA Dashboard. Maintain green/blue level for English Learner, socioeconomically disadvantage, Hispanic and white subgroups. Increase special education subgroup to 74%</p>	<p>Maintain high school graduation rate for all students to 94% and maintain green performance level on the CA Dashboard. Maintain green/blue level for English Learner, socioeconomically disadvantage, Hispanic and white subgroups. Increase special education subgroup to 76%</p>
<p>Dual Enrollment Priority 5 Metric 5, Goal 1 Action 1,2,3, 7</p>	<p>High School Students will have access to 30 sections dual enrolled courses at Paso Robles High School.</p>	<p>Increase dual enrollment sections to 47 sections at Paso Robles High School, and total number to students to 500 students.</p>	<p>Increase dual enrollment sections to 60 sections at Paso Robles High School, and total number to students to 700 students.</p>	<p>Increase dual enrollment sections to 70 sections at Paso Robles High School, and total number to students to 800 students.</p>
<p>Community Service Priority 5, 6,</p>	<p>Less than 20 percent of Graduating Seniors having completed community service, directly connected to school courses or requirements.</p>	<p>Increase to 30 percent of seniors completing community service directly connected to school courses or requirements.</p>	<p>Increase to 40 percent of seniors completing community service directly connected to school courses or requirements.</p>	<p>Increase to 50 percent of seniors completing community service directly connected to school courses or requirements.</p>
<p>Career Planning, Mock Interview and Resume completion. Priority 5, 6</p>	<p>Less than 20 percent of Graduating Seniors having completed Mock Interview and Resume ,</p>	<p>Increase 30 percent of Graduating Seniors having completed Mock Interview and Resume ,</p>	<p>Increase 50 percent of Graduating Seniors having completed Mock Interview and Resume ,</p>	<p>Increase 60 percent of Graduating Seniors having completed Mock Interview and Resume ,</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	directly connected to school courses or requirements.	directly connected to school courses or requirements.	directly connected to school courses or requirements.	directly connected to school courses or requirements.
High School dropout rate, Priority 5, metric 4, Action 2,5	Based on DataQuest report using 2015-16 data the 9th-12th grade cohort dropout rate is 6.6%	Reduce the 9th-12th grade cohort dropout rate to 5.5%	Reduce the 9th-12th grade cohort dropout rate to 5%	Reduce the 9th-12th grade cohort dropout rate to 4.5%
Middle School dropout rate, Priority 5, metric 3, Action 1,4, 8	0% middle school dropout rate	Maintain 0% middle school dropout rate	Maintain 0% middle school dropout rate	Maintain 0% middle school dropout rate
Percent of students satisfying UC/CSU entrance requirements or CTE sequences, Priority 4, Metric 3, Action 4, 5, 6, 7, 8	Preliminary data for 2016-17 indicates that 56% of students have met A-G requirements or CTE sequences	Increase to 60% students having met A-G requirements or CTE sequences	Increase to 65% students having met A-G requirements or CTE sequences	Increase to 70% students having met A-G requirements or CTE sequences
Percent of 9th grade students on track to graduated (passed math and English) and no more than one F in any other class, Priority 4, local metric, Goal 1 Action 2, 4, 5, 7, Goal 2 Action 12	Based on semester 1 of the 2016-17 school year, 63.2% of 9th graders are on track to graduate. (35% of 9th grade students failed ELA and/or mathematics and 1.8% who passed ELA and mathematics failed two or more courses.)	75% of 9th grade students will have successfully passed English language arts and mathematics	80% of 9th grade students will have successfully passed English language arts and mathematics	85% of 9th grade students will have successfully passed English language arts and mathematics
Percentage of students in grades 9-12 who have obtained college credit through dual enrollment, concurrent enrollment and/or Advance Placement (AP) tests,	In 2015-16, 45% of grade 9-12 students had earned college credit through dual enrollment, concurrent enrollment and/or Advance Placement (AP) tests.	Increase percentage to 50% of grade 9-12 students who have earned college credit	Increase percentage to 55% of grade 9-12 students who have earned college credit	Increase percentage to 60% of grade 9-12 students who have earned college credit

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
local measure, priority 4, Action 5	There were 1,017 students obtaining college credit out of 2,265 9th -12th grade students.			
	I			

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Paso Robles High School, Lewis Middle School and Flamson Middle School.

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

2017-18 Actions/Services

College Trips and Expoloration

Select from New, Modified, or Unchanged for 2018-19

2018-19 Actions/Services

College Trips and Expoloration

Select from New, Modified, or Unchanged for 2019-20

2019-20 Actions/Services

College Trips and Expoloration

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	6,000	6,000	6,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
 Specific Schools: Paso Robles High School
 Specific Grade Spans: 9-12

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

2017-18 Actions/Services

Student Newspaper support

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Student Newspaper support

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

Student Newspaper support

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5,000	7,500	7,500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Paso Robles High School
Specific Grade Spans: 9-12

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Field Studies Collaborative Research and Access Trips

2018-19 Actions/Services

Field Studies Collaborative Research and Access Trips

2019-20 Actions/Services

Field Studies Collaborative Research and Access Trips

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	40,000	40,000	40,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount		25000	25000
Source		Supplemental	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		5000	5000
Source		Supplemental	Supplemental
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 4

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

Students to be Served:
 (Select from All, Students with Disabilities, or Specific Student Groups)
 [Add Students to be Served selection here]

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
 [Add Location(s) selection here]

OR

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

Students to be Served:
 (Select from English Learners, Foster Youth, and/or Low Income)
 English Learners
 Foster Youth
 Low Income

Scope of Services:
 (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))
 Schoolwide

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
 Specific Schools: Flamson Middle School and Lewis Middle School
 Specific Grade Spans: 6-8

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Provide additional 1.6 FTE counselor to middle schools to maintain 500:1 ratio

2018-19 Actions/Services

Provide additional 1.4 FTE counselor to middle schools to maintain 500:1 ratio

2019-20 Actions/Services

Provide additional 1.4 FTE counselor to middle schools to maintain 500:1 ratio

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$120,000	138,925	150,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
Specific Schools: Paso Robles High School
Specific Grade Spans: 9-12

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Add two additional counselors at PRHS to support academic and college and career counseling

2018-19 Actions/Services

Add two additional counselors at PRHS to support academic and college and career counseling

2019-20 Actions/Services

Add two additional counselors at PRHS to support academic and college and career counseling

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$113,733	132,603	215,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	112,000	114,500	117,000
Source	California Career Pathways Trust	California Career Pathways Trust	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Paso Robles High School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Provide College & Career Center at PRHS

2018-19 Actions/Services

Provide College & Career Center at PRHS

2019-20 Actions/Services

Provide College & Career Center at PRHS

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$6,000	\$6,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 7

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Foster Youth Low Income	Schoolwide	Specific Schools: Paso Robles High School, Lewis Middle School, Flamson Middle School Specific Grade Spans: 9-12
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

AVID program support (site AVID fees, staff training, college field trips and AVID tutors)

2018-19 Actions/Services

AVID program support (site AVID fees, staff training, college field trips and AVID tutors)

2019-20 Actions/Services

AVID program support (site AVID fees, staff training, college field trips and AVID tutors)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$56,000	65,000	\$65,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		35000	35000
Source		Supplemental	Supplemental
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount		15000	15000
Source		Supplemental	Supplemental
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 8

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Flamson Middle School,
Lewis Middle School, Paso Robles High
School
Specific Grade Spans: 6-8

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Grade 6-8 college, career and CTE interest inventories, career events and transportation to post-secondary exploratory events

2018-19 Actions/Services

Grade 6-8 college, career and CTE interest inventories, career events and transportation to post-secondary exploratory events

2019-20 Actions/Services

Grade 6-8 college, career and CTE interest inventories, career events and transportation to post-secondary exploratory events

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$5,000
Source	Other	Supplemental	Supplemental
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Action 9

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade Spans: Grades 6-8
[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

Provide parent education opportunities for literacy, mathematics, and college, career and community readiness: Parent University

Provide parent education opportunities for literacy, mathematics, and college, career and community readiness: Parent University

Provide parent education opportunities for literacy, mathematics, and college, career and community readiness: Parent University

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$35,000	\$30,000	\$30,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		10,000	10,000
Source		Supplemental	Supplemental
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 10

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
Specific Schools: PRHS, LHS, IHS, LMS
FMS, PRISC

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Modified Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Technology 1:1 Roll out and classified supports

Maintain Technology 1:1 Roll out and classified supports

Maintain Technology 1:1 Roll out and classified supports

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	258,000	30,000	30,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference		2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount		20,000	20,000
Source		Supplemental	Supplemental
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 2

PRJUSD will increase all student success and achievement and provide highly qualified teachers and supports aligned to California State Standards.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: PRJUSD Guiding Principals Goal 1

Identified Need:

Continue to support Kindergarten and 1st grade students in meeting District Objective of having all first graders on grade level in reading and mathematics

Map Data indicates that 52% of first grade students met MAP growth targets in reading and 62% met Map growth targets in mathematics

Kindergarten iRead end of year data - 64% at or above grade level and 27% just below grade level and 9% far below grade level

According to the MAP Assessment 36% of first graders are on grade level in reading and 37% in mathematics

Continue to support 4th and 5th grade students in meeting the District Objectives of having all 5th grade students ready academically for middle school

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

Continue to provide support for differentiated instruction for students in ELA and mathematics particularly students with disabilities and socioeconomically disadvantaged students.

Paso Robles received a yellow performance rate in English language arts (grades 3-8) (14.6 point below 3) and mathematics (grades 3-8) (34.2 points below 3)

Students with Disabilities was a red in English language arts, grades 3-8 (100.2 below 3) and a yellow in mathematics (111.8 below 3). Socioeconomically Disadvantaged students received a yellow performance rating in English Language Arts, grades 3-8 (45.1 points below 3) and in mathematics (59.8 points below 3)

Provide new curriculum and materials that are aligned to standards that support students with disabilities in meeting California state standards. The Special Education Curriculum Committee along with the 6th - 12th grade Special Education Teacher on Assignment (TOSA) have been working the Director of Special Education to select research based materials that support students with disabilities in meeting educational goals and scaffolding toward meeting Common Core State Standards. Students with Disabilities received a red performance rating in English language arts, grades 3-8 (100.2 below 3) and a yellow in mathematics (111.8 below 3).

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

Provide support for students in grade 9 to successfully complete English 1 and mathematics.

35% of 9th grade students failed ELA and/or mathematics, in 2017. 2018 data suggests that currently 17% of 9th grade students are NOT on track to graduate.

Support for new teachers to obtain clear credentials.

The district has three teachers on STIP, three intern teachers and 29 teachers with preliminary credential who are participating in the Teacher Induction Program (TIP). The district has three misassigned teachers.

Continue to support implementation of standards aligned core curriculum through instructional materials adoptions, course development and coaching.

86% of K-5 staff and 73% of 6-12 staff indicated that students have access to current textbooks, resources and instructional materials that support California State Standards

New standards-aligned English Language Arts textbooks were purchased for grades PreK-8 and a curriculum review was completed in grades 9-12 to select new standards aligned English Language Arts textbooks. Next year according to the state adoption calendar, history/social studies textbooks and instructional materials will be up for review

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

On the LCAP survey, 80% of K-5 teachers indicated that they have worked with the K-5 instructional coach and included attending professional development conducted by the coach, collaborating with a coach during a PLC, receiving a demonstration lesson, or receiving assistance on implementing a new curriculum or strategy

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

Expected Annual Measurable Outcomes

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>3) and a yellow in mathematics (111.8 below 3).</p> <p>Socioeconomically Disadvantaged students received a yellow performance rating in English Language Arts, grades 3-8 (45.1 points below 3) and in mathematics (59.8 points below 3)</p>	<p>In Students with Disabilities subgroup increase language arts score by 7 points to 93.2 points below 3 which will maintain a red performance rating and increase mathematics score by 15 points to 103.8 below points below 3 and results in a yellow level performance</p> <p>In Socioeconomically Disadvantaged subgroup increase language arts score by 15 points to 30.1 below 3 which will maintain a yellow performance rating and increase mathematics scores by 15 points to 44.8 below 3 to maintain a yellow performance level.</p>	<p>In Students with Disabilities subgroup increase language arts score by 15 points to 78.2 points below 3 which will result in a yellow performance rating and increase mathematics score by 15 points to 88.8 below points below 3 and results in maintaining a yellow level performance</p> <p>In Socioeconomically Disadvantaged subgroup increase language arts score by 15 points to 15.1 below 3 which will maintain a yellow performance rating and increase mathematics scores by 15 points to 29.8 below 3 to maintain a yellow performance level.</p>	<p>In Students with Disabilities subgroup increase language arts score by 15 points to 63.2 points below 3 which will result in maintaining a yellow performance rating and increase mathematics score by 15 points to 73.8 below points below 3 and results in maintaining a yellow level performance</p> <p>In Socioeconomically Disadvantaged subgroup increase language arts score by 15.1 points to 15 below 3 which will be a green performance rating and increase mathematics scores by 15 points to 14.8 below 3 which will be a green performance level.</p>
Academic Performance Index, Priority 4, Metric 2, Action 4, 5, 6, 7, 8, 9, 10, 11,12	There is currently no state measure for the Academic Performance Index	Meet state expectation for the API	Meet state expectation for the API	Meet state expectation for the API
Percent of English learner pupils making progress toward	English Learner Progress state indicator. District was rated green	Maintain green status on English Learner	Maintain green status on English Learner	Maintain green status on English Learner

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
proficiency as measured by CELDT/ELPAC, Priority 4, Metric 4, Actions 4, 6, 7, 10, 11, 12, 13, 14, 15	with 70.8% status. English Learner Progress used CELDT as indicator	Progress state indicator with 72.3% status	Progress state indicator with 73.8% status	Progress state indicator with 75% status
English learner reclassification rate, Priority 4, Metric 5, Action 6, 7, 10, 11, 12, 13, 14, 15	Baseline data for 2015-16 is 21.3% which is significantly higher than the state level.	Maintain reclassification level of 21.3%	Maintain reclassification level of 21.3%	Maintain reclassification level of 21.3%
Program and services developed and provided to unduplicated pupils, Priority 7, Metric 2, Action 4, 6, 9, 11, 13, 14, 15	Student schedules in grades 6-12 indicate that unduplicated students participate in all core areas while still receiving support in either ELD or remedial assistance in mathematics or English language arts	Review random samples of schedules for K-12 EL student schedules to determine that 100% of the students are receiving ELD instruction and access to the core curriculum. Review random sample of schedules for socioeconomically disadvantage or foster youth to determine that they have access to the core curriculum	Review random samples of schedules for K-12 EL student schedules to determine that 100% of the students are receiving ELD instruction and access to the core curriculum Review random sample of schedules for socioeconomically disadvantage or foster youth to determine that they have access to the core curriculum	Review random samples of schedules for K-12 EL student schedules to determine that 100% of the students are receiving ELD instruction and access to the core curriculum Review random sample of schedules for socioeconomically disadvantage or foster youth to determine that they have access to the core curriculum
Program and services developed and provided to students with exceptional needs, Priority 7, Metric 3,	Wonderworks provided to all Learning Centers for English Language Arts support for K-5 special education students. Co-teaching classes implemented in ELA,	Implement VMath in all Learning Centers for mathematics support for K-5 special education students. Implement financial literacy course as a third year mathematics option	Continue co-teaching in grades 6-12 Review history social studies adopted materials to identify supports for students with disabilities. Provide specialized training for	Continue co-teaching in grades 6-12 Review science adopted materials to identify supports for students with disabilities. Provide specialized training for teachers of students

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	math, science and social studies in grades 9-12 and as a pilot in grades 6-8	<p>in grades 9-12 for special education students</p> <p>Implement Transmath in grades 6-12</p> <p>Continue co-teaching in grades 9-12 and Expand co-teaching in grades 6-8 in English language arts and mathematics</p>	teachers of students with disabilities to use supports.	with disabilities to use supports.
Prepared for College and Career - State Indicator , Priority 4 Metric 7, Action 7, 8, 10, 12	Prepared for College and Career - 38.6% (Using CST Data)	Prepared for College and Career - (with new CAASP Assessment) - 40%	Prepared for College and Career - (with new CAASP Assessment) - 50%	Prepared for College and Career - (with new CAASP Assessment) - 60%
Every exiting 1st graders will be a reader and mathematician as evidenced by assessment data, Priority 4, local measure, Action 1, 2, 3, 5, 9, 11	<p>Map Data indicates that 52% of first grade students met MAP growth targets in reading and 62% met Map growth targets in mathematics</p> <p>Kindergarten iRead 64% at or above grade level 27% just below grade level 9% far below grade level</p> <p>According to the MAP Assessment 36% of first</p>	<p>Increase the percentage of first grade students meeting MAP growth targets to 65% in reading and 70% in mathematics</p> <p>First grade iRead Data 80% at or above grade level</p> <p>First Grade MAP assessment increase to 60% of first graders on grade level in reading and mathematics</p>	<p>Increase the percentage of first grade students meeting MAP growth targets to 75% in reading and 75% in mathematics</p> <p>First grade iRead Data 85% at or above grade level</p> <p>First Grade MAP assessment increase to 75% of first graders on grade level in reading and mathematics</p>	<p>Increase the percentage of first grade students meeting MAP growth targets to 80% in reading and 80% in mathematics</p> <p>First grade iRead Data 90% at or above grade level</p> <p>First Grade MAP assessment increase to 85% of first graders on grade level in reading and mathematics</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	graders are on grade level in reading and 37% in mathematics			

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade Spans: Grade K

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

All-day kindergarten @ all elementary sites. 6 hour paraeducators for each kindergarten classroom

2018-19 Actions/Services

All-day kindergarten @ all elementary sites. 6 hour paraeducators for each kindergarten classroom

2019-20 Actions/Services

All-day kindergarten @ all elementary sites. 6 hour paraeducators for each kindergarten classroom

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$535,000	\$478,742	\$478,742
Source	Supplemental	Supplemental	Supplemental
Budget Reference		2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount		128,969	128,969
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade Spans: Transitional Kindergarten

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

TK for early admission students (students who will be 5 between Dec 2nd and January 31st will be allowed to enroll August 20th and thus receive a full year of TK prior to K enrollment)

2018-19 Actions/Services

TK for early admission students (students who will be 5 between Dec 2nd and January 31st will be allowed to enroll August 20th and thus receive a full year of TK prior to K enrollment)

2019-20 Actions/Services

TK for early admission students (students who will be 5 between Dec 2nd and January 31st will be allowed to enroll August 20th and thus receive a full year of TK prior to K enrollment)

Budgeted Expenditures

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

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade Spans: Grades 1-2

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

2017-18 Actions/Services

Support for primary classes and differentiated instruction through paraeducators

Select from New, Modified, or Unchanged for 2018-19

2018-19 Actions/Services

Support for primary classes and differentiated instruction through paraeducators

Select from New, Modified, or Unchanged for 2019-20

2019-20 Actions/Services

Support for primary classes and differentiated instruction through paraeducators

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$178,000	\$120,075	\$129,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference		2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount		\$41,070	\$41,070
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 4

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups) **Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income) **Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) **Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Support for New Teachers and credentialing process	Support for New Teachers and credentialing process	Support for New Teachers and credentialing process

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	30,000	35,000	35,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Strategic support of gradesTK-5 mathematics through ST Math

2018-19 Actions/Services

Strategic Supports for classrooms including intervention materials, assessment materials, student access to supplemental materials.

2019-20 Actions/Services

Strategic Supports for classrooms including intervention materials, assessment materials, student access to supplemental materials.

Including: Transmath, stemsscopes, SpringBoard, Read 180, Ready Common Core, Mystery Science, Sondag Early Literacy, STAR Math/Reading/Assessment, Illuminate, NWEA, AVANT, Imagine Learning and SLCOE ETC Portal.

Including: Transmath, stemsscopes, SpringBoard, Read 180, Ready Common Core, Mystery Science, Sondag Early Literacy, STAR Math/Reading/Assessment, Illuminate, NWEA, AVANT, Imagine Learning and SLCOE ETC Portal.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$24,000	335,516	335,516
Source	Lottery	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: 5 FTE at Pifer, Brown, Butler, King
1.0 FTE at Bauer-Speck and Peterson

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Intervention support for grade 4-5 in reading and K-5 designated ELD (3 FTE)
Addition K-5 intervention support for two elementary schools (VP, BS) (1FTE)

2018-19 Actions/Services

Intervention support for grade 4-5 in reading and K-5 designated ELD (3 FTE)
Addition K-5 intervention support for two elementary schools (VP, BS) (1FTE)

2019-20 Actions/Services

Intervention support for grade 4-5 in reading and K-5 designated ELD (3 FTE)
Addition K-5 intervention support for two elementary schools (VP, BS) (1FTE)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$350,000	359,380	359,380
Source	Supplemental	Supplemental	Supplemental
Budget Reference		2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount		82,825	82,825
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 7

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: .Flamson Middle School and Lewis Middle School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Certificated support for strategic ELA and mathematics for grades 6-8 (1.6 FTE)

2018-19 Actions/Services

Certificated support for strategic ELA and mathematics for grades 6-8 (1.6 FTE)

2019-20 Actions/Services

Certificated support for strategic ELA and mathematics for grades 6-8 (1.6 FTE)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$107,000	\$134,166	\$139,354
Source	Supplemental	Supplemental	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		20,449	20,449
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 8

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Paso Robles High School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$90,000	75,599	75,599
Source	Supplemental	Supplemental	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		30,000	30,000
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 9

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Expand library services hours to before and after school by increasing all library media techs to 8 hours (.25 FTE at 10 sites)

2018-19 Actions/Services

Expand library services hours to before and after school by increasing all library media techs to 8 hours (.25 FTE at 10 sites)

2019-20 Actions/Services

Expand library services hours to before and after school by increasing all library media techs to 8 hours (.25 FTE at 10 sites)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$106,000	\$128,102	\$130,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference		2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Action 10

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Paso Robles High School, Lewis Middle School, and Flamson Middle School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

After school tutoring and grades 9-12 provide after school support with designated tutoring center

2018-19 Actions/Services

After school tutoring and grades 9-12 provide after school support with designated tutoring center

2019-20 Actions/Services

After school tutoring and grades 9-12 provide after school support with designated tutoring center

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$32,000	\$32,700	\$33,425
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 11

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade Spans: TK-8

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

PreK-8 Core/Enrichment Summer School, and before/after school tutoring

2018-19 Actions/Services

PreK-8 Core/Enrichment Summer School, and before/after school tutoring

2019-20 Actions/Services

PreK-8 Core/Enrichment Summer School, and before/after school tutoring

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$56,555	48,719	48,719
Source	Supplemental	Supplemental	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount		11,500	11,500
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 12

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade Spans: Grades 6-8

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Grade 9-12 Summer School

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Grade 9-12 Summer School

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

Grade 9-12 Summer School

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$55,702	40,000	40,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		7100	7100
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		2900	2900
Source		Supplemental	Supplemental
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 13

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

Students to be Served:
 (Select from All, Students with Disabilities, or Specific Student Groups)
 All

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
 All Schools
 Specific Grade Spans: 6-8

OR

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

Students to be Served:
 (Select from English Learners, Foster Youth, and/or Low Income)
 [Add Students to be Served selection here]

Scope of Services:
 (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))
 [Add Scope of Services selection here]

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
 [Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action		
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

NGSS support and training materials	NGSS support and training materials	NGSS support and training materials
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		5,000	5,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		5,000	5,000
Source		Supplemental	Supplemental
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 14

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Foster Youth Low Income	LEA-wide	Specific Schools: Winifred Pifer, Bauer Speck, Virginia Peterson, Georgia Brown Specific Grade Spans: Transitional Kindergarten
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	TK paraeducators	.TK paraeducators

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		52,465	52,465
Source	Supplemental	Supplemental	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		7,100	7,100
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 3

PRJUSD will provide additional services and supports to ensure social emotional and academic growth for English Learners, Homeless, Low Income, Foster and Students with Disabilities.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)

Local Priorities: PRJUSD Guiding Principles Goals 1 and 2

Identified Need:

Increased services and access for unduplicated students in the area of social emotional, academic and parental supports will assist students achieve.

Special Education students are indicated through the CA Dashboard as an area of focus as they in red status in the following areas: graduation rate, ELA and Math performance.

English Language Learners continue to achieve at a lower rate than English speaking peers, which is evidenced in MAP growth, CAASPP ELA and Math performance, and graduation rate.

Foster Youth and homeless students have higher incidents of suspensions and higher rates of absenteeism. Additionally, they are not performing commensurate to their peers in CAASPP and graduation rates.

Unduplicated Parent\ representatives indicate a need for additional busing after school, mental health services and increased community outreach.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Implementation of the academic content and performance standards adopted by SBE, Priority 2, Metric 1, Action 1, 2, 3, 4, 6, 7, 8</p> <p>Broad course of study which includes subject areas described in Sections 51210 and 51220. Priority 7, Metric 1, Action 1, 2, 3, 4, 6, 7, 8</p>	<p>Based on the State Standard Implementation Reflection tool recommended for local indicator 2, these are the projected implementation phases for each content area:</p> <p>ELA K-8 Phase 4, 9-12 Phase 3 Mathematics K-12 Phase 4 Social Studies K-12 Phase 1 Science K-2 Phase 1 3-8 - Phase 2, 9-12 Phase 3 VAPA K-12 Phase 4 Physical Education K-12 Phase 3 CTE - Phase 4 World Languages - Phase 4 Health - Phase 4</p>	<p>Complete the State Implementation Reflection tool with representative groups regarding Academic Content Standards and a Broad Course of Study and present to the Board of Trustees in a regular session by December 1st with established District Metrics for each year</p>	<p>Complete the State Implementation Reflection tool with representative groups regarding Academic Content Standards and a Broad Course of Study and present to the Board of Trustees in a regular session by December 1st with established District Metrics for each year</p>	<p>Complete the State Implementation Reflection tool with representative groups regarding Academic Content Standards and a Broad Course of Study and present to the Board of Trustees in a regular session by December 1st with established District Metrics for each year</p>
<p>Programs and services which enable English learners to access the CCSS and ELD standards to gain academic content knowledge and English</p>	<p>Implemented Imagine Learning for Newcomer Students and English 3D for designated ELD in grade 4-12</p>	<p>Provide professional development to K-2 teachers to effectively use Wonders ELD for designated ELD</p>	<p>Implement articulated ELD program for grades K-3 for the Dual Immersion Magnet</p> <p>Provide professional development for grade</p>	<p>Provide GLAD training to the DI Magnet according the Dual Immersion Master Plan</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
language proficiency, Priority 2, Metric 2, Action 2, 3, 4		<p>Determine articulated ELD program for grades K-3 for the Dual Immersion Magnet</p> <p>Provide GLAD training to the DI Magnet according the Dual Immersion Master Plan</p> <p>English Learner Progress state indicator, 72.3% status</p>	<p>3-5 teachers to effectively use Wonders for integrated ELD</p> <p>Provide GLAD training to the DI Magnet according the Dual Immersion Master Plan</p> <p>English Learner Progress state indicator, 73.8% status</p>	English Learner Progress state indicator, 75% status
Programs and services developed and provided to unduplicated pupils, Priority 7, Metric 2, Goal 3 Action 2, 3, 4	Implemented Read 180U, iRead, STMath and MAP Assessments to provide additional support for differentiation and to monitor progress of unduplicated students	<p>Close the Achievement GAP, See Goal 2 Student Achievement, Priority 4, Metric 1 for socioeconomically disadvantaged students</p> <p>English Learner Progress state indicator, 72.3% status</p>	<p>Close the Achievement GAP, See Goal 2 Student Achievement, Priority 4, Metric 1 for socioeconomically disadvantaged students</p> <p>English Learner Progress state indicator, 73.8% status</p>	<p>Close the Achievement GAP, See Goal 2 Student Achievement, Priority 4, Metric 1 for socioeconomically disadvantaged students</p> <p>English Learner Progress state indicator, 75% status</p>
Programs and services developed and provided to pupils with exceptional needs, Priority 7, Metric 3, Action 1	See Goal 2 for metric	See Goal 2 for metric	See Goal 2 for metric	See Goal 2 for metric
Student Achievement, Priority 4, Metric 1, Action 1, 2, 3, 4, 6,	See Goal 2 for metric	See Goal 2 for metric	See Goal 2 for metric	See Goal 2 for metric

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Lewis Middle School and Flamson Middle
Specific Grade Spans: 6-8

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

English Language Intervention

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

English Language Intervention

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

English Language Intervention

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	68,000	54,034	54,034
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount		12,968	12,968
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

English Learner Materials and Supplies

2018-19 Actions/Services

English Learner Materials and Supplies

2019-20 Actions/Services

English Learner Materials and Supplies

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	17,000	17,000	17,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade Spans: TK-5

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Parent Institute for Quality Education (PIQE)

2018-19 Actions/Services

Parent Institute for Quality Education (PIQE)

2019-20 Actions/Services

Parent Institute for Quality Education (PIQE)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	20,000	20,000	20,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Wi-fi Access at home

Wi-fi Access at home

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		18,000	18,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

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

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Middle Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Tutoring for Middle School

2018-19 Actions/Services

Tutoring for Middle School

2019-20 Actions/Services

Tutoring for Middle School

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	15,000	15,000	15,000
Source	Other	Supplemental	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount		4000	4000
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade Spans: Grades 9-12

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

New textbook adoption in alignment with state instructional materials adoption (9-12 ELA) (7 year payment plan @ \$50,000 per year)

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

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

Action 7

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

TOSA for 6-12 Special Education Teachers: Instructional supports

2018-19 Actions/Services

TOSA for TK-12 Special Education Teachers: Instructional supports

2019-20 Actions/Services

TOSA for TK-12 Special Education Teachers: Instructional supports

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	87,000	83,003	83,003
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount		21,000	21,000
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 8

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

CELDT/ELPAC Testing Team

2018-19 Actions/Services

CELDT/ELPAC Testing Team

2019-20 Actions/Services

CELDT/ELPAC Testing Team

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	25,000	15,000	15,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount		10,000	10,000
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 9

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

1 Parent liaison to support the English learner students and their families

2018-19 Actions/Services

3 Parent liaison to support the English learner students and their families

2019-20 Actions/Services

3 Parent liaison to support the English learner students and their families

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	41,000	138,000	138,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		28,870	28,870
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 10

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

2017-18 Actions/Services

ELL Services Coordinator to support English learner students and their families

Select from New, Modified, or Unchanged for 2018-19

2018-19 Actions/Services

ELL Services Coordinator to support English learner students and their families

Select from New, Modified, or Unchanged for 2019-20

2019-20 Actions/Services

ELL Services Coordinator to support English learner students and their families

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	28,000	31,000	33,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 11

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

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p> <p>[Add Students to be Served selection here]</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>[Add Location(s) selection here]</p>
--	---

OR

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

<p>Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)</p> <p>Foster Youth Low Income</p>	<p>Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p> <p>Limited to Unduplicated Student Group(s)</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>All Schools</p>
---	--	--

Actions/Services

<p>Select from New, Modified, or Unchanged for 2017-18</p> <p></p>	<p>Select from New, Modified, or Unchanged for 2018-19</p> <p>New Action</p>	<p>Select from New, Modified, or Unchanged for 2019-20</p> <p>New Action</p>
<p>2017-18 Actions/Services</p> <p></p>	<p>2018-19 Actions/Services</p> <p>Basic supplies and needs for low income, homeless and foster</p>	<p>2019-20 Actions/Services</p> <p>Basic supplies and needs for low income, homeless and foster</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		14,000	14,000
Source		Supplemental	Supplemental
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 12

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

New Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

Reduced Counselor Ratio at Alternative Education HS

2019-20 Actions/Services

Reduced Counselor Ratio at Alternative Education HS

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		68,940	68,940
Source		Supplemental	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 13

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Paso Robles HS, Liberty HS, and Alt. Ed Pathway

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

New Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

Mental Health Therapist

2019-20 Actions/Services

Mental Health Therapist

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		89,000	97,000
Source		Supplemental	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		23,000	23,000
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 14

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
Foster Youth
Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Community Wellness Facility Planning

Community Wellness Facility Planning

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		25,000	50,000
Source		Supplemental	Supplemental
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 15

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Bilingual Paraeducators

2018-19 Actions/Services

Bilingual Paraeducators

2019-20 Actions/Services

Bilingual Paraeducators

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	58,000	91,787	91,787
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount		38,809	38,809
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 16

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

New Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Mentor Program and staff

Mentor Program and staff

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		40,000	40,000
Source		Supplemental	Supplemental
Budget Reference		2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount		8,000	8,000
Source		Supplemental	Supplemental
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 17

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Foster Youth
Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

Youth and Action/Girl Circle Support Groups

2019-20 Actions/Services

Youth and Action/Girl Circle Support Groups

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		12,000	12,000
Source		Supplemental	Supplemental
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 18

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

New Action

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

English Learner Welcome Center

2019-20 Actions/Services

English Learner Welcome Center

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		5,000	5,000
Source		Supplemental	Supplemental
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 19

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: High School
Specific Grade Spans: 9-12

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

New Action

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

Late Bus for athletics and tutoring

2019-20 Actions/Services

Late bus for athletics and tutoring

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		250,000	250,000
Source		Supplemental	Supplemental
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 4

PRJUSD will provide opportunities that support a culture of belonging and positive climate for our students, families and staff.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Local Priorities: District Guiding Principles

Identified Need:

Develop and promote parent participation through parent workshops/trainings.

On the 2017 LCAP survey, 9% of parents indicated that they have attend a parent workshop/training. The LCAP Parent Advsiory Committee, DELAC and the LCAP Advisory Committee recommended parent outreach and education in a variety of areas including college and career readiness, PBIS, technology use, meeting the needs of exceptional children, and supporting children's academic and social emotional progress. Continue support for the implementation of PBIS. Six schools applied for Bronze level status in PBIS and four schools applied for silver level status. Both the LCAP Parent Advisory Committee and the DELAC indicated that PBIS was a positive benefit and both groups recommended continuing the program and providing parents with more information regarding its use.

Current data on elementary athletics in 2018 the following growth and opportunities:

There were 846 individual grade 3-5 students who participated in elementary athletics- this is an increase from 747 in 2017. 45% were girls and 54% were boys- this is a slight decrease in female students participating compared to 2017 (47%)

52% of the grade 3-5 students district-wide participated in 2018.

Participation by School:

Bauer Speck 48%

Brown	50%
King	52%
Butler	58%
Peterson	46%
Pifer	61%

Middle School Athletics

There were 836 students who participated
 54% were girls and 45% were boys
 49% of the grade 6-8 participated in middle school athletics
 Flamson Middle School 41%
 Lewis Middle School 59%

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

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

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

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

There were 747 individual grade 3-5 students who participated in elementary athletics
 47% were girls and 53% were boys

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

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

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

There were 536 students who participated
 50% were girls and 50% were boys
 37% of the grade 6-8 participated in middle school athletics

Flamson Middle School 34%
 Lewis Middle School 40%

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Efforts to promote parental participation in programs for pupils with exceptional needs, Priority 3, Metric 2 and 3, Action 1 and 4</p>	<p>A GATE Parent Advisory was established</p> <p>PLATA - An parent outreach team formed from English Learner parent who attend the PIQE Leadership training was formed in the Spring of 2017. PLATA provided a workshop on the important of summer learning and presented it at site ELAC meetings</p> <p>Special Education Advisory was established</p> <p>Every 6-8 student was provided with a Chromebook as part of the 1-1 District Initiative. A planned expansion of the the 1-1 Initiative for</p>	<p>GATE Parent Advisory will provide a minimum of two parent workshop/trainings on meeting the needs of GATE students. A needs assessment will be conducted to determine additional topics based on parent interest.</p> <p>DELAC and/or PLATA will work with the English Language Coordinator to determine parent workshops/training that would be valuable to parents of English learners. At least two workshops will be provided in 2017-18. Develop an orientation training/outreach for new English Learner families to the district</p>	<p>Provide Orientation to parents of newly identified GATE students. Provide a minimum of 2 other parent workshop/training based on identified need.</p> <p>Provide orientation to families of English learners new to the district and provide a minimum of 2 other parent workshop/training based on identified need.</p> <p>Provide a minimum of two parent workshop/trainings on meeting the needs of students with disabilities. Develop an orientation training for parents of newly identified students with</p>	<p>Provide Orientation to parents of newly identified GATE students. Provide a minimum of 2 other parent workshop/training based on identified need.</p> <p>Provide orientation to families of English learners new to the district and provide a minimum of 2 other parent workshop/training based on identified need.</p> <p>Provide an orientation training for parents of newly identified students with disabilities or new to the district and a minimum of 2 other parent workshop/training based on identified need.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>grades 9-12 is planned for 2017-18</p> <p>9% of parents on the LCAP survey indicated that they attended a parent workshop/training</p>	<p>Include parents on the Special Education Advisory Committee and determine parent workshops/training that would be valuable to parents of students with disabilities.</p> <p>Provided district outreach to foster and homeless families to determine the services that would best service homeless and foster youth including how to support parental/guardian participation</p> <p>Identify parent workshop/training that support the student uses of Chromebooks. Provide at least two workshops for parents in grades 6-12.</p> <p>15% of parents on the LCAP survey will indicate that they have attended a parent workshop/training</p>	<p>disabilities or new to the district</p> <p>Implement services that would best support parents/guardians of homeless and foster youth to participate in school events and activities.</p> <p>Provide an orientation to Chromebook use for parents of 6th grade students or students new to the district and provide a minimum of 2 other parent workshop/training based on identified need</p> <p>25% of parents on the LCAP survey will indicate that they have attended a parent workshop/training</p>	<p>Implement services that would best support parents/guardians of homeless and foster youth to participate in school events and activities.</p> <p>50% of parents on the LCAP survey will indicate that they have attended a parent workshop/training</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance Attendance rates (ADA), Priority 5, Metric 1, Action 1,2,3	Current ADA is 95.44% for year to day (May 2017)	Increase ADA to 96%	Maintain ADA at 96	Maintain ADA at 96
Efforts to promote parent participation in programs for unduplicated pupils, Priority 3, metric 2, Action 9	On the 2016-17 LCAP stakeholder surveys, 9% of parents indicated that they attended a workshop or training provided by the district or school site	Increase to 20% the parents who indicate on the LCAP survey that they attended a workshop or training provided by the district or school site (disaggregated by parents of EL and social economic disadvantaged students) including college readiness workshops	Increase to 25% the parents who indicate on the LCAP survey that they attended a workshop or training provided by the district or school site (disaggregated by parents of EL and social economic disadvantaged students) including college readiness workshops	Increase to 30% the parents who indicate on the LCAP survey that they attended a workshop or training provided by the district or school site (disaggregated by parents of EL and social economic disadvantaged students) including college readiness workshops
Implementation of PBIS districtwide, local measure for priority 5 and 6, Action 10	Six school sites were award a bronze metal for PBIS implementation and fours school sites received a silver metal	Increase the number of school receiving a silver metal or above to 7 with all remaining schools receiving a bronze	All schools at silver metal status or above	Four schools at gold metal status and the remaining schools at silver leve
Pupil Outcomes in subject areas described in Sections 51210 and 51220, Priority 8, metric 1, Action 3	Elementary Athletics There were 747 individual grade 3-5 students who participated in elementary athletics 47% were girls and 53% were boys 51% of the grade 3-5 students district-wide	Elementary Athletics Increase overall participants to 775 Maintain 50/50 ratio of boys to girls Increase Bauer-Speck participation to 40% Maintain all other schools above 50%	Elementary Athletics Increase overall participants to 800 Maintain 50/50 ratio of boys to girls Increase Bauer-Speck participation to 45% Maintain all other schools above 50%	Elementary Athletics Increase overall participants to 825 Maintain 50/50 ratio of boys to girls Increase Bauer-Speck participation to 50% Maintain all other schools above 50%
		Middle School Athletics	Middle School Athletics	Middle School Athletics

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20												
	<p>participated. Participation by School:</p> <table border="0"> <tr> <td>Bauer Speck</td> <td>35%</td> </tr> <tr> <td>Brown</td> <td>52%</td> </tr> <tr> <td>King</td> <td>50%</td> </tr> <tr> <td>Butler</td> <td>51%</td> </tr> <tr> <td>Peterson</td> <td>56%</td> </tr> <tr> <td>Pifer</td> <td>59%</td> </tr> </table> <p>Middle School Athletics There were 536 students who participated 50% were girls and 50% were boys 37% of the grade 6-8 participated in middle school athletics Flamson Middle School 34% Lewis Middle School 40%</p>	Bauer Speck	35%	Brown	52%	King	50%	Butler	51%	Peterson	56%	Pifer	59%	<p>Maintain 50/50 ratio of boys to girls Increase Flamson Middle School to to 38% Maintain Lewis Middle at 40% School</p>	<p>Maintain 50/50 ratio of boys to girls Increase Flamson Middle School to 40% Maintain Lewis Middle at 40% School</p>	<p>Maintain 50/50 ratio of boys to girls Maintain Flamson Middle School and Lewis Middle School at 40%</p>
Bauer Speck	35%															
Brown	52%															
King	50%															
Butler	51%															
Peterson	56%															
Pifer	59%															
<p>Program and services developed and provided to students with exceptional needs, Priority 7, Metric 3, Action 1</p>	<p>Students in grades 2-10 who have been identified in as GATE have the opportunity to participate in GATE clusters, GATE classes, accelerated options, honors courses with teachers who are GATE certificated. Currently one teacher out of 34 teachers has GATE certification (3%).</p>	<p>Gate Certified Teachers will increase to 60% of the teachers in GATE cluster, classes, or honors courses</p> <p>100% of the Advanced Placement Teachers will have receive AP training within the past three years.</p>	<p>Gate Certified Teachers will increase to 85% of the teachers in GATE cluster, classes, or honors courses</p> <p>100% of the Advanced Placement Teachers will have receive AP training within the past three years.</p>	<p>Gate Certified Teachers will increase to 85% of the teachers in GATE cluster, classes, or honors courses</p> <p>100% of the Advanced Placement Teachers will have receive AP training within the past three years.</p>												

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Student in grades 10-12 in Advanced Placement course will be taught by teachers who have received AP training within the past three year.</p>			
<p>Broad course of study which includes subject areas described in Sections 51210 and 51220 (a)-(i), Action 2</p>	<p>Visual arts, music and dance is provided for all students in grades K-5. Keyboarding instruction provided for grade 3 at the Arts Academy at Bauer-Speck. In grades 6-8, VAPA options include classes in music, dance, drama and visual arts. In grades 9-12 options for indepth study of music, dance, drama and visual arts</p>	<p>Continue to provide visual arts, music and dance for all students in grades K-5. Keyboarding instruction provided for all third grade students. Add a VAPA wheel in grade 6 and in grades 7-12 options for indepth study of music, dance, drama and visual arts as evidenced in master schedules</p>	<p>Continue to provide visual arts, music, drama, and dance for all students in grades K-5 including keyboarding instruction for all third grade students. Continue a VAPA wheel in grade 6 and in grades 7-12 articulated options for indepth study of music, dance, drama and visual arts as evidenced in master schedules and sequenced course descriptions</p>	<p>Continue to provide visual arts, music,drama, and dance for all students in grades K-5 including keyboarding instruction for all third grade students. Continue a VAPA wheel in grade 6 and in grades 7-12 articulated options for indepth study of music, dance, drama and visual arts as evidenced in master schedules and sequenced course descriptions</p>
<p>Technology implementation, local measure, Action 4</p>	<p>55% of teachers indicated that the typical student to computer ratio at school is two to one or one to one</p> <p>34% of teacher indicated that the perceived quality of internet speed is above average or excellent</p>	<p>Increase to 65% teachers who indicate that the typical student to computer ratio at school is two to one or one to one</p> <p>Increase to 45% of teachers who indicate that the the perceived quality of internet speed</p>	<p>Increase to 70% teachers who indicate that the typical student to computer ratio at school is two to one or one to one</p> <p>Increase to 65% of teachers who indicate that the the perceived quality of internet speed</p>	<p>Increase to 75% teachers who indicate that the typical student to computer ratio at school is two to one or one to one</p> <p>Increase to 75% of teachers who indicate that the the perceived quality of internet speed</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Percent of pupils passing AP exam with 3 or higher, Priority 4, Metric 6, Action 1</p>	<p>Based on DataQuest for 2014-15 AP testing data, 304 AP received a score of 3 or higher. There were 1,394 students in grades 10-12 and thus a 22% rate of AP to grade 10-12 enrollment. In 2013-14 there were 284 AP test with 3 or more and 1433 students in grades 10-12 for a 20% rate.</p> <p>Based on DataQuest for 2014-15, 304 AP tests received a score of 3 or higher out of 442 tests completed. This was a 69% passage rate. In 2013-14, 284 AP tests received a score of 3 or higher out of 434 tests. This was a 65% passage rate.</p>	<p>is above average or excellent</p> <p>Increase the ratio of AP tests of 3 or higher to enrollment of grades 10-12 students to 25%</p> <p>Increase the ratio of AP tests of 3 or higher to the total of AP tests taken to 72%</p>	<p>is above average or excellent</p> <p>Increase the ratio of AP tests of 3 or higher to enrollment of grades 10-12 students to 28%</p> <p>Increase the ratio of AP tests of 3 or higher to the total of AP tests taken to 75%</p>	<p>is above average or excellent</p> <p>Increase the ratio of AP tests of 3 or higher to enrollment of grades 10-12 students to 30%</p> <p>Increase the ratio of AP tests of 3 or higher to the total of AP tests taken to 77%</p>
<p>School Connectiveness Priority 6, Metric 3, local measure, Action 1, 2, 3, 4, 5</p>	<p>On the 2017 LCAP Survey, 86% of the 5th grade students strongly agreed (57%) or agreed (29%) that they are proud to be part of my school</p>	<p>Increase to 90% the 5th grade students who strongly agreed or agreed) that they are proud to be part of my school</p>	<p>Maintain at 90% the 5th grade students who strongly agreed or agreed) that they are proud to be part of my school</p>	<p>Maintain at 90% the 5th grade students who strongly agreed or agreed) that they are proud to be part of my school</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>On the 2017 LCAP Survey, 54% of 6-8th grade students strongly agreed (12%) or Agreed (42%) that they feel connected to school</p> <p>On the 2017 LCAP Survey, 57% of 9th-12th grade students strongly agreed (14%) or agree(43%) that they feel connected to school</p>	<p>Increase to 65% of 6-8th grade students who strongly agreed or agreed that they feel connected to school</p> <p>Increase to 65% of 9th-12th grade students who strongly agreed or agree that they feel connected to school</p>	<p>Increase to 75% of 6-8th grade students who strongly agreed or agreed that they feel connected to school</p> <p>Increase to 75% of 9th-12th grade students who strongly agreed or agree that they feel connected to school</p>	<p>Increase to 80% of 6-8th grade students who strongly agreed or agreed that they feel connected to school</p> <p>Increase to 80% of 9th-12th grade students who strongly agreed or agree that they feel connected to school</p>
<p>Suspension rate Suspension, Priority 6, Metric 1, Action 1,2,</p>	<p>All Students 3.5% Students with Disabilities - 7.0% Two or More Races - 7.9% (Hispanic, White, English Learner, Socioeconomically disadvantaged were given a green performance rating)</p>	<p>Decrease suspensions to: All Students 3.2% Students with Disabilities - 5.0% Two or More Races - 5.9% (Hispanic, White, English Learner, Socioeconomically disadvantaged remain at a green performance level)</p>	<p>Decrease suspensions to: All Students 2.9% Students with Disabilities - 3.0% Two or More Races - 3.9% (Hispanic, White, English Learner, Socioeconomically disadvantaged remain at a green performance level)</p>	<p>Decrease suspensions to: All Student 2.6% Students with Disabilities - 2.7% Two or More Races - 3.0% (Hispanic, White, English Learner, Socioeconomically disadvantaged remain at a green performance level)</p>
<p>Expulsion rate, Priority 5 metric 2, Action 1,2,3, 4, 5</p>	<p>In DataQuest, based on 2014-15 school year, 10 students were expelled out of a population of 6,555 students which is</p>	<p>Reduce expulsion rate to .001%</p>	<p>Reduce expulsion rate to .001%</p>	<p>Maintain expulsion rate at .001%</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	an expulsion rate of .0015%			
Local Measures, surveys of pupils, parents, and teachers on sense of safety and school connectedness, Priority 6, metric 1 Action 1,2,3,4,5,7	In the 2016-17 LCAP Survey, 54% of the 6th - 8th and 57% of 9th-12th grade students surveyed either "strongly agreed" or "agreed" "I feel connected to school"	Increase to 60% the percentage of 6th - 8th and 9th-12th grade students who "strongly agreed" or "agreed" "I feel connected to school"	Increase to 65% the percentage of 6th - 8th and 9th-12th grade students who "strongly agreed" or "agreed" "I feel connected to school"	Increase to 75% the percentage of 6th - 8th and 9th-12th grade students who "strongly agreed" or "agreed" "I feel connected to school"
School facilities are maintained in good repair, Priority 1, metric 3	There were no complaints filed through the uniform complaint policy (Williams Act) regarding district facilities. The Arts Academy at Bauer-Speck, a William Act School, was visited by the San Luis Obispo County Office of Education which found no facilities violations. The Board of Trustees passed a facilities master plan in 2015 and the community of Paso Robles authorized a \$95 million dollar bond, Measure M, for facilities upgrades in November 2016	Continue with zero complaints filed through the uniform complaint policy (Williams Act) regarding district facilities. The Arts Academy at Bauer-Speck, a William Act School, will receive no facilities violations when visited by the San Luis Obispo County Office of Education. Citizen Bond Oversight Committee annual report will document the district's use of the Measure M funds.	Continue with zero complaints filed through the uniform complaint policy (Williams Act) regarding district facilities. The Arts Academy at Bauer-Speck, a William Act School, will receive no facilities violations when visited by the San Luis Obispo County Office of Education. Citizen Bond Oversight Committee annual report will document the district's use of the Measure M funds.	Continue with zero complaints filed through the uniform complaint policy (Williams Act) regarding district facilities. The Arts Academy at Bauer-Speck, a William Act School, will receive no facilities violations when visited by the San Luis Obispo County Office of Education. Citizen Bond Oversight Committee annual report will document the district's use of the Measure M funds.
Chronic Absenteeism, Priority 5, Metric 2, Action 1,2,3	State Indicator in development. As of March 2017, district Chronic Absenteeism rate is	Decrease Chronic Absenteeism to a district average of 8.00	Decrease Chronic Absenteeism to a district average of 7.5%	Decrease Chronic Absenteeism to a district average of 7.0%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	estimated to be 8.87%. State report will be available in Fall of 2017. Review report to determine alignment with district calculations			

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
Specific Grade Spans: Grades 2-12
[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

GATE Honors/AP Teacher on Special Assignment and GATE/Honors/AP support. Support (GATE testing, professional development, classroom materials, parent education, GATE events)

2018-19 Actions/Services

Support (GATE testing, professional development, classroom materials, parent education, GATE events)

2019-20 Actions/Services

Support (GATE testing, professional development, classroom materials, parent education, GATE events)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$156,620	25,000	25,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount		5,000	5,000
Source		Supplemental	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

VAPA support for K-5 including dance, art and music teachers, elementary keyboard, program expenses including supplies and field trips, VAPA support for 6-12 programs including music accompanists, program expenses, and field trips

2018-19 Actions/Services

VAPA support for K-5 including dance, art and music teachers, elementary keyboard, program expenses including supplies and field trips, VAPA support for 6-12 programs including music accompanists, program expenses, and field trips- Increase Music Elementary Position

2019-20 Actions/Services

VAPA support for K-5 including dance, art and music teachers, elementary keyboard, program expenses including supplies and field trips, VAPA support for 6-12 programs including music accompanists, program expenses, and field trips- Increase Music Elementary Position

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$460,000	480,000	480,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		92,903	92,903
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		40,000	40,000
Source		Supplemental	Supplemental
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Elementary and middle school athletics (stipends and benefits, aquatics unit, and supplies)

2018-19 Actions/Services

Elementary and middle school athletics (stipends and benefits, aquatics unit, and supplies)

2019-20 Actions/Services

Elementary and middle school athletics (stipends and benefits, aquatics unit, and supplies)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$195,091	179,349	180,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		30,000	30,000
Source		Supplemental	Supplemental

Budget Reference

3000-3999: Employee Benefits

3000-3999: Employee Benefits

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
Foster Youth
Low Income

Schoolwide

Specific Schools: Middle Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Intervention Specialists 1.6 Middle Schools

Intervention Specialists 1.6 Middle Schools

Intervention Specialists 1.6 Middle Schools

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	78,000	110,066	112,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount		23,190	23,190
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	40,000	35,000	35,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
Specific Schools: All Elementary School Sites

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Provide two Tier 1 and one Tier 2 Intervention Specialists for TK-5 schools

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Provide two Tier 1 and one Tier 2 Intervention Specialists for TK-5 schools

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

Provide two Tier 1 and one Tier 2 Intervention Specialists for TK-5 schools

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	175,000	161,832	161,832
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount		50,832	50,832
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 7

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade Spans: 6-12

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

New Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Surveillance Cameras/radios for School
School Safety

Surveillance Cameras/radios or School
School Safety

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		170,000	5,000
Source		Base	Base
Budget Reference		6000-6999: Capital Outlay	6000-6999: Capital Outlay

Action 8

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

2017-18 Actions/Services

Staff Training and supports

Select from New, Modified, or Unchanged for 2018-19

2018-19 Actions/Services

Staff Training and Supports: Active Shooter and Social Emotional

Select from New, Modified, or Unchanged for 2019-20

2019-20 Actions/Services

Staff Training and Supports: Active Shooter and Social Emotional

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		10,000	10,000
Source		Supplemental	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 9

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
Specific Grade Spans: 6-12

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

New Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

School Resource Officer

2019-20 Actions/Services

School Resource Officer

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		90,000	90,000
Source		Supplemental	Supplemental
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Action 10

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Lewis Middle School
Flamson Middle School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

New Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

WEB mentorship and transition supports

2019-20 Actions/Services

WEB mentorship and transition supports

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		10,000	10,000
Source		Supplemental	Supplemental
Budget Reference			

Action 11

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
Specific Schools: Paso Robles High School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

New Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

Dean of School Culture and Climate

2019-20 Actions/Services

Dean of School Culture and Climate

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		105,837	105,837
Source		Supplemental	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		25,161	25,161
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 12

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
Foster Youth
Low Income

LEA-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

VAPA Curriiculum and Planning

VAPA Curriiculum and Planning

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		5,000	5,000
Source		Supplemental	Supplemental
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 13

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

New Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

Employee Recognition and Retention

2019-20 Actions/Services

Employee Recognition and Retention

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		15,000	15,000
Source		Base	Base
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 14

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
Specific Grade Spans: 4-10th grade
[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
Specific Grade Spans: 4-10
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

New Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

Alternative Education Pathway

2019-20 Actions/Services

Maintain Alternative Education Pathway

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		107,000	107,000
Source		Supplemental	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		21,000	21,000
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		72,000	72,000
Source		Supplemental	Supplemental
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 15

[Add Students to be Served selection here]	[Add Location(s) selection here]
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OR

English Learners Foster Youth Low Income	LEA-wide	All Schools
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Actions/Services

	New Action	Unchanged Action
	School attendance Officer and Home Liaison to work on school attendance rates, habitual truants, middle school	School attendance Officer and Home Liaison to work on school attendance rates, habitual truants, middle school

dropout rates, high school drop out rates, and high school graduation rates.

dropout rates, high school drop out rates, and high school graduation rates.

Budgeted Expenditures

Amount		90,000	91,500
Source		Supplemental	Supplemental
Budget Reference		2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount		31,000	31,000
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 16

[Add Students to be Served selection here] [Add Location(s) selection here]

OR

English Learners Foster Youth Low Income	LEA-wide	All Schools
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Actions/Services

	New Action	Unchanged Action
	Safety Resource Officer: Directly tied state priority 5 and the national initiative to improve school culture and climate through the provision of safety resource officer. Additionally provides training for staff, conducts home visits and is liaison with local community and authorities.	Safety Resource Officer: Directly tied state priority 5 and the national initiative to improve school culture and climate through the provision of safety resource officer. Additionally provides training for staff, conducts home visits and is liaison with local community and authorities.

Budgeted Expenditures

Amount		70,900	70,900
Source		Supplemental	Supplemental
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$5,730,383

Percentage to Increase or Improve Services

10.44%

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

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

The alignment of goals to create a goal specifically related to the actions and services tied to the identified needs of our unduplicated students allowed our advisory to focus with great intensity on this population of students. We increased actions in Goal 3 Equity from \$325,000 to 983,000, which is an increase of \$658,000, or 110%. Please see Goal 3 actions below.

Paso Joint Unified School District has an unduplicated student population of 53%. The total amount of Supplemental funds the district is projected to receive is \$5,730,383. These funds are principally directed towards our unduplicated students and are used in the most effective manner to meeting their academic, social, and emotional needs.

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

All actions and expenditures of funds marked as contributing to increased or improved services were developed specifically to focus on the needs of our unduplicated population based on a careful analysis of data and input from our stakeholders. All of these actions are principally directed toward our unduplicated student population to help PRJUSD be effective in meeting the goals of the LEA LCAP and the identified needs of the unduplicated student population. Under each action marked for increased or improved services is a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping those students close equity gaps and meet the goals of PRJUSD. Since our unduplicated student population count is 53%, all of these actions and services are being performed on a school wide or district wide basis in order to increase efficiency of delivery and effectiveness of these actions and services.

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

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

Paso Robles Joint Unified School District has an unduplicated student population of 53%. The total amount of Supplemental funds the district is projected to receive is \$5,730,383 . These funds are principally directed towards our unduplicated students and are used in the most effective manner to meeting their academic, social, and emotional needs.

Goal 1: Paso Robles Joint Unified School District students will be college, career, and community ready when they graduate.

Goal 1, Action 1: College Trips and Exploration

Providing college trips for our AVID and unduplicated students promotes a college going culture for students who may not have family members who previously attended college.

Principally Directed: The achievement of LI, EL, and foster youth in Paso Robles Joint Unified School District underperform all students when looking at metrics around state assessment, graduation rate, and college acceptance rates. This program is principally directed to promote equity for unduplicated students who would not have the opportunity to visit college campuses without these resources.

Research: Increasing college access for low-income, first-generation college-bound, and other underrepresented groups is an integral element to increase college enrollment and diversity on campus. In addition, there is greater attention being paid to college selection and fit, specifically to combat “undermatching”: when academically talented students fail to even apply for more selective colleges.

Research shows the importance of starting college and career planning and awareness in middle school or earlier. Early exposure to a college campus makes a difference, especially for rural students who have little opportunity to visit colleges. Federal grant dollars are now being tied to increasing college awareness at an early age. As a result, there are more schools and groups seeking campus visits for younger students. Therefore, although outreach to younger students might not be part of your college or department’s mission, it is valuable to consider some way to support students at this critical age. Additionally, one benefit to offering visit opportunities for younger students is that when they return as juniors and seniors, the students will be better prepared to participate in traditional campus visit programs. (University of Oregon)

Other Considerations: Day trip to Cal Poly, day trip to Cuesta College, virtual tours of campuses. Although it is advantageous to have Cal Poly and Cuesta in close proximity, we want our unduplicated students to have access to numerous types of college campuses and experience a school outside of our local setting. Additionally virtual tours, although easy to access, do not have the same impact as going on a college campus and meeting with students from our community who have “made it.”

Metrics: AVID student gpa’s, vertical articulation into high school AVID programs, and eventual data on students applying and acceptance into college.

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

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

Goal 1, Action 2: Student Newspaper support

The actions support college and career access for unduplicated students participating within our school newspaper. This opportunity creates career skills and work based learning for students in journalism, graphic design and photography.

Principally Directed: The achievement of LI, EL, and foster youth in Paso Robles Joint Unified School District underperform all students when looking at metrics around state assessment, graduation rate, and college acceptance rates. This action is principally directed towards unduplicated students as it will increase access for underrepresented students in the area of journalism, graphic design and photography, and allow for unduplicated students who might not have exposure to work based learning in this industry sector.

Research: The idea of linking hands-on learning with academics is not a new one. John Dewey advocated education through experience at the turn of the last century. Unfortunately, relatively few schools offer this integrated approach, typically limiting instruction to textbooks and lectures. Yet, as we outline below, the evidence suggests that students who engage in experiences that connect school learning to the real world, are more likely to stay in school. Furthermore, such experiences increase the chances that students will be both college and career ready. Work-based learning programs are an integral part of Linked Learning and help foster the goal of providing students with the skills they need to succeed in college and career. Work-based learning programs provide internships, mentoring, workplace simulations, and apprenticeships along with classroom-based study. In a work-based learning program, classroom instruction is linked to workplace skills through placements outside of the school that allow students to experience first-hand what adults do in jobs. Work-based learning programs provide both social and academic benefits for students. In a seven-year study of one California work-based learning program, researchers found that minority students participating in work-based programs entered college at twice the rate of non-participating minority students and that college enrollment rates were higher for all students in the program when compared to local and state student populations (CART, 2011).

(<https://edpolicy.stanford.edu/sites/default/files/publications/preparing-21st-century-citizens-role-work-based-learning-linked-learning.pdf>)

Other Considerations: Field trips in local industry sectors, a focus in building trades and construction. Field trips were not selected as they did not promote the advanced writing skills and communication skills needed which is a needed area for unduplicated students as indicated in our CAASPP data. Building Trade was not a selected focus area as there was already interest for unduplicated students within this industry sector.

Metrics: Number of students who are unduplicated successfully accessing the course and student feedback from the field experiences related to their college and career success.

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

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

Goal 1, Action 3: Field Studies Collaborative Research and Access Trips

The Paso Robles High School Field Study Collaborative are research opportunities through field experiences for students interested in supplementing their PRHS standard based education with extracurricular field training and hands-on research.

Principally Directed: The achievement of LI, EL, and foster youth in Paso Robles Joint Unified School District underperform all students when looking at metrics around state assessment, graduation rate, and college acceptance rates. These services are principally directed to English learners, low income students and foster youth, as it increases access for students to have advanced courses and college research, as these courses were previously self pay.

Research: Advanced courses are high-level classes designed to be more academically challenging and rigorous than traditional coursework. At the high school level, advanced courses are typically provided through Honors, Advanced Placement (AP), or International Baccalaureate (IB) course options.¹ Research indicates that high school enrollment in these types of advanced courses is positively associated with student matriculation to college and post-secondary success. ² Unfortunately, both national and state-level data reveal that minority students and students from low socioeconomic households have lower participation rates in advanced courses when compared to their peers, often referred to as the “participation gap.” Low-income and minority students are less likely to enroll in advanced coursework nationwide. These students are more likely to attend schools with limited AP/IB course offerings, but these underrepresented students tend to face several additional obstacles to enrollment even when advanced courses are available including a lack of preparation, lack of support, or insufficient funds. (Hanover, 2015)

Other Considerations: IB course options, more advanced placement courses; field studies were selected as they would give “hands on” research opportunities for students in partnership with Cal Poly, UC Regents, NOAA, and National Parks system and our unduplicated student have shown great success in these settings.

Metrics: Number of students who are unduplicated successfully accessing the course and student feedback from the field experiences related to their college and career success.

Goal 1 Action 4: Provided additional 1.4 FTE counselor to middle schools to maintain 500:1 ratio.

Middle School Counseling: Increase baseline counseling staff at both middle schools.

Principally Directed: The achievement of LI, EL, and foster youth in Paso Robles Joint Unified School District underperform all students when looking at metrics around state assessment, graduation rate, and college acceptance rates. This action is principally directed towards unduplicated students as unduplicated youth will get increased services in social emotional supports, goal setting and college and career planning.

Research: The American School Counselor Association (ASCA) position regarding the role of a professional school counselor emphasizes the promotion of student achievement through direct and indirect services provided to students through a comprehensive

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

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

school counseling program (ASCA, 2012b). Comprehensive school counseling programs that are effective in improving student achievement collaborate with parents and other educators to ensure all students with equitable access to a variety of learning opportunities and rigorous curriculum options (ASCA,2012b).

Other Considerations: Whole class presentations, large group assemblies for supports and consultant services. These actions were not selected as the committee selected ongoing school counseling as a more intensive and consistent support.

Metrics: The data we will use to measure the impact for our unduplicated students will be counselor contacts, grade point averages, growth in gpa and a decline in behavioral incidents.

Gola 1, Action 5: Add two additional counselors at PRHS to support academic and college and career counseling

Increased counseling services at PRHS specifically related to college readiness, FAFSA supports, and college applications.

Principally Directed: The achievement of LI, EL, and foster youth in Paso Robles Joint Unified School District underperform all students when looking at metrics around state assessment, graduation rate, and college acceptance rates. This action is principally directed towards unduplicated students as unduplicated youth will receive the needed additional supports in college and career preparedness through additional counseling services at PRHS. This should happen as unduplicated students have less exposure to college going environments, supports with advanced courses, applications and EL families need language supports as they support their children in applying to college. This action is supported by our data which indicates a lower percentage of students who are A-G and College Ready than other students.

Research: While 60 percent of the wealthiest students complete their studies and graduate, only about 16 percent of low-income college students graduate, according to the National Center for Education Statistics. It's important to explain to students what colleges are looking for, the different elements of a college application process, and how much weight each element carries. Colleges ask for scores from the SAT or ACT (verbal and math only), high school GPA, class rank, senior schedule, college essay, teacher/counselor recommendations, and involvement or leadership in school clubs, sports, or community organizations. Admission officers look closely at course selection during high school and hope to see that students have taken advantage of curricular opportunities. Some consideration will be given to the rigor of courses and the extent of improvement over the four years; the emphasis on extracurricular contributions is generally on quality, not quantity. ELL teachers and counselors can show students how to keep records of their activities and accomplishments so that they can compile that information easily once they start filling out their college applications.

Other Considerations: Whole class presentations, large group assemblies for supports and consultant services. These actions were not selected as the committee selected ongoing school counseling as a more intensive and consistent support.

Metrics: Graduation rates for unduplicated students, college entrance rates for unduplicated students and, A-G rates for unduplicated students, and college application completion.

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

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

Goal 1, Action 6: Provide College & Career Centers at PRHS

Principally Directed: The achievement of LI, EL, and foster youth in Paso Robles Unified School District underperform all students when looking at metrics around state assessment, graduation rate, and college acceptance rates. This action is principally directed towards unduplicated students as unduplicated youth will receive the needed additional supports in college and career preparedness at PRHS. This action should happen as unduplicated students have less exposure to college going environments, supports with advanced courses, applications and EL families need language supports as they support their children in applying to college. This action is supported by our data which indicates a lower percentage of students who are A-G and College Ready than other students.

Research: It's important to explain to students what colleges are looking for, the different elements of a college application process, and how much weight each element carries. Colleges ask for scores from the SAT or ACT (verbal and math only), high school GPA, class rank, senior schedule, college essay, teacher/counselor recommendations, and involvement or leadership in school clubs, sports, or community organizations. Admission officers look closely at course selection during high school and hope to see that students have taken advantage of curricular opportunities. Some consideration will be given to the rigor of courses and the extent of improvement over the four years; the emphasis on extracurricular contributions is generally on quality, not quantity. ELL teachers and counselors can show students how to keep records of their activities and accomplishments so that they can compile that information easily once they start filling out their college applications.

Other Considerations: Whole class presentations, large group assemblies for supports and consultant services. These actions were not selected as the committee selected ongoing school counseling as a more intensive and consistent support.

Metrics: Graduation rates for unduplicated students, college entrance rates for unduplicated students and, A-G rates for unduplicated students, and college application completion.

Goal 1, Action 7: AVID program support (site AVID fees, staff training, college field trips and AVID tutors)

AVID training for teachers, supplies and materials for AVID courses and college field trips for AVID students - who are unduplicated students.

Principally Directed: The achievement of LI, EL, and foster youth in Paso Robles Unified School District underperform all students when looking at metrics around state assessment, graduation rate, and college acceptance rates. This action is principally directed towards our unduplicated students as it will provide the necessary supports and structures needed 7-12th grade to increase the number of students applying and being accepted to college. This action should occur as our data indicates a gap in college applications and acceptance for unduplicated students.

Research: AVID Objectives include: To provide academic instruction and other support to students and to prepare them for eligibility to 4-year colleges and universities, To give students college level entry skills, To increase the "coping skills" of program participants, To

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

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

motivate program students to seek a college education, To increase the participant's level of awareness about college opportunities. AVID Activities include: Learning with college tutors, Writing for all classes, Applying for college, Preparing for a professional career, Visiting college campuses, Interacting with guest speakers, Participating in extracurricular and community activities. All of these activities promote success in school and preparedness in college. Within our local data, and nationally data through AVID (<https://www.avid.org/data>), unduplicated students are more likely to successfully apply and attend college when enrolled in AVID. Over the past three years our local data indicates that over 90% of 4 year AVID students, who are unduplicated students, get accepted to a 4 year college.

Other Considerations: Limiting AVID classes to one per grade level based on budgetary constraints, supporting students through retired teachers - but not offering the classes. These considerations did not provide the structure and supports needed for unduplicated students to successfully apply and be accepted into colleges.

Metrics: Graduation rates for unduplicated students, college entrance rates for unduplicated students and, A-G rates for unduplicated students, and college application completion, additionally the same data for unduplicated students enrolled in AVID.

Goal 1, Action 8: Grade 6-8 college, career and CTE interest inventories, career events and transportation to post-secondary exploratory events

This action will allow all 6th grade students to explore college and career options through a technological platform.

Principally Directed: The achievement of LI, EL, and foster youth in Paso Robles Joint Unified School District underperform all students when looking at metrics around state assessment, graduation rate, and college acceptance rates. This is principally directed towards unduplicated students as it will give exposure and opportunities for students in a vast number of careers which they would not otherwise be exposed.

Research: The middle grades are a crucial time to engage, or reengage, students and put them on a path to college and career success. Research has demonstrated that grades, attendance, and engagement in middle school are strong predictors of high school graduation and postsecondary success. The Everyone Graduates Center at Johns Hopkins University found that "sixth graders who failed math or English/reading, or attended school less than 80% of the time, or received an unsatisfactory behavior grade in a core course had only a 10% to 20% chance of graduating [high school] on time. Researchers and policymakers have identified a number of effective interventions to keep students on track to college and career readiness in middle school so that they successfully transition into high school and postsecondary opportunities, from designing early warning systems to improving the quality of professional development for middle grades teachers. One strategy taking hold in states is increasing access to both career-oriented experiential learning opportunities and personalized career counseling. (<https://www.newamerica.org/education-policy/edcentral/step-right-direction-career-exploration-middle-school/>)

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

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

Other Considerations: Whole class presentations, large group assemblies for supports and consultant services. These actions were not selected as the committee selected ongoing school counseling as a more intensive and consistent support.

Metrics: The data we will use to measure the impact for our unduplicated students will be counselor contacts, grade point averages, growth in gpa and college and career interest surveys.

Goal 1, Action 9: Provide parent education opportunities for literacy, mathematics, and college, career and community readiness: Parent University

Parent University and Training opportunities for literacy, mathematics, college and career readiness for families of unduplicated students.

Principally Directed: The achievement of LI, EL, and foster youth in Paso Robles Joint Unified School District underperform all students when looking at metrics around state assessment, graduation rate, and college acceptance rates. This action is principally directed towards our unduplicated families as our families should have access to skills, knowledge and information necessary to support their children in school and beyond.

Research: Parent involvement is correlated with improved student achievement. The program is currently provided in Spanish and provides outreach to the parents of our EL students and provides information on how to support students for college and career readiness. Research supports that parents must be considered partners in education. The importance of this approach is evident in programs ranging from patient-centered medical care to joint decision-making interventions for parents' engagement in children's education. Research has found that treating parents as partners enhances the quality of interactions between parents and providers and increases parents' trust in providers (Jago et al., 2013). This idea was supported by parent commentaries offered as part of the information gathering for this study. Findings from longitudinal and semi-structured interview research suggest that the level of therapeutic engagement with parents, empathic interaction style, and parents' feelings of being valued are related to participation in and completion of program activities (Jago et al., 2013; Orrell-Valente et al., 1999). In a review of 26 qualitative studies (Mytton et al., 2014), having an intervention delivered by individuals trusted by or already known to parents was important in parents' decisions to participate. (<https://www.nap.edu/read/21868/chapter/8>)

Considerations: Digital/virtual trainings, email information. Parent University was selected as we believe it is important to have face to face parent trainings for connectivity and for our parents to have the ability to ask questions.

Metrics: Parent attendance, parent surveys and feedback.

Goal 1, Action 10: Maintain Technology 1:1 Roll out and classified supports

In 2016-17, we established a 1:1 rollout schoolwide at both middle schools, which are 40% or greater low income, to improve student

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achievement, personalized learning, closing achievement, college and career readiness, student centered learning, and increase access for our unduplicated students. In 2017-18, we expanded the rollout to PRHS, schoolwide implementation, although it is principally directed to unduplicated students, as access to technology will assist in closing the achievement gap. In order to make this rollout successful, we have added two technology paraeducators to assist staff, parents and students.

Principally Directed: The achievement of LI, EL, and foster youth in Paso Robles Unified School District underperform all students when looking at metrics around state assessment, graduation rate, and college acceptance rates. PRJUSD will continue to provide technology through a school-to-home program in combination with in classroom access, to improve equity for unduplicated students and to expand educational opportunities beyond the school day. The district will continue to support the purchase of Chromebooks to ensure one-to-one access grades 5-12. PRJUSD will provide staff (certificated Supervisor of Educational Technology and two technology tech aides) to ensure that access to digital academic resources and technology is appropriate, differentiated, and effective in improving student learning.

Research: A key transition over the history of information technology has been in the shift from passive audiences to active users. Digital technologies permit users unprecedented control over the content they consume and the place and pace at which they consume it. At the heart of effective technology integration practices, digital technologies offer learners greater opportunities to be more actively involved in the learning experience.

Other Considerations: Other considerations included; not sending devices home and not providing devices to students which was not the best choice for increase student access for unduplicated students.

Metrics: Metrics include success of state and district assessment and student survey.

Goal 2: PRJUSD will increase all student success and achievement and provide highly qualified teachers and supports aligned to California standards.

Goal 2, Action 1: All-day kindergarten at all elementary sites. 6 hour paraeducators for each kindergarten classroom

This action provides for All-Day Kindergarten with a 6 hour paraeducator at all PRJUSD elementary schools.

Principally Directed: A significant ELA and math achievement gap exists between low income and English Learner students, and the remainder of the student population. The achievement of LI and EL students on state assessments is below the all students subgroup. This action increases the level of support and achievement for unduplicated students who would not make adequate academic gains otherwise. Traditionally, low income and English Learner kindergarten students within PRJUSD have not met grade level expectancies on benchmark and standardized assessments. This action increases the level of support and achievement for unduplicated students in

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

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

kindergarten who would not make adequate academic gains otherwise.

Research: Research shows that all day kindergarten with decreased student ratios produces "higher achievement for disadvantaged and low income children, and for those receiving Title I services." (http://www.naspcenter.org/assessment/kindergarten_ho.html) In addition, a two year pilot was conducted for an all-day kindergarten with the addition of a six-hour paraeducator. One school began with all-day kindergarten in the 2013-14 school year and an additional school in 2014-15. The data from district benchmarks indicate that this program was successful in closing the achievement gap in ELA and mathematics. The first grade benchmarks from students who participated in the all-day kindergarten in 2013-14 indicate that students maintained their performance through first grade. The pilots were conducted at two schools with the highest percentage of Low Income students and has proven to close the achievement gap at the earliest opportunity. All day kindergarten will provide an additional 2.5 hours of classroom instruction daily for our neediest students in kindergarten with an adult to student ratio of 13 to 1 for 6 hours.

Other Considerations: Other considerations included after/before school tutoring, decreases in class size, and Kinder Camp programs. It was determined that providing All-Day Kindergarten with additional staffing was the most effective action for serving the needs of unduplicated kindergarten students.

Metrics: Metrics for measuring the effectiveness of this action include iRead, ST Math, NWEA MAP, and report card assessments.

Goal 2, Action 2: TK for early admissions students (students who will be 5 between December 2nd and January 31st will be allowed to enroll August 20th and thus receive a full year of TK prior to K enrollment) - NO ASSOCIATED LCAP FUNDING

Goal 2, Action 3: Support for primary classes and differentiated instruction through paraeducators.

This action provides for primary classroom intervention paraeducators to support differentiated instruction across all elementary schools to best meet the needs of unduplicated students.

Principally Directed: A significant ELA and math achievement gap exists between low income and English Learner students, and the remainder of the elementary school population. Paraeducators provide an additional level of classroom support to free up classroom teachers to provide greater levels of support for unduplicated students beyond what the classroom teacher is able to provide.

Research: Traditionally, English Learner and low income 3rd grade students within PRJUSD underperform in reading on the CAASPP assessment. Studies show that without targeted intervention, these students are at risk for future academic failure. In a publication written by The Annie E. Casey Foundation entitled, Early Warning Confirmed, Sociologist Donald Hernandez found that children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers. (<https://www.aecf.org/m/resourcedoc/aecf-EarlyWarningConfirmedExecSummary-2013.pdf>)

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

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

Other Considerations: Other considerations included after/before school tutoring, decreases in class size, and changes in curriculum. It was determined that providing classroom paraeducator support to increase classroom teacher targeted intervention was the most effective action for serving the needs of unduplicated primary students.

Metrics: Metrics for measuring the effectiveness of this action include iRead, NWEA MAP, and report card assessments.

Goal 2, Action 4: Support for New Teachers and credentialing process

New Teacher Supports

Principally Directed: A significant ELA and math achievement gap exists between low income and English Learner students, and the remainder of the student population. The achievement of LI and EL students on state assessments is below the all students subgroup. This action increases the level of support and achievement for unduplicated students who would not make adequate academic gains otherwise.

Research: Teacher effectiveness is crucial as California transitions to Common Core State Standards and focuses on building 21st-century skills for all students. Teaching is the factor that matters most in student achievement. (1) Recent studies suggest that teachers have a far greater impact on student achievement than any other single schooling factor. This action supports new teacher mentors at LEA wide to ensure highly qualified instruction and supports for all students, especially those who need additional supports and differentiated instruction.

Other Considerations: Contracted services, University programs- both of these were ruled out as they were not fiscally sound, nor created the supports unnecessary for our new teachers.

Metrics: Teacher retention rates, unduplicated students state assessment data and MAP scores.

Goal 2, Action 5: Strategic Supports for classrooms including intervention materials, assessment materials, student access to supplemental materials.

Instructional Materials: Curriculum, or course of study, is the content and plan for instruction. It is made up of the instructional resources, methods, and assessments needed to help students develop critical skills and knowledge. Along with high-quality and effective instruction, curriculum is an essential element that enables students to learn and thrive.

Principally Directed: A significant ELA and math achievement gap exists between low income and English Learner students, and the remainder of the student population. The achievement of LI and EL students on state assessments is below the all students subgroup. This action increases the level of support and achievement for unduplicated students who would not make adequate academic gains otherwise. Provide supplemental resources to ensure targeted students have access to rigorous standards aligned curriculum.

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

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

Resources will be principally directed towards FY, LI, EL and Homeless students. The achievement of LI and EL students on state assessments is below all students. To meet this need the district will expand the intervention services principally directed towards LI, EL, Homeless, and FY students during the school day for academic support. This action will help close the achievement gap for these students.

Research: EL, LI, Homeless and FY students are at greater risk of not achieving grade level standard, not progressing towards graduation, and are underrepresented in college.

Hattie, John A.C. Visible Learning A Synthesis of Over 800 Meta- Analyses Relating To Achievement. Routledge. New York. 2009

Other Considerations: Intervention outside the school day or no intervention; non-credentialed instructional aides Stakeholder feedback stated the need to provide additional academic interventions. Teachers independently creating and choosing their own materials thus increasing their workload. Supplemental standards aligned materials provide students with instructional resources to access core content based on their individualized needs.

Metrics: Test scores (state and LEA), MAP, student survey

Goal 2, Action 6: Intervention support for grade 4-5 in reading and K-5 designated ELD (3 FTE) Addition K-5 intervention support for two elementary schools (VP, BS) (1FTE)

This action provides for Intervention teachers across all elementary schools. Hours of intervention is proportional to the low income and English Learner needs represented at each school.

Principally Directed: A significant ELA and math achievement gap exists between low income and English Learner students, and the remainder of the elementary school population. Intervention teachers provide an additional level of academic support to these unduplicated students beyond what the classroom teacher is able to provide and that would otherwise not be available for meeting these needs. The primary focus of the additional intervention provided is reading and language skill development in the primary grades.

Research: Traditionally, English Learner and low income 3rd grade students within PRJUSD underperform in reading on the CAASPP assessment. Studies show that without targeted intervention, these students are at risk for future academic failure. In a publication written by The Annie E. Casey Foundation entitled, Early Warning Confirmed, Sociologist Donald Hernandez found that children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers. (<https://www.aecf.org/m/resourcedoc/aecf-EarlyWarningConfirmedExecSummary-2013.pdf>)

Other Considerations: Other considerations included after/before school tutoring, decreases in class size, and changes in curriculum. It was determined that providing targeted intervention was the most effective action for serving the needs of unduplicated students.

Metrics: Metrics for measuring the effectiveness of this action include iRead, NWEA MAP, and report card assessments.

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

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

Goal 2, Action 7: Certificated support for strategic ELA and mathematics for grades 6-8 (1.6 FTE).

Principally Directed: A significant ELA and math achievement gap exists between low income and English Learner students, and the remainder of the student population. The achievement of LI and EL students on state assessments is below the all students subgroup. This action increases the level of support and achievement for unduplicated students who would not make adequate academic gains otherwise.

Research: According to the researched findings within the Center on Instruction publication, Intensive Interventions for Students Struggling in Reading and Mathematics, intensifying instruction has a significant impact on student achievement for underperforming students. Increasing instructional time and differentiating instructional delivery are two strategies cited with positive effect.

(<https://files.eric.ed.gov/fulltext/ED531907.pdf>)

Other Considerations: Other considerations include not providing the additional strategic intervention classes, providing additional paraeducator support, and additional online programs. It was determined that providing additional strategic ELA and Math support best serves the needs of unduplicated students.

Metrics: CAASPP and NWEA Map assessments, report card grades

Goal 2, Action 8: Certificated support for strategic courses for Algebra I support in grade 9 (.8FTE)

Principally Directed: A significant ELA and math achievement gap exists between low income and English Learner students, and the remainder of the student population. The achievement of LI and EL students on state assessments is below the all students subgroup. This action increases the level of support and achievement for unduplicated students who would not make adequate academic gains otherwise. The achievement of LI and EL students on state assessments is below all students, especially in the area of mathematics. To meet this need the district will provide Algebra 1 intervention principally directed towards EL, LI, FY and all students at -risk of not progressing toward graduation. It is PRJUSD's experience that EL, LI, and FY students are at greater risk of not achieving grade level standard, passing Algebra 1, and A-G completion.

Research: Research states that the level of math courses a student takes is directly correlated with both high school and college graduation rates. http://www.ppic.org/content/pubs/report/R_701JBR.pdf

Other Considerations: Other considerations included reducing the expectation of completion of Algebra 1 and making Algebra a two year course.

Metrics: Metrics include math performance on CAASPP, passing rates in Algebra, and passing rates in Geometry and Alg. 2.

Goal 2, Action 9: Expand library services hours to before and after school by increasing all library media techs to 8 hours (.25 FTE at 10 sites)

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

Expanded Library Services:

Principally Directed: A significant ELA and math achievement gap exists between low income and English Learner students, and the remainder of the student population. The achievement of LI and EL students on state assessments is below the all students subgroup. This action increases the level of support and achievement for unduplicated students who would not make adequate academic gains otherwise. To meet this need the district will provide extending library services directed towards EL, LI, and FY students. It is PRJUSD's experience that EL, LI, and FY students are at greater risk of not achieving grade level standard, developing literacy skills, and a joy of reading. This action will help close the achievement gap for these students.

Research: Based upon input from our stakeholders (parents, students and teachers) expanded library hours with instituted in the 2016-17 and 2017-18 school years. This action allowed more students the ability to have access to books, a highly qualified librarian to provide additional literacy skills, and a safe and quiet place to study and ready before school and after school at all school sites.

Other Considerations: Other considerations include not extended library services, only extending library services at some sites, and providing additional digital books.

Metrics: The metrics include the amount of students accessing the library during extended service hours, literacy skills, reclassification, student survey that looks specifically on students enjoyment of reading.

Goal 2, Action 10: Grade 6-8 provide before and after school tutoring and grades 9-12 provide after school support with designated tutoring center

At PRHS we provide a Math Lab peer tutorial 3 days a week and credit recovery 2 days a week for students who need assistance in math and/or credit recovery.

Principally Directed: A significant ELA and math achievement gap exists between low income and English Learner students, and the remainder of the student population. The achievement of LI and EL students on state assessments is below the all students subgroup. This action increases the level of support and achievement for unduplicated students who would not make adequate academic gains otherwise. To meet this need we will provide additional supports and opportunities to recover credits.

Research: Research supporting the need for additional supports for EL in the area of mathematics. There is a big difference between everyday language, known as Basic Interpersonal Communication Skills, (BICS) and academic language, known as Cognitive Academic Language Proficiency (CALP) acquisition for ELs (Cummins, 1979).

Many EL students do not have a knowledge of academic English, the language used in school, thus making it even more difficult as they face the challenge of learning and using content-specific vocabulary. Some linguistic challenges in math learning include: Learning mathematics vocabulary. Many of the words in mathematics are difficult to decode and learning to decode a technical language is important to learning math. Math vocabulary include words specific to mathematics, such as equation, algebraic, etc., as

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

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well as everyday vocabulary that has different meanings when used in mathematical contexts. However, some mathematical terms may not translate well thus leaving the student with the task of really understanding the content taught. Students must learn to associate mathematical symbols with concepts and the language used to express those concepts. The complexities of reading math texts and understanding the language of math are real for all students. For the ELL student, these challenges can be frustrating and monumental. The effective math teacher needs to be aware of these factors that may hinder learning and address them in lessons. (<https://steinhardt.nyu.edu>)

Other Considerations: Two hour Algebra support classes, this option was not selected as students would lose their elective classes for this support and elective classes have shown to keep students motivated within the school day.

Metrics: Math performance on CAASPP, passing rates in Algebra, and passing rates in Geometry and Alg. 2.

Goal 2, Action 11: PreK-8 Core/Enrichment Summer School, and before/after school tutoring

Extended School Day and School Year - Parents and teachers from all advisory groups indicated that support for students beyond the school day was needed. This includes both tutoring for students during the year and extending the year through intersession and summer school.

Principally Directed: A significant ELA and math achievement gap exists between low income and English Learner students, and the remainder of the student population. The achievement of LI and EL students on state assessments is below the all students subgroup. This action increases the level of support and achievement for unduplicated students who would not make adequate academic gains otherwise. The achievement of LI and EL students on state assessments is below all students. To meet this need the district will provide extended school day and school year principally directed towards EL, LI, FY and all students at-risk of not progressing towards standards mastery.

Research: This is especially true for Low Income students and English Learners who may not have the resources or help to master grade level content. Extending the library hours allows each site library to open before and after school and allows parents and students access to support literacy development. In addition, research has demonstrated that while school closes the achievement gap during the school year, the gap widens during the summer when Low Income students do not have summer enrichment or reading programs (Outliers by Malcolm Gladwell). The DELAC in a written response to the 2017-20 LCAP draft recommended expanding "after school opportunities for students, especially programs such as ASES which has an academic enrichment focus."

Other Considerations: Only extending the library hours at some sites. Saturday school.

Metrics: State and Local achievement data (CAASPP & MAP), attendance, GPA, class completion.

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

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

Goal 2, Action 11: PreK-8 Core/Enrichment Summer School, and before/after school tutoring

Principally Directed: A significant ELA and math achievement gap exists between low income and English Learner students, and the remainder of the student population. The achievement of LI and EL students on state assessments is below the all students subgroup. This action increases the level of support and achievement for unduplicated students who would not make adequate academic gains otherwise. This action is principally directed towards unduplicated middle school students preparing them for future success in high school and beyond. Ninth grade is the first grade that students are required to retake courses they do not pass. Students must experience success in earlier grades so that they are better prepared for high school. Unduplicated students are at greater risk of not achieving at grade level standards and not progressing towards high school graduation, therefore, they are able to access summer school and after school intervention free of charge.

Research: Summer school has been advocated as a strategy to improve achievement, increase attendance, (Ballinger, 1987), reduce the number of students who must repeat a grade (Dougherty, 1981) and lower the dropout rate (Heyns, 1986). PRJUSD will offer elementary and middle school summer school in 2019 for unduplicated students who have struggled with academic success, and have performed lower than their peers. Although the learning rates of children from advantaged families decrease somewhat during the summer, disadvantaged and unduplicated students lose ground dramatically during the summer (Heyns, 1986, 1978). Research on summer reading loss has prompted policy makers to adopt a number of strategies for encouraging children to read independently at home, and for increasing access to high-quality books. The most common intervention usually involves traditional summer school programs. Such programs focus heavily on the remediation of reading difficulties and the development of skills through highly prescriptive curriculum and a combination of text and skill books (Roderick, Engel, & Nagaoka, 2003). PRJUSD summer school instruction employs evidence based practices in academic remediation and behavioral success for our students, so that students will be better prepared for high school and beyond.

Other Considerations: Do not provide summer school at the elementary and middle school levels or provide before/after school interventions, Increase knowledge of grading practices at both middle schools and better utilize interventions so that summer school is not necessary. Give parent literacy strategies that they can do with their students over summer so that unduplicated students do not lose as much ground over the summer. It was decided that PreK-8 summer school and before/after school interventions will bring the greater level of student success for our unduplicated students.

Metrics: Attendance and participation in summer school and after school interventions. Decrease in the number of incoming 9th grade non-promotes.

Goal 2, Action 12: Grade 9-12 Summer School

Principally Directed: A significant ELA and math achievement gap exists between low income and English Learner students, and the remainder of the student population. The achievement of LI and EL students on state assessments is below the all students subgroup.

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

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

This action increases the level of support and achievement for unduplicated students who would not make adequate academic gains otherwise. To meet this need the district will provide intervention summer school principally directed towards EL, LI, FY and all students at -risk of not progressing toward graduation. It is PRJUSD's experience that EL, LI, and FY students are at greater risk of not achieving grade level standard, not progressing towards graduation, and are underrepresented in college. This action will help close the achievement gap for these students.

Research: PRJUSD will provide summer school for credit recovery and original credit for Liberty High School and Paso Robles High School. Additionally, we will offer an English Learner Newcomer boot camp for high school students to promote language development and the lack of language regression during the summer time. In partnership with Cuesta College, we will provide students with original credit college courses (concurrent enrollment). Students show that students who successfully complete college courses while in high school have a higher success rate in college finishing a degree or certificate program.

Other Considerations: Holiday intersession; extended school day; online courses.

Metrics: Increased test scores on both state and district assessment. Increased graduation rate, GPA, attendance, and school connectedness.

Goal 2, Action 13: NGSS support and training materials

Principally Directed: A significant ELA and math achievement gap exists between low income and English Learner students, and the remainder of the student population. The achievement of LI and EL students on state assessments is below the all students subgroup. This action increases the level of support and achievement for unduplicated students who would not make adequate academic gains otherwise. Science content is used to increase student engagement to support literacy through ELD time.

Research: NGSS Support: Curriculum, or course of study, is the content and plan for instruction. It is made up of the instructional resources, methods, and assessments needed to help students develop critical skills and knowledge. Along with high-quality and effective instruction, curriculum is an essential element that enables students to learn and thrive. This action will provide training and materials to make learning the NGSS standards accessible for all students. In addition to the recently adopted CA CCSSM (1) and the CA CCSS for Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (2), English Language Development Standards (3), and Next Generation Science Standards (4), California has adopted content standards in history/social science (5), health education (6), visual and performing arts (7), world language (8), and physical education (9). California also has Career Technical Education Model Curriculum Standards as well as Preschool Learning Foundations, which include the latest research on early learning. In all subjects for which there are standards, a curriculum is needed to provide the specific content reflecting those standards as well as the plan for instruction.

Additionally, NGSS For All Students highlights the importance of providing all students with high-quality science education and portrays real teaching scenarios authored by educators and research on the NGSS Diversity and Equity Team. These seven authentic

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

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

case studies illustrate research- and standards-based classroom strategies that teachers can use to ensure that the NGSS are accessible to all students, including:

Economically disadvantaged students

Students from major racial and ethnic groups

Students with disabilities

English language learners

Girls

Students in alternative education

Gifted and talented students

Other Considerations: Other considerations looked at using HSS to provide engagement and content during ELD instruction.

Metrics: Metrics include; ELPAC Scores, CAST scores, MAP scores, and other district assessments.

Goal 2, Action 14: TK Paraeducators

This action provides for Transitional Kindergarten Paraeducators with a 5.5 hour paraeducator in each of the PRJUSD TK classes.

Principally Directed: A significant ELA and math achievement gap exists between low income and English Learner students, and the remainder of the student population. The achievement of LI and EL students on state assessments is below the all students subgroup.

This action increases the level of support and achievement for unduplicated students who would not make adequate academic gains otherwise. Traditionally, low income and English Learner Transitional Kindergarten students within PRJUSD have not met grade level expectancies on benchmark and standardized assessments and require additional small group instruction and support in a setting with a smaller student to teacher ratios. This action increases the level of support and reduces the student to teacher ratio for unduplicated students in TK who would not make adequate academic gains otherwise.

Research: Low income students in their pre-kindergarten years benefit greatly from early education and smaller group sizes. This is emphasized in the National Institute for Early Education Research publication, *Preschool Policy Matters*, which states, "The strongest evidence that preschool programs can produce large educational benefits for economically disadvantaged children comes from studies in which programs had both highly capable teachers and relatively small groups of children." (<http://nieer.org/wp-content/uploads/2016/08/9.pdf>)

Other Considerations: Other considerations included curricular changes and longer school day. It was determined that providing additional staffing to increase supports was the most effective action for serving the needs of unduplicated Transitional Kindergarten students.

Metrics: Metrics for measuring the effectiveness of this action include the Quality Counts and curriculum embedded assessments.

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

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

Goal 3: PRJUSD will provide additional services and supports to ensure social emotional and academic growth for English Learners, Homeless, Low Income, Foster, and Students with Disabilities.

Ensuring equity in education is a necessary component in narrowing the achievement gap. Teachers and school leaders ensure equity by recognizing, respecting, and attending to the diverse strengths and challenges of the students they serve. High-quality schools are able to differentiate instruction, services, and resource distribution to respond effectively to the diverse needs of their students, with the aim of ensuring that all students are able to learn and thrive.

Goal 3, Actions 1 and 2: English Language Intervention and English Learner Materials and Supplies

Principally Directed: A significant achievement gap exists between English Learner students and the all students subgroups within the PRJUSD assessment data. EL students are at greater risk of not achieving grade level standards, not progressing toward graduation, and are underrepresented in college. This action increases the level of support for closing the opportunity and achievement gap by providing equitable resources to our EL youth. By increasing English Language Intervention opportunities through additional instruction in English language development and the purchase of corresponding materials and supplies, English Learners are provided more intensive instruction leading to increased language proficiency.

Research: Research indicates that “providing small-group interventions for students struggling with specific problems in literacy or language development” makes a significant difference in increasing academic content knowledge and skills.

(<https://www.edweek.org/ew/articles/2016/05/11/teaching-english-language-learners-what-does-the-research.html>) This action provides the additional intervention necessary for increased achievement for the most needy English Language Learners.

Other Considerations: Simply providing baseline EL services without additional intervention and materials as well as increased paraeducator support. It was determined that the certificated intervention with the supporting materials and supplies was the best option for providing opportunity for EL students.

Metrics: The metric for measuring the effectiveness of this goal is the ELPAC assessment.

Goal 3, Action 3: Parent Institute for Quality Education (PIQE)

Parent Institute for Quality Education (PIQE)

Principally Directed: Unduplicated students are at greater risk of not achieving grade level standards, not progressing toward graduation, and are underrepresented in college. This action increases the level of support to close the opportunity and achievement

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

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

gap by providing equitable resources to our unduplicated youth. This action is principally directed towards unduplicated students as unduplicated students are at greater risk of not achieving grade level standard, not progressing towards graduation, and are underrepresented in college.

Research: Parental engagement resources support school leaders in building strong school communities. Building parent capacity is essential to supporting the academic achievement of unduplicated youth in PRJUSD. Throughout the nine-week workshop, PIQE fulfills its goal of educating, empowering, and inspiring parents of K–12 school age children to take an active role in encouraging and enabling their children to: Stay in school; Improve their academic performance; Develop healthy and constructive relationships with their parents, teachers, and counselors; and, focus/prepare themselves for a post-secondary education (PIQE). Nineteen parents formed a parent outreach program and have begun leadership by providing workshops on the importance of summer learning. In 2017, the DELAC identified the need to "provide parents with workshops to assist parents in learning about how to better support their children's academics" and "investigate and develop ways to increase communication between parents and schools, parents and teachers, and the community and the schools to create more access to available programs and supports offered at school and in the community."

<https://www.piqe.org/california-2/>

<http://neatoday.org/2014/11/18/the-enduring-importance-of-parental-involvement-2/>

Other Considerations: Not offer PIQE. District staff would have to create a parent program.

Metrics: The data that will be used to measure the impact of PIQE on unduplicated students will be four year university acceptance, student attendance data, district benchmark results, parent attendance at district/school functions.

Goal 3, Action 4: Wi-fi Access at home

WiFi Access: This action will provide wifi access to our unduplicated students for the purpose of equity related to access of internet tools and resources. This action is only provided for unduplicated students throughout the LEA.

Principally Directed: Unduplicated students are at greater risk of not achieving grade level standards, not progressing toward graduation, and are underrepresented in college. This action increases the level of support to close the opportunity and achievement gap by providing equitable resources to our unduplicated youth. PRJUSD will continue to provide technology through a school-to-home program in combination with in classroom access, to improve equity for unduplicated students and to expand educational opportunities beyond the school day. The district will continue to support the purchase of Chromebooks to ensure one-to-one access grades 5-12. PRJUSD will provide WiFi Access to support our unduplicated students with at home access to allow students the opportunity to continue and extend their learning at home.

Research: Blending technology with teachers to support interactive learning, exploration, and creation (instead of "drill and kill" techniques) leads to higher engagement and learning gains.

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

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

Other Considerations: Other considerations include not providing WiFi Access and hotspots to students.

Metrics: Metrics include increased engagement in class, homework completion, student survey, and grades.

Goal 3, Action 5: Tutoring for Middle School

Middle School Tutoring

Principally Directed: Unduplicated students are at greater risk of not achieving grade level standard, not progressing toward graduation, and are underrepresented in college. This action increases the level of support to close the opportunity and achievement gap by providing equitable resources to our unduplicated youth. This action is principally directed towards unduplicated students since unduplicated students are at greater risk of not achieving at grade level standards and not progressing towards high school graduation.

Research: With the inability to either graduate from high school, or the struggle that is presented to unduplicated students in the process of graduating from high school, unduplicated students are underrepresented in college because of the lack of skills that are often times obtained through small-group tutoring. Additionally, due to the increasing demands for accountability in schools, school administrators are looking for ways to increase the academic performance of students, which includes tutoring. Currently a variety of tutoring approaches are used including volunteer tutoring, peer tutoring, cross-age tutoring, and one-on-one tutoring (Ritter, Barnett, Denny, & Albin 2009). Due to the fact that students may be embarrassed in front of their peers to ask questions, which can reflect ignorance in a classroom setting, tutoring helps minimize some of the pressures that students feel in a whole class setting (Graesser and Person, 1994). Research also suggests that students who are tutored make greater academic gains than untutored students (Elbaum, Vaughn, Tejero, & Watson, 2000). As a result, PRJUSD will provide tutoring at both middle schools, since both schools are over 40% low economic status.

Other Considerations: The use of peer tutors by working with high school students who need community service hours. Such tutoring will also help with student connectivity from middle to high school, as relationships will form throughout the tutoring process.

Metrics: Increase in attendance and increase in academic performance for unduplicated students.

Goal 3, Action 6: New textbook adoption in alignment with state instructional materials adoption (9-12 ELA) (7 year payment plan @ \$50,000 per year) - NOT PAID OUT OF LCAP

Goal 3, Action 7: TOSA for 6-12 Special Education Teachers: Instructional supports, staff training and parent training

Principally Directed: Unduplicated students are at greater risk of not achieving grade level standard, not progressing toward graduation, and are underrepresented in college. This action increases the level of support to close the opportunity and achievement

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

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

gap by providing equitable resources to our unduplicated youth. This action provides greater access for students with disabilities and unduplicated students as it increases teachers' abilities to effectively address the needs of all students.

Research: The most appropriate environment for the education of children with disabilities has been a question at the forefront of public debate for a number of years (Chesley & Calaluce, 1997). As forward-thinking professionals, we can see that greater levels of educational support will be necessary if we are to accommodate the expanding literacy requirements that accompany rapid technological growth. If we want to be prepared as a society meeting the challenges of projected economic, demographic, and technological realities, it will require concerted efforts to effect lasting and responsible changes in the education we provide students with learning problems (Will, 1986). Gains in academic achievement result from a cumulative process through which students improve on existing skills while also mastering new skills (Duncan et al., 2007). Decades of research have consistently demonstrated rank-order stability in academic achievement such that students' reading performance scores on first-grade assessments are highly correlated with scores on reading and math achievement tests throughout the school career (Arnold & Doctoroff, 2003; Crawford, Tindal, & Steiber, 2001).

Other Considerations: Utilization of current Special Education staff to support Special Education staff and students in increasing effective programming and implementing curriculum with fidelity to monitor student progress.

Metrics: CAASPP results, NWEA growth data, and CASEMIS data

Goal 3, Action 8: CELDT/ELPAC Testing Team

Principally Directed: A significant achievement gap exists between English Learner students and the all students subgroups within the PRJUSD assessment data. EL students are at greater risk of not achieving grade level standards, not progressing toward graduation, and are underrepresented in college. This action increases the accuracy and calibration of the ELPAC assessment and increases the level of support for closing the opportunity and achievement gap. This is accomplished through providing a team to assess our EL students thus increasing the time teachers are able to provide English Learner instruction.

Research: Past practice within PRJUSD indicates that using a team of trained assessors to administer the CELDT/ELPAC assessments has reduced discrepancies between proctors and has freed up classroom and intervention teachers to provide greater differentiation for English Learners.

Other Considerations: Other considerations included using classroom or ELD teacher time for ELPAC assessment. It was determined that the use of an ELPAC testing team would most benefit our EL students and be on least disruption to ongoing instruction.

Metrics: ELPAC assessment records

Goal 3, Action 9 and 18: 3 Parent liaisons to support the English learner students and their families and English Learner Welcome

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

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

Center

Bilingual Parent Liaisons to provide interpretation, translation, and community outreach and a Welcome Center to provide centralized English Learner student and family information and services

Principally Directed: A significant achievement gap exists between English Learner students and the all students subgroups within the PRJUSD assessment data. EL students are at greater risk of not achieving grade level standards, not progressing toward graduation, and are underrepresented in college. This action increases the level of support for students and families of English Learners as a means of providing access and opportunity.

Research: The importance of parent engagement is widely researched and identified as a key element for students success. The Bilingual Parent Liaison and English Learner Coordinator serves as an outreach to Spanish speaking families including initial intake and testing, coordinating services, providing translation services for district meetings (including board meetings) and providing help and support with individual families. The DELAC supports the expansion of services for our English learner families. Ensuring that all students learn and thrive is a complex endeavor, one that educators cannot manage in isolation from students' families and communities. Family and community engagement has a positive influence on student achievement and behavior. (1) Research has found that schools with family and community partnerships are more successful in improving students' academic achievement and their college and career readiness compared to schools that do not engage families and community. (2) The positive influence of school practices to engage families is greatest for low-income children; in fact, the disparity between middle- and low-income families' readiness to work effectively with schools contributes to the achievement gap. <https://news.illinois.edu/view/6367/205679>
<http://www.colorincolorado.org/article/how-reach-out-parents-ells>

Other Considerations: Not provide additional services to EL students, parents or guardians.

Metrics: The data that will be used to measure the impact on EL students will be parent attendance rate at district events (e.g., PIQE, Latino Family Literacy Night, Back to School Night, Parent Conferences) and student achievement data: CAASPP, ELPAC, report grade, reclassification rate.

Goal 3, Action 10: English Language Coordinator services to support students, teachers, and families.

Principally Directed: Unduplicated students are at greater risk of not achieving grade level standard, not progressing toward graduation, and are underrepresented in college. This action increases the level of support to close the opportunity and achievement gap by providing equitable resources to our unduplicated youth. This action is principally directed towards unduplicated students as EL students are at greater risk of not achieving grade level standard.

Research: These student populations benefit most from this support and coordinator of services. The EL Coordinator ensures the federally and state mandated requirements are fulfilled, conducts professional learning, ensures materials are aligned to standards,

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

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

and progress monitoring is consistent district-wide so they achieve their highest potential. The ELPAC testing team administers the initial and annual ELPAC. Because the test is administered individually, teachers would lose instructional time if they administered the test. To close the achievement gap, teachers need to be present. Teachers are the greatest source of variance that can make the difference in a child's life and they have the greatest influence on student achievement. (Hattie, 2012). Additionally, quality professional development is essential to improving public education and the teaching profession (CTA, 2018).

<https://www.ernweb.com/educational-research-articles/effective-teachers-are-the-most-important-factor-contributing-to-student-achievement/>

Other Considerations: Not hiring coordinator to help EL students, teachers, and families. Teachers independently creating and choosing their own materials, as well as administering the ELPAC.

Metrics: The data that will be used to measure the impact on our EL students will be District professional development sign in sheets, Illuminate, MAP, CAASPP, ELPAC, Reclassification monitoring, and district benchmark results.

Goal 3, Action 11: Basic supplies and needs for low income, homeless and foster

Basic Needs and Supplies for Foster Youth and Homeless

Principally Directed: Unduplicated students are at greater risk of not achieving grade level standard, not progressing toward graduation, and are underrepresented in college. This action increases the level of support to close the opportunity and achievement gap by providing equitable resources to our unduplicated youth. This action is solely directed for foster youth and homeless students to provide the basic needs and supplies necessary to be successful at school. The action is directly tied to the LCAP state priorities and will be exclusively used LEA wide for foster and homeless.

Research:

As demonstrated in the presentation of findings provided by the National Symposium on Homelessness Research, 2007, homeless youth often have a history of academic and school behavior problems. Between 25 and 35 percent of homeless youth report that they had to repeat a grade (Clark & Robertson, 1996; Robertson, 1989; Upshur, 1986; Young et al., 1983), and many have been suspended or expelled (Toro & Goldstein, 2000). Drop-out rates are also high (Thompson, Kost, & Pollio, 2003). Academic and school behavior problems can be a source of family conflict and hence contribute to further homelessness. With 565 CALPADS confirmed McKinney-Vento eligible families and county data showing the increase of the number of Foster Homes still needed for students we are in the thrust of an epidemic. In accordance with the "Self-Sufficiency Matrix" which governs four domains; Mobility, Community Involvement, Safety, and Parenting Skills, the PRJUSD has committed to actions that increase matrix level of support. Specifically in regards to mobility to school, medical/mental care, and school activities. The basic needs also include the reduction of barriers associated with students participating in school and community events, such as childcare, clothing, transportation, and registration

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

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

fees. Lastly, the increased services will cover safety aspect of the matrix by allowing the district to ensure that families have food and temporary shelter when resources are unavailable.

Other Considerations: As it stands now, there are between 150 and 200 shelter beds on any given night—that includes 50 at the ECHO (El Camino Homeless Organization) Shelter in Atascadero, 50 at Maxine Lewis Memorial Center, 25 to 40 overflow beds at San Luis Obispo area churches, vouchers for motel stays, and domestic violence shelters in Paso Robles and San Luis Obispo. Though the district does work with the above infrastructure these are the only resources available and are often at capacity. The principally directed funds will allow an increase in the service level in accordance with the strongest correlating domains for homeless and foster youth.

Metrics: Data will be provided in alignment with reduction in chronic truancy, increase in school stability, reduction in school suspension and expulsions, and increased connectivity of homeless and foster students with regard to school and community events/programs.

Goal 3, Action 12: Reduced Counselor Ratio at Alternative Education HS

Principally Directed: Unduplicated students are at greater risk of not achieving grade level standard, not progressing toward graduation, and are underrepresented in college. This action increases the level of support to close the opportunity and achievement gap by providing equitable resources to our unduplicated youth.

Research: Students' unmet mental health needs can be a significant obstacle to student academic, career and social/emotional development and even compromise school safety. Schools are often one of the first places where mental health crises and needs of students are recognized and initially addressed (Froeschle & Meyers, 2004). Most students in need do not receive adequate mental health supports (Centers for Disease Control and Prevention [CDC], 2013). Research indicates 20 percent of students are in need of mental health services, yet only one out of five of these students receive the necessary services (Kaffenberger & Seligman, 2007). Furthermore, students of color and those from families with low income are at greater risk for mental health needs but are even less likely to receive the appropriate services (Panigua, 2005; Vera, Buhin, & Shin, 2006) despite increased national attention to these inequities (Alegria, Vallas, & Pumariega, 2010).

Other Considerations: Continue with current staffing ratio with focus on academic counseling. These actions were not selected as the committee recognized the significant impact of a more intensive and consistent support in the areas of social emotional and behavioral.

Metrics: The data we will use to measure the impact for our unduplicated students will be counselor contacts, grade point averages, growth in gpa and decline in behavioral incidents.

Goal 3, Action 13: Mental Health Therapist

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

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

Mental Health Therapist: The goal of this action is provide early social emotional supports for students who are struggling with mental health needs. This is directly related to LCAP state priority in the area of basic needs.

Principally Directed: Unduplicated students are at greater risk of not achieving grade level standard, not progressing toward graduation, and are underrepresented in college. This action increases the level of support to close the opportunity and achievement gap by providing equitable resources to our unduplicated youth. Unduplicated students are at greater risk of not achieving grade level standard, not progressing toward graduation, and are underrepresented in college. This action increases the level of support to close the opportunity and achievement gap by providing equitable resources to our unduplicated youth. This action is principally directed for unduplicated students at PRHS, LHS, and Alternative Education School.

Research: The U.S. Surgeon General's 2000 Report on Children's Mental Health estimates that one in five children and adolescents will experience a significant mental health problem during their school years. These issues vary in severity, but approximately 70% of those who need treatment will not receive appropriate mental health services. Failure to address children's mental health needs is linked to poor academic performance, behavior problems, school violence, dropping out, substance abuse, special education referral, suicide, and criminal activity. Suicide is the second leading cause of death among school age youth. In 2013, 17% of our nation's high school students seriously considered suicide and 8% made an attempt. Children and youth spend the majority of their day in school where caring and trained adults are available to help them. Schools need trained mental health staff and clear procedures for identifying and intervening with students at risk for suicidal behavior.

Other Considerations: Engaging in outside of district contracts to provide mental health therapy to students in crisis.

Metrics: student attendance, discipline, academic progress, number of referrals and therapeutic goal attainment, staff/parent/student surveys

Goal 3, Action 14: Community Wellness Facility Planning

Principally Directed: Unduplicated students are at greater risk of not achieving grade level standard, not progressing toward graduation, and are underrepresented in college. This action increases the level of support to close the opportunity and achievement gap by providing equitable resources to our unduplicated youth and families. This action will create the seed money to start the planning of a community wellness center which will be able to serve the basic health needs for our unduplicated students and families. The goal of this action is to have a community wellness center within the 2020-21 school year.

Research: Wellness Centers often are operated as a partnership between the school and a community health organization, such as a community health center, hospital, or local health department. The specific services provided by Wellness Centers vary based on community needs and resources as determined through collaborations between the community, the school district and the health care providers. Wellness Centers provide a variety of health care services to youth in a convenient and accessible environment. Over the

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

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past 40 years, the growth of Wellness Centers evolved from various public health needs to the development of a specific collaborative model of care that is sensitive to the unique needs of children and youth, as well as to vulnerable populations facing significant barriers to access. Nearly 2,000 school-community Wellness Centers operate nationwide, according to the most recent National Assembly on School-Based Health Care census.

Other Considerations: continuation of utilizing local agencies based on student need without providing for an ease of location access with comprehensive supports

Metrics: creation of a Community Wellness Center development master plan and funding model for such plan

Goal 3, Action 15: Bilingual Paraeducators

Para educator/Teacher support in Newcomer program and/or with students who score 1 or 2 on ELPAC.

Principally Directed: Unduplicated students are at greater risk of not achieving grade level standard, not progressing toward graduation, and are underrepresented in college. This action increases the level of support to close the opportunity and achievement gap by providing equitable resources to our unduplicated youth. Paraeducator/teacher support EL students by providing intensive instruction on English language vocabulary and in assisting the student to access the core instruction. PRJUSD will provide and expand services through highly trained support staff including para educators. These staff members will focus on unduplicated EL students to provide support and access to resources to help them engage at school and close achievement gaps.

Research: EL learners will receive instruction in addition to core (System 44, Read 180) or an individualized diagnostic and support program with additional paraeducator/support in English Language Development. Research-based strategies for English Learners and Long-Term English Learners: <http://www.colorincolorado.org/ell-basics/special-populations/long-term-ells> ELDStandards: Stanford University: <http://ell.stanford.edu/> <https://www.hmhco.com/products/system-44/>

Other Considerations: Not provide additional primary language support.

Metrics: Data used to measure impact of this action will be ELPAC results, report grades, attendance rate.

Goal 3, Action 16: Mentor Program for High School at risk youth

Principally Directed: Unduplicated students are at greater risk of not achieving grade level standard, not progressing toward graduation, and are underrepresented in college. This action increases the level of support to close the opportunity and achievement gap by providing equitable resources to our unduplicated youth. This action is principally directed towards unduplicated students as unduplicated students are at greater risk of not achieving grade level standard, not progressing towards graduation, and are underrepresented in college.

Research: Research supports that mentorship programs can have a positive impact for students who are lacking role models and

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

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

stability within their home settings. Project 720 – named after the number of days in a four-year high school career – to transform secondary education.

https://www.researchgate.net/publication/228766930_PROJECT_720_A_CASE_STUDY_OF_HIGH_SCHOOL_REFORM

Other Considerations: Assigning staff mentors, wanted a fully integrated program like program Project 720 as it has proven research and scope and sequence for mentorship.

Metric: Graduation rates for unduplicated students

Goal 3, Action 17: Youth and Action/Girl Circle Support Groups

Mentors/Youth and Action/Girls Circle:

Principally Directed: Unduplicated students are at greater risk of not achieving grade level standard, not progressing toward graduation, and are underrepresented in college. This action increases the level of support to close the opportunity and achievement gap by providing equitable resources to our unduplicated youth. This action is principally directed to Unduplicated Youth between the ages of 11-17 at each of our middle and high schools that have a history or signs of participating or encouraging; violence, substance abuse, and non-compliance with authority. Students will be identified through counselors and site administration referrals for repeated discipline offenses, truancy concerns, and/or drop-out risk markers. Mentorship will provide role models and supports to our unduplicated students throughout the district. The goal of this action is to create a positive culture and connection for students with leaders within the school sites. This action will increase connectivity and a feeling of belonging so that student's basic needs are met and will be successfully behaviorally and academically.

Research: The Association for Supervision and Curriculum Development has published research indicating the effects of school connectedness. As noted in our stakeholder feedback and five-star point system our unduplicated students do not feel that they are supported by an adult on campus at the same level as their peers. Student connectivity in the research refers to an academic environment in which students believe that adults in the school care about their learning and about them as individuals. Klem and Connell (2004) provide a frightening statistic in this regard, noting that by high school, as many as 40 to 60 percent of all students—urban, suburban, and rural—are chronically disengaged from school. (p. 262). The synthesis included that, “Although connecting students to school is important at all grade levels, it's especially crucial during the adolescent years. In the last decade, educators and school health professionals have increasingly pointed to school connectedness as an important factor in reducing the likelihood that adolescents will engage in health-compromising behaviors. A connected school environment also increases the likelihood of academic success.” A further study from the National Research Council and the Institute of Medicine (2004) identified a series of factors associated with school engagement. Three factors listed in the study that support student connectivity include; mentorship programs, student advisors, and community service projects.

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

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

Other Considerations: Community mentors were discussed but the availability has been inconsistent for continued contact with students which impacts the effectiveness and support level felt by students. Additional training for current staff, though we will deploy as well, did not meet the need posed by students which brought to the forefront the need to have mentors that reflect the cultural background and experiences of unduplicated students.

Metrics: Data monitoring will include reports indicating starting baseline of the student, number of mentor contacts, grade changes, attendance, and the impact on student disciplinary action.

Goal 3, Action 18: English Learner Welcome Center (See Goal 3, Action 9)

Goal 3, Action 19: Late Bus and Co-Curricular Activities

Principally Directed: This action is principally directed towards unduplicated students. It will allow greater access to tutoring, dual enrollment classes and extracurricular sports and activities after school. It will also allow enrichment opportunities through Visual and Performing Arts, GATE/Honors/AP, and 1:1 Devices.

Research: Unduplicated students are at greater risk of not achieving grade level standards, not progressing toward graduation, and are underrepresented in college. This action increases the level of support to close the opportunity and achievement gap by providing equitable resources to our unduplicated youth by allowing them to participate in co-curricular activities.

Participation in co-curricular activities has been found to be a productive use of this time, providing diverse opportunities for development and growth (Larson 2000). More specifically, research suggests that there is an increasing potential of co-curricular participation for positive youth development (Eccles & Gootman, 2002; Eccles & Templeton, 2002; Mahoney, Larson, & Eccles, 2005). Due to the fact that involvement in co-curricular activities is operationalized in a variety of ways (Weiss, Little, & Bouffard, 2005), the PRJUSD community, parents, staff, and students, recognizes the benefits of busing unduplicated to to and from such co-curricular activities. Research also indicates that there is a positive correlation between co-curricular activities and student achievement in core content areas. In contrast, some studies document the potential costs involved with co-curricular activities, especially regarding the inability for unduplicated students and families to afford the rising costs associated with co-curricular activities (Marsh & Kleitman, 2002). Since a student's future can be determined in the things that they do in the hours after school and before their parents get home, transportation for co-curricular activities are imperative for PRJUSD students (Massoni, 2011).

Other Considerations: Not offer transportation for unduplicated students for co-curricular activities. Work with the city to purchase bus passes for unduplicated students and families.

Metrics: Number of students enrolled in co-curricular activities that ride the late bus.

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

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

Goal 4: PRJUSD will provide opportunities that support a culture of belonging and positive climate for all students, families, and staff.

Connectivity/Climate: Physical, environmental, and social aspects of a school have a profound impact on student experiences, attitudes, behaviors, and performance. School culture and climate help determine whether students are motivated to learn and stay in school. In a healthy and positive school culture, all students experience equally supportive learning environments and opportunities that help them learn and thrive.

Goal 4, Action 1: Support (GATE testing, professional development, classroom materials, parent education, GATE events)

Principally Directed: A significant ELA and math achievement gap exists between low income and English Learner students, and the remainder of the student population. The achievement of LI and EL students on state assessments is below the all students subgroup. This action increases the level of support and achievement for unduplicated students who would not make adequate academic gains otherwise. PRJUSD will continue to provide GATE opportunities principally directed to our unduplicated youth, through an inclusive program model in combination with in classroom access. To improve equity for unduplicated students and to expand educational opportunities beyond the school day. PRJUSD will increase assessment to support LI, EL, Homeless, and FY through the screening of all first graders and providing non-verbal assessments to increase identification of our unduplicated youth.

Research: Instruction is more likely to be effective for our unduplicated youth when teachers can draw from a broad repertoire of instructional strategies to address students' multiple learning styles; when they make careful decisions about how to allocate time and resources to engage students in meaningful activities; and when they continually assess student progress and make appropriate instructional adjustments based on the assessment results. The instructional behaviors exhibited by skilled teachers have been linked to positive outcomes for students.

Other Considerations: Other considerations include not providing screening to all student, using only one type of assessment to identify students.

Metrics: Metrics includes an increased percentage of unduplicated students in GATE, increased engagement as measured by student survey.

Goal 4, Action 2: VAPA support for K-5 including dance, art and music teachers, elementary keyboard, program expenses including supplies and field trips, VAPA support for 6-12 programs including music accompanists, program expenses, and field trips Increase Music Elementary Position

Principally Directed: The PRJUSD longitudinal data for foster and English Learner achievement and college readiness demonstrates

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

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

an achievement and opportunity gap for students within these groups. Internal District data suggests that LI, EL, and foster students struggle with their sense of belonging and school connectivity. To increase the success of these students, avoid chronic absenteeism, and increase student connectedness, services will be principally directed toward our unduplicated students.

Research: VAPA Curriculum and Planning: An effective curriculum will: Be developed or selected by staff from the local district and its schools, including appropriate grade-level teachers. The curriculum that is enacted in schools will reflect consideration of the climate and culture of the local context while maintaining high expectations for all students; Align with the current content standards and the California academic frameworks for public schools in its goals, objectives, and expected outcomes at each grade level. The local district will develop or select curriculum that equips all students with the knowledge, conceptual understanding, and skills necessary to succeed; Reflect a logical progression of skill development by grade spans. This means that at each grade level, all participants have access to the expected knowledge, conceptual understandings, and skills to be mastered at that grade level. Interventions are provided where necessary; and Include multiple opportunities for formative assessments (2), semi-annual or annual summative assessments, and interventions, as needed. These actions will increase access for unduplicated students as the curriculum will be planned with universal design.

<http://www.pbs.org/parents/education/music-arts/the-importance-of-art-in-child-development/>

Other Considerations: Other considerations included reducing VAPA, replacing VAPA with other student climate activities

Metrics: Metrics include student surveys, parent surveys, and teacher surveys.

Goal 4, Action 3: Elementary and middle school athletics (stipends and benefits, aquatics unit, and supplies)

VAPA/Athletic Staff/Stipends/Materials/Field Trips: Elementary Athletics and Extracurricular Activities

Principally Directed: The PRJUSD longitudinal data for foster and English Learner achievement and college readiness demonstrates an achievement and opportunity gap for students within these groups. Internal District data suggests that LI, EL, and foster students struggle with their sense of belonging and school connectivity. To increase the success of these students, avoid chronic absenteeism, and increase student connectedness, services will be principally directed toward our unduplicated students. This action is principally directed for unduplicated students and will increase services by 1.0 FTE at schools with over 55% low economic status. Such services will give unduplicated students access to music, art, elementary extracurricular activities.

Research: There is an increasing interest in out-of-school time and the potential of extracurricular participation for positive youth development (Eccles & Gootman, 2002; Eccles & Templeton, 2002; Mahoney, Larson, & Eccles, 2005). Activity involvement can be operationalized in a variety of ways (Weiss, Little, & Bouffard, 2005). Based on feedback from the PRJUSD community, parents, staff, and students, such involvement indicates that a well-rounded education of after school activities includes Visual and Performing Arts (VAPA). Research regarding extracurricular activities indicates that there is a positive correlation between VAPA and achievement in

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other core content areas. In addition, there are career opportunities in the local area for those versed in the arts. In contrast, some studies document possible costs of involvement in some types of activities, especially when considering the inability for unduplicated students and families to afford the rising costs associated with extracurricular activities (Marsh & Kleitman, 2002). Since a student's future can be determined in the things that they do in the hours after school and before their parents get home, extracurricular activities such as VAPA and elementary athletics are imperative for PRJUSD students (Massoni, 2011).

Other Considerations: Since activities are extracurricular, an equitable funding formula could be created so that those who can afford to pay and are willing to donate such programs to help offset costs.

Metrics: Participation and attendance in team sports, VAPA programs, and field trip participation.

Goal 4, Action 4: Intervention Specialists 1.6 Middle Schools

Goal 4, Action 6: Provide two Tier 1 and one Tier 2 Intervention Specialists for TK-5 Schools

Principally Directed: The PRJUSD longitudinal data for foster and English Learner achievement and college readiness demonstrates an achievement and opportunity gap for students within these groups. Internal District data suggests that LI, EL, and foster students struggle with their sense of belonging and school connectivity. To increase the success of these students, avoid chronic absenteeism, and increase student connectedness, services will be principally directed toward our unduplicated students. This action is principally directed towards unduplicated elementary and middle school students as unduplicated youth will get increased services in social emotional supports, connectivity, mentoring and ongoing monitoring of success.

Research: Schools provide students with a sense of belonging evidenced by caring and respect; encourage students to grow in competence by offering balanced, challenging tasks; and support students to realize their potential. As Abraham Maslow (1987) wisely observed, if people are struggling to meet their basic physiological and safety needs, there is no energy left for meeting their higher needs of love, belonging, esteem, and self-actualization. Zero-tolerance policies are not the solution for making schools safe. They may work in the short run by suspending troublemakers, but they leave the underlying problems of violence untouched (The Civil Rights Project at Harvard University, 2000). The most important factor in meeting the needs of young adolescents in school is a safe school climate that provides for caring adult relationships develops social emotional skills in students and promotes respect and accountability.

Other Considerations: Utilization of current staff in other roles to provide intensive supports to unduplicated students and or contract with outside agencies to provide preventative measures to support struggling students.

Metrics: Metrics for measuring the effectiveness of this action include attendance, discipline, and academic records or participating students, student attainment of goals, referral rates and parent/staff surveys.

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

Goal 4, Action 5: School site support for PBIS implementation

Principally Directed: The PRJUSD longitudinal data for foster and English Learner achievement and college readiness demonstrates an achievement and opportunity gap for students within these groups. Internal District data suggests that LI, EL, and foster students struggle with their sense of belonging and school connectivity. To increase the success of these students, avoid chronic absenteeism, and increase student connectedness, services will be principally directed toward our unduplicated students.

Research: Positive Behavior Intervention and Support (PBIS) is a research-based strategy that improves student performance by providing a positive learning environment and reducing student behavior and discipline problems that interfere with learning and a recognized part of the Multi-tiered System of Supports (MTSS). Each site has a PBIS team and the expected outcome was that each site would reach the Bronze level status. All schools in the district successfully applied with all exceeding expectations and achieving Silver status, with one school reaching Platinum. These designations of increased effectiveness are approved by the State based on the data submitted within the correlates of the PBIS tiers. Two actions walks were conducted to provide feedback to schools and to validate results. In addition, intervention specialist were provided through LCAP funds to provide Tier 2 supports for PBIS for identified students. Data regarding the effectiveness of those supports were submitted as part of the PBIS application to receive the increased Silver and Platinum designations. The DELAC, District English Language Advisory Committee, recommended that the district "continue to build PBIS as a way to support academic success for our students." In addition in 2004 the reauthorization of the IDEA included PBIS as an appropriate strategy to also support students with disabilities who exhibited challenging behavior. Independent studies from both, Barclay 2017; Tobin & Vincent 2011, "showed implementation of PBIS acknowledgement systems was significantly related to lower discipline disproportionality."

Other Considerations: Character Counts Programming, drafting independent frameworks, review of previous RTI model that was in place.

Metrics: Continued State applications and corresponding designations for progress, reduction of suspensions, office discipline referrals, and increase of the student indicator on California Healthy Kids Survey related to connectivity questions.

Goal 4, Action 6: Provide two Tier 1 and one Tier 2 Intervention Specialists for TK-5 Schools (See Goal 4, Action 4)

Goal 4, Action 7: Surveillance Cameras/Radios for School School Safety (See Goal 4, Action 9)

Goal 4, Action 8: Staff Training and Supports: Active Shooter and Social Emotional Social Learning Emotional Training for staff at all elementary sites.

Principally Directed: The PRJUSD longitudinal data for foster and English Learner achievement and college readiness demonstrates

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an achievement and opportunity gap for students within these groups. Internal District data suggests that LI, EL, and foster students struggle with their sense of belonging and school connectivity. To increase the success of these students, avoid chronic absenteeism, and increase student connectedness, services will be principally directed toward our unduplicated students. This action is principally directed towards our unduplicated students as it will provide the necessary social-emotional supports and structures needed for TK-5th grade. This action should occur as our data indicates a gap in the academic and discipline data for unduplicated students.

Research: Twenty-first century schools serve socio-culturally diverse students with varied abilities and motivations for learning (Learning First Alliance, 2001). Students bring their social and emotional issues into the classroom, and these issues can cause the students to misbehave and distract them from focusing on their academic work. Many students become more disengaged from school as they progress from elementary to middle to high school. It is estimated that 40 to 60% of urban, suburban, and rural high school students become chronically disengaged from school — not counting those who have already dropped out (Klem & Connell, 2004). Teachers usually don't receive training for how to develop their students' Social and Emotional Intelligence. When students develop their Social and Emotional Intelligence, they handle their social and emotional issues more effectively, and students can focus their full attention on their academic work.

Other Considerations: Contracting with the outside agencies who provide social emotional services. Recruit and train community members who have training and skills within the area of social emotional learning to volunteer and mentor unduplicated students.

Metrics: Attendance, California Healthy Kids Survey, discipline data, and PBIS data.

Goal 4, Action 8: Staff Training and Supports: Social Emotional and Active Shooter Active Shooter Training for All School Sites

Principally Directed: The PRJUSD longitudinal data for foster and English Learner achievement and college readiness demonstrates an achievement and opportunity gap for students within these groups. Internal District data suggests that LI, EL, and foster students struggle with their sense of belonging and school connectivity. To increase the success of these students, avoid chronic absenteeism, and increase student connectedness, services will be principally directed toward our unduplicated students.

Research: ALICE, which stands for Alert, Lockdown, Inform, Counter, and Evacuate, is a post-Columbine, Virginia Tech, Sandy Hook strategy that goes beyond the conventional lockdown. Safe schools provide orderly, civil conditions for learning. Schools that are safe places to learn provide protection from physical and psychological violence and freedom from bullying and harassment. A growing body of research has identified harassment-related distress as a key factor in poor school attendance and poor student performance. This action directly aligns LCAP state priorities. A major addition to this safety protocol is the ability to be "Alert" as well as "Informing" when you hear or see someone struggling or making comments that could be early identifiers and precursors. The Secret Service published a study after reviewing 37 school shootings involving 41 attackers that took place from December 1974 through May 2000. Data included investigative, school, court and mental health records. In addition, 10 school shooters were interviewed to gain their

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perspectives from “conceptualization to execution” of the attacks. A series of findings emerged. Those findings included;

“Incidents of targeted violence at school rarely were sudden, impulsive acts.”.

“Prior to most incidents, other people knew about the attacker’s idea and/or plan to attack.”

Along similar lines, most attackers “engaged in some behavior prior to the incident that caused others concern or indicated a need for help.”

“Most attackers had difficulty coping with significant losses or personal failures. Moreover, many had considered or attempted suicide.”

“Many attackers felt bullied, persecuted or injured by others prior to the attack.”Almost two-thirds reported being targeted by others prior to the attack, with some claiming to have withstood severe bullying for a long time.

ALICE will be one of the protocols in conjunction with additional social emotional education and training; ASIST (Applied Suicide Intervention Skills Training), CPI (Crisis Prevention Institute) De-escalation, Signs Of Suicide, and Human Trafficking (AB 1227) education.

Other Considerations: The Run, Hide, Fight protocol was discussed but fails to address the need to be Alert and Inform which means the preventative action is void. ALICE is the only other program endorsed by law enforcement and the federal government.

Metrics: The number of district staff regardless of classification trained in signs and social emotional supports such as; ASIST, SOS, CPI, ALICE, and Human Trafficking. Baseline data to be collected and monitored on number of students served as a result of staff education in these identified areas.

Goal 4, Action 7: Surveillance Cameras/radios for School School Safety

Goal 4, Action 9: School Resource Officer - See Goal 4, Action 7

Goal 4, Action 16 : Safety Resource Officer: Directly tied to state priority 5 and the national initiative to improve school culture and climate through the provision of safety resource officer. Additionally provides training for staff, conducts home visits and is liaison with local community and authorities

School Safety Improvements: Cameras, Communications System, Safety Resource Officer

Principally Directed: The PRJUSD longitudinal data for foster and English Learner achievement and college readiness demonstrates an achievement and opportunity gap for students within these groups. Internal District data suggests that LI, EL, and foster students struggle with their sense of belonging and school connectivity. To increase the success of these students, avoid chronic absenteeism, and increase student connectedness, services will be principally directed toward our unduplicated students. This action is principally directed to unduplicated students as the national and state data have indicated the disparity of unduplicated students being three times more likely to be incarcerated, which ultimately results in loss of education and ability to achieve success in school and career.

Research:

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Research conducted over a two-year study of an SRO program has concluded that for every dollar invested in the program, a minimum of \$11.13 of social and economic value was created. The report lists numerous benefits of the program, including; Prevention of student injuries and even death due to violence, drug overdoses, etc, Reduction of the likelihood that a student will get a criminal record, Increase of the likelihood that students (particularly those with mental health issues) will get the help they need from the social service and health care systems, and Increase in feelings of safety among students and staff. The research also indicates, contrary to some beliefs, that school resource officers do not contribute to the "School-to-Jail Pipeline". On the contrary, SROs help troubled students avoid involvement with the juvenile justice system. In fact, wide acceptance of NASRO best practices is one reason that the rates of juvenile arrests throughout the U.S. fell during a period when the proliferation of SROs increased (To Protect and Educate: The School Resource Officer and the Prevention of Violence in Schools). While the reduction of juveniles being incarcerated is noted through studies much work remains in resolving the disparity with regard to socioeconomic status, ethnicity, and language learners. The most recent study produced by the Office of Juvenile Justice and Delinquency Prevention indicates that minority students are still three times more likely arrested.

The U.S. Department of Justice has indicated the importance of police-community relationships and resources in addressing the disparity. Positive connections between unduplicated student groups and police provide for opportunities to guide, educate, and identify students challenges in order to address the needs and pair students with resources appropriate to intervention prior to incarceration. As trained in the NASRO courses, SROs have received training specific to; Developing Successful Relationships with Diverse Students, Violence and Victimization, Social Media, and Human Trafficking. Three of the four trained categories have research backing the disparity of occurrences in the unduplicated sub-group.

The U.S. Department of Justice, Office of Justice Programs, explains that day-to-day security issues and school security personnel can greatly benefit students from the use of cameras. While cameras do keep outsiders off of campuses it also, "Can be assumed that most kids are not going to step way out of bounds if they believe they will likely be caught, which is often possible through the appropriate application of cameras. In a school security system, the ideal goal should be to convince kids not to even attempt to do something that is unacceptable." As there are common visible behaviors associated with students contemplating inappropriate actions on a campus, the viewing of live footage through cameras and radio communication to staff in the vicinity, act as a preventative measure that can curb the student action from ever taking place. This allows for an opportunity to educate vs. discipline or legal action. With the disparity of unduplicated groups in juvenile corrections and subject to school sanctions, this would allow PRJUSD to be proactive in preventing and educating vs. punitive measures.

Based on indicators of student connectedness to the school community, developmental supports, and safety, schools that provide a healthy culture and climate for students demonstrate higher achievement.

Other Considerations: Increase in additional campus assistants which would not provide students with the same level of training and

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expertise of personnel attached to this action. Coverage of campuses and subjectivity of viewing an incident was also discussed. Cell phone use was rejected as the team would not be able to identify closest personnel and it would not allow for multiple parties to communicate and respond in order to curb student activity prior to incidents.
Metrics: Comparison data will be provided over the three change cycle. Data points will consist of student suspension rates, expulsion rates, referral tracking to monitor services pertaining to substance abuse, violence, depression, and social emotional needs. These data points will monitor the effectiveness on sub-group populations as the primary intent is to increase services for unduplicated groups. These actions directly align to LCAP state priorities.

Goal 4, Action 10: WEB mentorship and transition supports

Principally Directed: The PRJUSD longitudinal data for foster and English Learner achievement and college readiness demonstrates an achievement and opportunity gap for students within these groups. Internal District data suggests that LI, EL, and foster students struggle with their sense of belonging and school connectivity. To increase the success of these students, avoid chronic absenteeism, and increase student connectedness, services will be principally directed toward our unduplicated students. At -risk students struggle in the transition from elementary to middle school. To increase the success of these students, avoid chronic absenteeism, and increase student connectedness services will be principally directed towards FY, LI, EL and Homeless students. The transition to middle school is a significant event in the life of a young person, and yet very few substantial strategies for support exist in most middle schools.

Research: Middle schools don't have to just stand by and allow this rite of passage to happen to their 6th graders. You can with some strategic and intentional actions, put in place a structure where 6th graders get the necessary support to successfully navigate this transition and start their middle school experience on a positive note. Because the move to middle school can be challenging and frightening, 6th graders often experience lowered academic achievement and difficult social adjustments. And, because 6th graders are often scared in the new environment of middle school, they can easily become the subject of bullying.

Other Considerations: Not offering a transitional program and support from elementary to middle school.

Metrics: Attendance, student survey, discipline data

Goal 4, Action 11: Dean of School Culture and Climate

Increase supports to at-risk unduplicated students through the addition of a Dean of School Climate.

Principally Directed: The PRJUSD longitudinal data for foster and English Learner achievement and college readiness demonstrates an achievement and opportunity gap for students within these groups. Internal District data suggests that LI, EL, and foster students struggle with their sense of belonging and school connectivity. To increase the success of these students, avoid chronic absenteeism,

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and increase student connectedness, services will be principally directed toward our unduplicated students. To address this need, the addition of this leader provides additional supports through a focus on culture and climate as it relates to and directly oversee our EL, foster and homeless resources and programs at PRHS..

Research: Research reveals that the effect of leadership on student learning is second only to classroom instruction. (1) Strong leadership is crucial to turning around low-performing schools and closing the achievement gap. (2) In a California middle school study, researchers concluded that effective school leaders have the largest impact on schools with the greatest need. (3) According to Linda Darling-Hammond (4), “the number one reason for teachers’ decisions about whether to stay in a school is the quality of administrative support—and it is the leader who must develop this.” Leadership, defined more broadly, can also generate creative solutions and support system-wide implementation of those solutions. Studies of distributed leadership indicate that many different leaders play a role in supporting student success. A study of multiple urban elementary schools demonstrated how leadership teams—rather than individual leaders—worked successfully to interpret student learning outcomes and, based on their findings, implement positive changes in instruction across a large district.

Other Considerations: Other considerations included increasing the responsibilities of existing Counselors or Assistant Principals and/or bringing in outside agencies to provide the support. After consideration of the alternatives, it was decided that the most effective and feasible action was the addition of a Dean of Culture and Climate.

Metrics: Metrics for measuring the effectiveness of this action includes the California Healthy Kids Survey, Disaggregated CAASPP and College Readiness Indicator Data, as well as student/parent contact data.

Goal 4, Action 12: VAPA Curriculum and Planning

Principally Directed: The PRJUSD longitudinal data for foster and English Learner achievement and college readiness demonstrates an achievement and opportunity gap for students within these groups. Internal District data suggests that LI, EL, and foster students struggle with their sense of belonging and school connectivity. To increase the success of these students, avoid chronic absenteeism, and increase student connectedness, services will be principally directed toward our unduplicated students.

Research:VAPA Curriculum and Planning: An effective curriculum will: Be developed or selected by staff from the local district and its schools, including appropriate grade-level teachers. The curriculum that is enacted in schools will reflect consideration of the climate and culture of the local context while maintaining high expectations for all students; Align with the current content standards and the California academic frameworks for public schools in its goals, objectives, and expected outcomes at each grade level. The local district will develop or select curriculum that equips all students with the knowledge, conceptual understanding, and skills necessary to succeed; Reflect a logical progression of skill development by grade spans. This means that at each grade level, all participants have access to the expected knowledge, conceptual understandings, and skills to be mastered at that grade level. Interventions are provided where necessary; and Include multiple opportunities for formative assessments (2), semi-annual or annual summative

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

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assessments, and interventions, as needed. These actions will increase access for unduplicated students as the curriculum will be planned with universal design.

<http://www.pbs.org/parents/education/music-arts/the-importance-of-art-in-child-development/>

Other Considerations: Other considerations included reducing VAPA, replacing VAPA with other student climate activities

Metrics: Metrics include student surveys, parent surveys, and teacher surveys.

Goal 4, Action 13: Employee Recognition and Retention

Principally Directed: The PRJUSD longitudinal data for foster and English Learner achievement and college readiness demonstrates an achievement and opportunity gap for students within these groups. Internal District data suggests that LI, EL, and foster students struggle with their sense of belonging and school connectivity. To increase the success of these students, avoid chronic absenteeism, and increase student connectedness, services will be principally directed toward our unduplicated students.

Research: Employee Recognition and Service: Relationships: Schools are characterized by positive and trusting relationships among students, staff, and parents. These relationships are the key to student's identification with a school community, student motivation, classroom management, and, ultimately, academic performance. (6) High expectations: Schools are staffed by teachers and administrators who communicate high expectations for student success, and who clearly demonstrate their willingness to help students achieve. (7) Positive professional relationships: Schools with effective leaders help create a positive organizational culture and climate by treating all members of the school community with respect—without regard to professional status or position. This action relates to LCAP state Priority 6 School Climate. The impact will be consist teachers with increased teacher efficacy who will enhance the learning and success for unduplicated students, who tend to have the greatest needs within our district.

Efficacy—or a teacher's level of confidence about their ability—can greatly depend on past experiences or on their current school culture. A bad classroom experience or negative work environment, for example, can quickly sour a teacher's confidence. Conversely, witnessing student growth and working in a collaborative environment can boost a teacher's belief in their ability and improve performance. As you can imagine, school leaders play a critical role in developing teacher efficacy within their school community. Here, we'll explain the importance of teacher efficacy and how administrators can help teachers feel valued, confident, and successful. Teacher efficacy is when a teacher believes in their own ability to guide their students to success. For over thirty years, researchers have explored the link between teacher self-efficacy and student achievement. Research suggests that teachers with a strong sense of self-efficacy tend to be better planners, more resilient through failure, and more open-minded and supportive with students.

Collective efficacy is when a staff of teachers believe that together they can inspire growth and change in their students.

<https://education.cu-portland.edu/blog/curriculum-teaching-strategies/improve-teacher-efficacy/>

Other Considerations: Additional teacher training, we believe our teaching staff culture and climate needs to be positively rewarded for

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improved performance.

Metrics: Teacher retention and student performance measures.

Goal 4, Action 14: Alternative Education Pathway

Principally Directed: The PRJUSD longitudinal data for foster and English Learner achievement and college readiness demonstrates an achievement and opportunity gap for students within these groups. Internal District data suggests that LI, EL, and foster students struggle with their sense of belonging and school connectivity. To increase the success of these students, avoid chronic absenteeism, and increase student connectedness, services will be principally directed toward our unduplicated students. This action is principally directed towards unduplicated students as unduplicated youth have demonstrated, through local and national data, to be at higher risk for drop-out due to disciplinary measures and lack of wrap around supports. PRJUSD is committed to providing a program that facilitates the reestablishment of students' educational direction. The goal is for students to successfully transition back to a regular school setting or another learning environment that meets their needs.

Research: The school environment, like family and community environments, has a powerful influence on a student's ability to learn and thrive. School culture and climate are formed by a range of factors that shape students' perceptions of school and their motivation to learn. These factors include the physical, social, and emotional aspects of the school that support meaningful teaching and learning. These environmental factors affect all school experiences, attitudes, behaviors, and the performance of both students and staff. The "Four Domains for Rapid School Improvement: A Systems Framework" indicates in practice three the need to remove barriers and provide opportunities. This practice specifically calls out the need to, "partner with community-based organizations, such as with health and wellness organizations, youth organizations, and other service providers, to support students in overcoming obstacles and developing the personal competencies that propel success in school and life." PRJUSD has worked within the framework to establish community partnerships to provide increased services with substance abuse, anger management, parenting classes, group counseling, and individual counseling to assist students in reestablishing a positive educational direction. In addition to the school meeting social emotional needs and academic needs, the school is also designed with career needs in mind. Students participate in project based learning opportunities that incorporate landscape design, construction, and community projects. A healthy and positive school culture means that all students experience supportive learning conditions and opportunities that promote achievement and prepare them to succeed in college, career, and adulthood. Research has shown that schools that "beat the odds," with higher student achievement scores than anticipated, are distinguished by having significantly more positive school climates regardless of student characteristics and resource levels. PRJUSD has followed the guidance of the California Department of Education in meeting the set-up and assurances for an alternative setting that provides for the three State identified outcomes associated with a community school;

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closing achievement gap, decreasing dropout rate, and increasing the graduation rate. This school will provide the intensive supports needed for our most at risk students to be successful in college and career skills. The primary focus will be at risk students who will also be students that are in unduplicated categories.

Other Considerations: PRJUSD also considered sub-contracting services with outside agencies, discussion with county office to allow for non-expulsion, special education, and middle school students to be served with a wrap around setting.

Metrics: Students progress in the program will be monitored as indicated by the CDE outcomes; closing achievement gap, decreasing the dropout rate, and increasing the graduation rate for students enrolled.

Goal 4, Action 15 : School Attendance Officer and Home Liaison to work on school attendance rates, habitual truants, middle school dropout rates, high school dropout rates, and high school graduation rates

Principally Directed: The PRJUSD longitudinal data for foster and English Learner achievement and college readiness demonstrates an achievement and opportunity gap for students within these groups. Internal District data suggests that LI, EL, and foster students struggle with their sense of belonging and school connectivity. To increase the success of these students, avoid chronic absenteeism, and increase student connectedness, services will be principally directed toward our unduplicated students.

Research: As indicated in the California Department of Education sub section of resources the publication of “A Road Map for Improved School Attendance and Behavior” concludes that, “Prevention is the best solution to promote early intervention and build a culture of attendance throughout a school. SARB Prevention efforts increase the average daily attendance and the percentage of pupils attending school at least 95% of the time. Another important factor noted is is, “The need for Early Identification of pupils experiencing poor school attendance and/or school behavior problems is crucial to dropout prevention and supporting the family with resources that that are supportive rather than punitive or judgmental.” Furthermore, data analysis leads to appropriate referrals to SARB and provides the foundation for establishing long-range goals for improving school attendance and graduation rates. Our School Attendance Officer will be responsible for Attendance Campaigns throughout the district, SARB, SAFE Meetings, home visitations, and community outreach with LINK, Up With Kids, and Stuff the Bus in order to assess and gather resources for students and families struggling. Current district data measure points indicate progress in remediating chronic absence, SARB cases, and substantial changes in students demonstrating success. Highlights have included SARB Restructured for Support (50% Increase in Student Response), Interactive Home Visitation Logs (18% Increase), Truancy Numbers Down (252 Cases Reduced from Previous Year), CHP Bike Awards (increased transportation for families), Less Expulsions than Previous Year (from 15- 4 75% Reduction), and “Walk Against Drugs” & “Walk To School Day” (45% increase).

Other Considerations: Attendance Works and the CDE support the use of personnel to monitor and complete outreach necessary to families. Based on initial data points the district has demonstrated that the outreach level was successful for families and students and

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the increased dedicated time in this area will allow for even more growth.

Metrics: Data monitoring to include; impact on the reduction of chronic absenteeism and truancy cases, an increase in home visitations, and successful progress made with students and families undergoing the SARB process. Students will be monitored for academic, attendance, and behavior trends.

Goal 4, Action 16: Safety Resource Officer (See Goal 4, Action 9)

INTERACTION LOGS

INTERACTION LOG 2017-18

Student Name:	Date:	Grade:	School:	Code:	Reason:	Type:	Comments:
	03/07/2018	4	2	AS	Attendance	Office Visit	SARB was held at the D.O.
	03/07/2018	1	2	AS	Attendance	Office Visit	SARB meeting was held at the D.O.
	03/07/2018	9	50	AH	Attendance	Home Visit	Student was picked up at home and transported to school.
	03/07/2018	5	3	AS	Attendance	Office Visit	SARB meeting was held at the D.O.
	03/07/2018	2	2	AS	Attendance	Office Visit	SARB meeting was held at the D.O. NO SHOW
	03/07/2018	4	2	AS	Attendance	Office Visit	SARB meeting was held at the D.O. NO SHOW
	03/07/2018	7	10	AS	Attendance	Office Visit	SARB meeting was held at the D.O.
	03/07/2018	2	7	AS	Attendance	Office Visit	SARB meeting was held at the D.O.
	03/07/2018	10	50	AS	Attendance	Office Visit	SARB meeting was held at the D.O. NO SHOW
	03/07/2018	11	51	AS	Attendance	Office Visit	SARB meeting was held at the D.O.
	03/07/2018	10	50	AS	Attendance	Office Visit	SARB meeting was held at the D.O. NO SHOW

Cumulative Totals 2016-2017

	Attendance	Discipline	Grand Total
Home Visit	346	19	365
Office Visit	267	14	281
Phone Call	169	3	172
INTERACTIONS:			818

Cumulative Totals 2017-2018

	Attendance	Discipline	Grand Total
Home Visit	445	84	529
Office Visit	254	21	275
Phone Call	191	4	195
INTERACTIONS:			999

18%

Increase

SARB DATA

Paso Robles Joint Unified School District (SARB DATA)

PRJUSD Population Served by SARB 2016-2017							PRJUSD Population Served by SARB 2017-2018						
Grade Level:	Students Referred to Pre-SARB:	Students Referred to SARB:	Number of Students Who Improved Attendance After SARB:	Number of Court Referrals By SARB:	Number of Agency Referrals By SARB:	Number of Transfers to Other/ Alternative Schools:	Grade Level:	Students Referred to Pre-SARB:	Students Referred to SARB:	Number of Students Who Improved Attendance After SARB:	Number of Court Referrals By SARB:	Number of Agency Referrals By SARB:	Number of Transfers to Other/ Alternative Schools:
K	40	0	0	0	0	0	K	31	0	0	0	0	0
1	28	9	4	3	7	0	1	41	10	5	5	2	1
2	17	2	2	0	0	0	2	25	6	6	0	2	0
3	18	3	0	0	4	1	3	34	4	3	1	2	0
4	26	6	1	2	5	2	4	20	5	4	1	1	0
5	17	7	4	2	9	2	5	26	5	5	0	1	1
6	22	4	0	3	1	1	6	15	3	2	0	3	1
7	36	5	0	2	1	1	7	18	5	3	2	2	1
8	31	9	2	5	10	4	8	23	5	2	2	3	1
9	28	9	2	4	7	4	9	17	7	2	2	5	0
10	17	7	1	3	1	1	10	27	16	4	5	5	2
11	19	11	2	2	0	3	11	33	20	4	4	4	5
12	9	7	0	3	0	1	12	0	0	0	0	0	0
Alt Ed	22	16	4	5	0	4	Alt Ed	15	5	0	4	0	2
Grand Total:	309	79	19	29	45	20	Grand Total:	325	91	40	26	30	14

22%
Improvement Rate

44%
Improvement Rate

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$3,904,486

Percentage to Increase or Improve Services

7.34%

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

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

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

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

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

Positive Behavior Intervention and Support (PBIS) is a research-based strategy that improves student performance by providing a positive learning environment and reducing student behavior and discipline problems that interfere with learning and a recognized part of the Multi-tiered System of Supports (MTSS) . Each site has a PBIS team and the expected outcome was that each site would reach the Bronze level status . Six schools applied for Bronze level status and four school applied for Silver level status. The district

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provided support for PBIS through the Lead Psychologist and by providing each K-5 school with Guidance Specialist who took responsibility for implementation. LCAP funding provided funding for each school site to development and implement their PBIS protocols and interventions. Two actions walks were conducted to provide feedback to schools and to validate results. In addition, intervention specialist were provided through LCAP funds to provide Tier 2 supports for PBIS for identified students. Data regarding the effectiveness of those supports were submitted as part of the PBIS application to receive Bronze and Silver Status. The DELAC recommended that the district "continue to build PBIS as a way to support academic success for students."

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

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

Parent Engagement - Parent Investment in Quality Education (PIQE) is a recognized program that promotes both parent involvement and engagement. The effectiveness of active parental engagement in schools is well documented. Throughout the nine-week workshop, PIQE's signature program fulfills its goal of educating, empowering, and inspiring parents of K-12 school age children to take an active role in encouraging and enabling their children to: Stay in school; Improve their academic performance; Develop healthy and constructive relationships with their parents, teachers, and counselors; and, focus/prepare themselves for a post-secondary education. In addition, the Parent Leadership Development Program assisted PRJUSD in starting a parent organization that is supporting parents and providing workshops. The Parent Leadership Development program focuses on developing parents' capacity

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to engage in their child's school at a deeper level by recognizing that the educational system faces many challenges. They reflect on their own leadership qualities, identify critical school-centered issues impacting education, and learn how to establish a parent leadership team. They acquire tools that will help them conduct effective meetings with the principal and/or school staff. At the end of the sessions, parents will lead a dialogue with the principal, presenting, from the parents' perspective, the most urgent needs affecting students at that school. Parents are then asked to serve as liaisons and role models for other parents. Nineteen parents formed a parent outreach program and have begun leadership by providing workshops on the importance of summer learning. In 2017, the DELAC identified the need to "provide parents with workshops to assist parents in learning about how to better support their children's academics" and "investigate and develop ways to increase communication between parents and schools, parents and teachers, and the community and the schools to create more access to available programs and supports offered at school and in the community."

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

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

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

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

Extended School Day and School Year - Parents and teachers from all advisory groups indicated that support for students beyond the school day was needed. This includes both tutoring for students during the year and extending the year through intersession and summer school. This is especially true for Low Income students and English Learners who may not have the resources or help to master grade level content. In addition, research has demonstrated that while school closes the achievement gap during the school year, the gap widens during the summer when Low Income students do not have summer enrichment or reading programs (Outliers by Malcolm Gladwell). Extending the library hours allows each site library to open before and after school and allows parents and students access to support literacy development. The DELAC in a written response to the 2017-20 LCAP draft recommended expanding "after school opportunities for students, especially programs such as ASES which has an academic enrichment focus."

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

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

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

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

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

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

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

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

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

Parent Institute for Quality Education (PIQE) and additional parent education opportunities for literacy, mathematics and college and career readiness - The DELAC Committee voiced overwhelming support for parent education program such as the Parent Institute for

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

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

Quality Education (PIQE) and other parent education opportunities (i.e. Latino Literacy Project). Parent involvement is correlated with improved student achievement. The program is currently provided in Spanish and provides outreach to the parents of our EL students and provides information on how to support students for college and career readiness.

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

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

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

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

Bilingual Parent Liaison and English Learner Coordinator - The importance of parent engagement is widely researched and identified as a key element for students success. The Bilingual Parent Liaison and English Learner Coordinator serves as an outreach to Spanish speaking families including initial intake and testing, coordinating services, providing translation services for district meetings

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

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

(including board meetings) and providing help and support with individual families. The DELAC supports the expansion of services for our English learner families.

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

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

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

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

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

Budget Summary

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

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

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are 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.

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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 services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

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

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

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

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

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

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

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

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

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

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	4,931,621.00	4,639,830.00	3,830,701.00	6,057,386.00	6,044,179.00	15,932,266.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	0.00	0.00	0.00	185,000.00	20,000.00	205,000.00
California Career Pathways Trust	0.00	126,000.00	112,000.00	114,500.00	0.00	226,500.00
Lottery	112,000.00	0.00	74,000.00	0.00	0.00	74,000.00
Other	74,000.00	140,000.00	20,000.00	0.00	0.00	20,000.00
Supplemental	175,000.00	3,884,830.00	3,624,701.00	5,757,886.00	6,024,179.00	15,406,766.00
Supplemental and Concentration	4,070,121.00	40,000.00	0.00	0.00	0.00	0.00
Title I	0.00	199,000.00	0.00	0.00	0.00	0.00
Title II	250,500.00	250,000.00	0.00	0.00	0.00	0.00
	250,000.00					

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	4,931,621.00	4,639,830.00	3,830,701.00	6,057,386.00	6,044,179.00	15,932,266.00
	2,991,488.00	1,372,000.00	3,252,701.00	10,000.00	10,000.00	3,272,701.00
1000-1999: Certificated Personnel Salaries	1,396,133.00	1,964,000.00	215,000.00	2,295,840.00	2,408,376.00	4,919,216.00
2000-2999: Classified Personnel Salaries	466,000.00	1,094,830.00	311,000.00	1,609,984.00	1,624,241.00	3,545,225.00
3000-3999: Employee Benefits	0.00	0.00	0.00	741,746.00	741,746.00	1,483,492.00
4000-4999: Books And Supplies	17,000.00	124,000.00	22,000.00	250,400.00	250,400.00	522,800.00
5000-5999: Services And Other Operating Expenditures	5,000.00	29,000.00	30,000.00	813,516.00	838,516.00	1,682,032.00
5800: Professional/Consulting Services And Operating Expenditures	56,000.00	56,000.00	0.00	165,900.00	165,900.00	331,800.00
6000-6999: Capital Outlay	0.00	0.00	0.00	170,000.00	5,000.00	175,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	4,931,621.00	4,639,830.00	3,830,701.00	6,057,386.00	6,044,179.00	15,932,266.00
		0.00	0.00	0.00	0.00	0.00	0.00
	California Career Pathways Trust	0.00	0.00	112,000.00	0.00	0.00	112,000.00
	Lottery	74,000.00	0.00	50,000.00	0.00	0.00	50,000.00
	Other	0.00	0.00	20,000.00	0.00	0.00	20,000.00
	Supplemental	2,917,488.00	1,372,000.00	3,070,701.00	10,000.00	10,000.00	3,090,701.00
1000-1999: Certificated Personnel Salaries	California Career Pathways Trust	0.00	121,000.00	0.00	114,500.00	0.00	114,500.00
1000-1999: Certificated Personnel Salaries	Other	112,000.00	140,000.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	170,000.00	1,254,000.00	215,000.00	2,181,340.00	2,408,376.00	4,804,716.00
1000-1999: Certificated Personnel Salaries	Title I	613,633.00	199,000.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Title II	250,500.00	250,000.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	250,000.00	1,094,830.00	311,000.00	1,609,984.00	1,624,241.00	3,545,225.00
3000-3999: Employee Benefits	Supplemental	466,000.00	0.00	0.00	741,746.00	741,746.00	1,483,492.00
4000-4999: Books And Supplies	Base	0.00	0.00	0.00	15,000.00	15,000.00	30,000.00
4000-4999: Books And Supplies	Supplemental	0.00	84,000.00	22,000.00	235,400.00	235,400.00	492,800.00
4000-4999: Books And Supplies	Supplemental and Concentration	17,000.00	40,000.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	California Career Pathways Trust	0.00	5,000.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Lottery	0.00	0.00	24,000.00	0.00	0.00	24,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	24,000.00	6,000.00	813,516.00	838,516.00	1,658,032.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	5,000.00	56,000.00	0.00	165,900.00	165,900.00	331,800.00
6000-6999: Capital Outlay	Base	0.00	0.00	0.00	170,000.00	5,000.00	175,000.00
		56,000.00					

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal

Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	1,053,733.00	946,830.00	752,733.00	685,528.00	781,500.00	2,219,761.00
Goal 2	1,737,257.00	1,822,000.00	1,564,257.00	2,182,377.00	2,199,113.00	5,945,747.00
Goal 3	1,012,400.00	971,000.00	409,000.00	1,133,411.00	1,168,411.00	2,710,822.00
Goal 4	1,128,231.00	900,000.00	1,104,711.00	2,056,070.00	1,895,155.00	5,055,936.00

* Totals based on expenditure amounts in goal and annual update sections.