

**Introduction:**

**LEA:** Paso Robles Joint Unified School District **Contact (Name, Title, Email, Phone Number):** Babette DeCou, Chief Academic Officer, bdecou@pasoschools.org, (805) 769-1000 x30301 **LCAP Year:** 2016-2017

## ***Local Control and Accountability Plan and Annual Update Template***

*The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.*

*For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.*

*Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.*

*The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

*For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.*

## State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

### A. Conditions of Learning:

**Basic:** degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

**Implementation of State Standards:** implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

**Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

**Expelled pupils (for county offices of education only):** coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

**Foster youth (for county offices of education only):** coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

### B. Pupil Outcomes:

**Pupil achievement:** performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

**Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

### C. Engagement:

**Parental involvement:** efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

**Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

**School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

**Section 1: Stakeholder Engagement**

*Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.*

**Instructions:** Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

**Guiding Questions:**

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

Involvement Process	Impact on LCAP
<p>Development of District Guiding Principles, Goals and Student Achievement Objectives</p> <p>Town Hall Meetings and Superintendent Search Data:</p> <p>In the spring and summer of 2014, PRJUSD did a superintendent search which included conducting a Town Hall meeting to identify needs for the district and gathering stake holder input including parents, community members, teachers, classified staff, union representatives, and district and site administrative staff. A 100 page report was shared with the new superintendent regarding</p>	<p>The stakeholder input was instrumental in developing the District Guiding Principles including objectives for each 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.</p> <p>The Districts restructuring process aligned staff and resources to meet the goals established in the Guiding Principles. The LCAP services that support these goals include:</p>

identified student services and student achievement needs within the district and formed the basis of district restructuring, new initiatives and potential LCAP services

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-5  
 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

Status Reports to the Board of Trustee  
 in-depth reports were presented to the Board of Trustees at public meetings in three areas:  
 Student Counseling and Achievement Committee Board Report (November 18, 2014)  
 Consolidated Mid-year Report - Learning Environment (February 10, 2015)  
 Academic Performance - College, Career, and Community Readiness (February 24, 2015)

These reports identified areas of need including social emotional counseling, support of positive classroom and school behavior, early school readiness and improving the percentage of students who complete A-G college entrance requirements and planning for college and career readiness. The LCAP services that support these needs include:  
 K-12 Intervention Specialist and additional counseling services for both social emotional support and academic counseling  
 Positive Behavior Intervention and Supports (PBIS)  
 College and Career Readiness Supports including AVID, College and Career Center and 6-8 CTE introductory activities,  
 Early Admittance to Transitional Kindergarten (TK)  
 Full Day Kindergarten  
 Implementation of full K-5 Visual and Performing Arts (VAPA)  
 English Language Development Teacher on Special Assignment (TOSA) to support the implementation of the ELD/ELA Framework  
 GATE, Honors, and AP TOSA to expand GATE to include grades 1-8 and align to the 9-12 Honors and AP Courses  
 Instructional Coaches for teachers in grade K-5 to assure good first teaching  
 Parent workshops and informational nights regarding college and career readiness

2015 LCAP Presentations and Outreach

During the development of the 15-16 three year plan, extensive outreach to stakeholders was conducted as part of the LCAP review process. Each group received a presentation regarding the key elements of the LCAP , the LCAP requirements, and the importance of stakeholder input. All stakeholders were encouraged to provide input at the meeting and through the LCAP survey which was found on the district website (in English and Spanish). Hard copies of the survey were available as well and the results were inputted into the data base. Students groups were surveyed using an interview protocol. School Site and Staff - 12 meetings were held through out the district to introduce the LCAP and survey Process

Parent Groups - Bearcat Boosters, District Parent Leadership Committee, FFA Boosters and site PTA meetings received presentations

Community Groups - City/School Liaison Committee, Paso Robles Chamber of Commerce, Paso Robles Association of Realtors and Paso Robles Rotary were provided LCAP presentation

2015 District English Learner Advisory Committee (DELAC) - February 12, 2015

2015 Students Input

Student focus groups were held at elementary and middle schools (February-March 2015)

Superintendent Student Advisory Committee (SSAC) LCAP presentation (March 2015)

2015 LCAP Surveys

K-12 Parent Survey (English and Spanish)

K-5 and 6-12 Certificated Surveys

Community Survey

.Recommendations for the development of 16-17 LCAP include developing a classified staff survey that is separate from the certificated survey and developing a student survey that would allow for the use of data analysis similar to other stakeholders.

The majority of these meeting were designed to have staff, parents, and community members complete the LCAP survey. Input from the surveys formed the basis of the LCAP recommendations presented to the LCAP Advisory Committee.

The DELAC Committee requested two specific services. The continuation and expansion of the parent education program PIQE (Parent Investment for Quality Education) and establishing a tutoring program for secondary students. These services were included in the LCAP

The Superintendent Student Advisory Committee recommended that guidance and counseling services be expanded, that a permanent College and Career Readiness Center be established and that that extracurricular activities be expanded. These services were included in the LCAP

The LCAP Advisory Committee received completed survey results from each group (staff, parents, 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 five areas:

Behavior Management, Counseling Services, and College, Career and Community Readiness

English Learner Services and other Diverse Populations

Intervention and Enrichment/Extracurricular Opportunities

2015 LCAP Advisory Committee met seven times through the spring, summer and fall to develop the 15-16 LCAP and then to revise it based on the additional funding added during the Governor's May Revise. The LCAP Advisory Committee was a broad representation of stakeholders including certificated and classified staff, union representation, parents, and district and site administration. Each LCAP Advisory Committee meeting had specified agenda items and tasks for committee members to complete. Committee members received electronic documents of all student data, Board of Trustee reports, LCAP survey results, a summary of patterns and trends and all meeting agendas and handouts. The LCAP Advisory Committee was instrumental in determining specific student services based on the identified needs from the documentation gathered. Committee members prioritized LCAP services and funding allocations. The LCAP Advisory Committee also reviewed all public comments from the release of the draft LCAP plan. The LCAP plan was adopted by the Board of the Trustees on June 23, 2015. Following the May revise, the LCAP Committee met three additional times to review recommendations regarding the additional funds allocated in the May revise and identify additional services that met the goals of LCAP.

The 2016 LCAP Advisory Committee is comprised of parents, staff, and union representation. The parent representatives includes the president of DELAC to assure the communication between the LCAP Advisory Committee and DELAC. The Committee is comprised of a majority of parents. The 2016 LCAP Advisory Committee met six times to review the implementation of the 2015-16 LCAP plan, review metrics, give input into the LCAP surveys and review the results, identify key areas for changes/revisions in the LCAP, and to provide input to the 2016-17 LCAP plan.

Meeting Dates:

February 10, 2016 - Agenda topics included: Overview of the LCAP process, identification of the best practices for students in our district during this school year and review of the of the 2015-16 LCAP goals and services

March 10, 2016 - Agenda topics included: Funding for 2015-16 and 2016-17,

Technology and Library Services

The three goals of the LCAP and identified services were formed based on the data from the surveys in conjunction with the data received from parent and student groups

The LCAP Advisory Committee prioritized the goals and services for the LCAP. Once the draft was completed the LCAP Committee members were able to review and gave input prior to posting for public input. As a result, the funding for instructional materials and professional development was reduced and the Lead Assistant Principal for the alternative education program was moved to a base service. This allowed for funding additional interventions specialists, GATE TOSA, and K-5 instructional coaches. During the May revised funding for a late bus to outlying areas, additional support for VAPA, and additional high school counselor and additional professional development was added to the LCAP.

LCAP Advisory Committee's purpose is to review the goals, services and metrics established in the 2015-16 LCAP plan and to provide input regarding the development of the 2016-17 LCAP plan.

Meeting Dates:

February 10, 2016 - The LCAP Advisory Committee Identified the best practices for student occurring in our district now. Included in the Committee notes for best practices were: VAPA, behavior health, counseling support and intervention specialists, GATE expansion, Newcomer support, All day kindergarten and TK, PBIS, elementary athletics, instructional coaches, technology, CTE pathways and para educator support.

Committee members also identified area of interest for LCAP improvement including intervention, STEM, VAPA, and support for common core implementation

March 10, 2016 - The LCAP Advisory Committee reviewed the questions for

executive summary of the 2015-16 LCAP and expenditures to date, Review of LCAP survey questions for staff, students and parents

April 13, 2016 - Agenda topics included: LCAP survey web location, LCAP metrics and state priorities and input on intervention

May 5, 2016 - Agenda topics included: Intervention overview and draft of 2016-17 LCAP Services

May 25, 2016 - A continued review of Intervention services and LCAP survey data

June 8, 2016 - Review of intervention services and metrics to measure each service offered.

DELAC April 7, 2016 Presentation on LCAP services

each of the LCAP surveys (K-5 certificated staff, 6-12 certificated staff, K-12 classified staff, parents, community and students.) Questions were modified, added or deleted based on Committee input

April 13, 2016- LCAP Advisory Committee reviewed the district metrics aligned to the state priorities including data provided by district staff and the LCFF State Priorities Snapshot. Significant progress has been made in the area of student engagement. The LCAP Committee also reviewed student achievement data based on district benchmarks. The key area of focus for the Committee at this meeting was intervention. The Committee gave input on what makes an effective intervention, what are the pitfall in implementing effective interventions and when are critical points to intervene. This input was used in developing a recommended plan for LCAP services in the area of intervention.

May 5, 2016 - Based on the LCAP Advisory Committee input regarding services and intervention services from the previous meetings, a draft plan of services was developed and presented to the Committee . The draft included the changes in funding for existing services, the new services added, and the services that will be shifted to base funding. The Committee reviewed the plan and the one area that was recommended that we consider either funding out of base funding or through LCAP was a late bus that allowed high school students (at a minimum) to participate in either athletics, extra-curricular or tutoring options. Staff is currently reviewing the cost of transportation  
May 25, 2106 - The LCAP Advisory Committee was concerned that there would be only a 1/2 intervention teacher at 4 sites. The need for a late bus was expressed by the union representatives.

June 8, 2016 - A report back was made to the LCAP Advisory Committee regarding the augmentation of the 1/2 intervention teacher with Title I funds to provide full time intervention teachers. A report was shared regarding a 9-12 student survey for those who ride the bus regarding a potential late buses. Using this data, the transportation department provide costs for providing a late bus to upper Spring street and San Miguel. The LCAP Advisory Committee did not recommend that services be cut to provide the late bus, but did recommend that the district consider funding the late bus out of other funds.

The DELAC Committee provided input on the LCAP plan and reinforced the importance of PIQE which provides parent educational opportunities. Last



2016 LCAP Surveys - Window April 5, 2016 - May 4, 2016

K-12 Parent Survey (English and Spanish)

9-12 Students

K-5 and 6-12 Certificated Surveys

Classified Survey

Community Survey (English and Spanish)

There were over 600 surveys completed from staff, students, parents, and community members. This year a 9-12 student survey was completed and included a broad representation of students by grade level, gender and academic success. This data gave us a chance to compare student responses with that of parents and staff. Parental and community surveys were also available in English and Spanish. This year separate surveys were completed for K-5 and 6-12 certificated staff as well as a survey for classified staff. Our DELAC were the first parents to take the parent survey in Spanish and gave feedback regarding the wording and phrasing of the survey itself. DELAC members also supported the effort to have more Spanish speaking parents to complete the survey. Presentations regarding the survey were completed at district and site levels and site administrative staff supported the surveying of parents and students through PTA/PTO and Booster organizations. This year we significantly increased the student input and feedback. We would still like to increase the number of Spanish speaking parent who complete the LCAP survey and will be working with our District Family Liaison and DELAC to continue to find the best way to receive input.

year, this was the top priority of the DELAC Committee and PIQE was offered for elementary and then secondary parents. It was so successful this year that the funding has been increased in the LCAP to increase the number of classes next year to provide for a leadership training class in addition to the nine-week elementary and secondary parent institutes. The DELAC president also serves on the LCAP Advisory Committee to provide input.

LCAP Surveys - The LCAP surveys mirror the district metrics indicating increased student engagement. The LCAP surveys indicate there is an increase in the percentage of parents who feel that students are safe and connected to school. Last year 81% of the parents indicated that their child feels safe and connected to school. This year 92% of the parents feel their child is safe at school and 83% feel that their child is connected to school (The LCAP committee recommended that the questions be split into two separate questions.) There is a significant increase in the percentage of parents who agree or strongly agree that their child is receiving a high quality educational experience in the Paso Robles School District (66% to 85%) and a decrease in the percentage of parent who disagree or strongly disagree (17% to 2%). In fact there were no parents who strongly disagree in this year's survey. There was an increase in parents who indicated that "my child has at least one caring adult that they can go to at the school if they need help" (88% to 92%). There was an increase in the percentage of parent who strongly agree or agree that their child's school encourages parental participation (73% to 76%), with a significant increase in those that strongly agreed (29% to 42%). There was also an increase in the percentage of parents who said that if they had an issue or concern with academics, school climate, or facilities, etc, they understood how to get their concern addressed. (85% to 92%). There was also an increase in the percentage of parents who indicated that the school seeks their input regarding their child's educational experiences always/sometimes (68% to 78%), with the largest increase in the "always seeks my input" category (18% to 30%).

The LCAP surveys demonstrated that there is an increase awareness of Common Core State Standards among parents (69% to 88%). There was a slight decrease in the parent awareness of a college and career readiness plan (62% to 57%) ( (this may be due to a more even distribution among K-12 sites as opposed to more 9-12 parents who completed the survey last year). However, 75% of the 9-12 students surveyed indicated that they had a college and career readiness plan. This was a higher percentage than either parents

Support from County Office of Education

District staff met twice 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. October 28, 2015 and May 2, 2016

LCAP has been a topic on the SLOCOE Curriculum Education Council throughout the year with focus topics based on needs assessments and information from the California Department of Education (Sept 11, 2015; October 30, 2015; December 11, 2015; January 22, 2016; March 4, 2016; and May 6, 2016)

(57%) or 6-12 certificated staff (43%) indicated when asked if students have a college and/or career readiness plan. The percentage of parents who indicated that they know how the school is supporting their child toward college, career and community readiness increased from 60% to 75% which indicates a greater awareness of the college and career focus of the district. This may indicate that there needs to be a greater awareness by 6-12 staff and parents of the college and career planning process. There is an increase of the number of parents who indicated that their child has met with a guidance counselor to review his/her academic high school process (50% to 60%). The 9-12 students surveyed indicated that 57% have met with a guidance counselor to review their academic progress. Only 49% of the 6-12 teachers indicated that students met with a guidance counselor and 40% indicated that they don't know, which again indicates a need for awareness of the college and career planning process.

The individual meetings allow the district staff to share the implementation and planning process with SLOCOE staff and 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.

These small training and sharing sessions have been very valuable and we are using the Template created by Dan Peverini for several purposes. The template provided a way to present to the LCAP Committee the budgeted and actual expenditures for the 2015-16 LCAP plan. It was also used to show the 2015-16 LCAP services and the changes, addition or deletion of services in the 2016-17 LCAP. The template also was used to show the changes of funding of LCAP services from 2015-16 to 2016-17 based on LCAP Committee Recommendations. Finally a version of the template will be used to link services with metrics. Also shared at the meeting were LCAP executive summaries to make the LCAP plan more accessible to parents and the general

County Professional Development - The SLOCOE provide an LCAP workshop attended by the Chief Academic Officer, the Chief Business Officer and the Categorical Specialist. Jannelle Kubinec shared strategies for effective LCAP planning, the relationship between LCAP and categorical and the state direction toward accountability in LCAP January 28, 2016

LCAP metrics shared with stakeholder groups

LCFF State Priorities Snapshot 2015-16 Reporting for district and all school sites

Three year attendance data (2013-2015) and mid-year data 2015-16

Interdistrict Transfers (three year data and mid-year 2015-16)

Enrollment Day (three year data and mid-year 2015-16)

Student Suspension by days and number of students suspended (three year data and mid-year 2015-16)

Number of Expulsions (three year data and mid-year 2015-16)

Chronic Absenteeism (2014-15 and mid year 2015-16)

District Office Referrals (2014-15 and mid year 2015-16)

Student contacts through Interventions Specialists K-5, 6-12

K-5 Students participating in VAPA

AMAO for English Learners and data regarding long term English learners

Union input. The certificated and classified union were provided official seats on the LCAP Advisory Committee. The certificated union submitted input in writing and was provided a written response.

public. Suggestions for metrics and stakeholder engagement were also shared and used during the planning stages for LCAP

This work shop was very valuable in providing information to the LCAP Advisory Committee on the difference between equality and equity and also the relationship between base funding, supplemental and concentration funding in LCAP and categorical funding. The workshop presentation slides were used in presentation to the district staff and the LCAP Advisory Committee

The LCAP metrics show that PRJUSD enrollment is increasing, that the number of interdistrict transfers are down and intradistrict transfers are up. Both the number of days and the number of students suspended is considerably down as are the expulsions. The number of office referrals are down as is the chronic absenteeism. While the overall attendance is up, we have not met our attendance goal (95.5%). This data along with the LCAP parent survey data indicates our district initiative are having a positive impact on student engagement. The monitoring of the intervention specialist student contacts allow for implementation refinements, but also demonstrate the impact that additional student counseling is having on students. The LCAP Advisory Committee also indicated that there were positive impact from district initiatives in VAPA, elementary athletics and student counseling services

The certificated union expressed concerns regarding three LCAP services. They recommended a full time intervention teacher at each site through the use of additional general funds dollars. The LCAP will fund a 1/2 time intervention teacher at four sites and a full time at two sites with the largest concentration of unduplicated students. The district is working with school sites to allow them to use Title I funds to augment the 1/2 time position to become a full time position. The union is concerned about the staffing levels in the K-5 VAPA program particularly in music, dance and PE. They would like to increase staffing in these areas for optimal instruction and learning. VAPA is provided to all K-5 students in music, art and dance. There have been changes made to the VAPA school site schedules for the 2016-17 school year and the district is following the certificated bargaining contract. The Chief Human Resources Officer will work with the union regarding any concerns once the implementation of the VAPA schedule. The certificated union also felt that the late bus should be provided through the allocation of general funds. The

Public Input - The draft of the LCAP plan was posted on the website from May 26- June 14. An executive summary of services and expenditures in English and Spanish was provided

district presented the concerns and the response at the June 8th LCAP Advisory Committee and provided a formal response to the union  
No official written comments were submitted

**Annual Update:**

There were several challenges with the LCAP planning and implementation process. The first challenge was the additional funding that was included in the May 2015 revision of the governor's budget. While additional funds for student support were welcome, the funding came after the initial LCAP plan was required to be approved. The LCAP Committee reconvened and met during the summer and finalized the revised plan in September with Board of Trustee approval on September 22, 2015 meeting. This implementation of these new projects and programs did not begin until October including hiring of new staff and identification of additional professional development opportunities.

New negotiated salary agreements between certificated and classified bargaining units including an 5.5% pay increase, additional 3 days of work and an increase to the health benefits cap made the cost of employee salaries significantly greater than budgeted. An additional 2.5% salary increase for the 2016-17 was also negotiated and the statutory benefits will also increase and must be accounted for in the 2106-17 LCAP plan.

After the P1 in December 2015, it was determined that the district budgeted allotment based on student growth and ADA was not as high as projected. (There was an increase from prior years, but not at the level projected). This also impacted the LCAP allocation which was \$400,000 less than projected (from \$3.3 million to \$2.9 million). This is also the estimated new allocation for 2016-17

It was determined that AVID would not expand to elementary school during the 2016-17 school year and that the focus would be on expanding our secondary programs

LCAP allocated \$90,000 for the purchase of ST Math for grades 4-5. The district received a grant to support the purchase of ST Math in grades 4-5 so only \$45,000 was expended in this category

The late bus route was eliminated

**Annual Update:**

The implementation of the services identified in September was hampered by the inability to hire qualified staff. Due to the fact that we increased to full day kindergarten district-wide, all possible para educators within the district had been assigned. There were not enough qualified applicants to fill the new positions identified in the LCAP. Any para educators that were hired for categorical positions were shifted to LCAP positions as these supplemental services must be offered before categorical services. In addition, our pay scale for bus drivers was so low that we lost bus drivers and did not have staff to complete a late bus run to our neighboring feeder district. It was not until January that majority of our para educator positions were filled.

In January, we reevaluated our expenditures and changes to implementation of services and was shared with the LCAP Advisory Committee at the February 10th meeting.

Due to reduced funding, each program was reviewed and changes to implementation of services was shared with the LCAP Advisory Committee at the February 10th meeting

The AVID funds designated for elementary AVID were used to provide additional staff development opportunities for 6-12 AVID teachers and staff

Remaining funds were used to offset salary increases for LCAP positions

Funds were used to offset salary increases for LCAP positions

<p>Funding for after school/before school Saturday was reduced (to match actual expenditures)</p>	<p>Funds were used to offset salary increases for LCAP positions</p>
<p>The ELD TOSA became the EL Coordinator in January and the vacant position was not filled</p>	<p>Funds were used to offset salary increases for LCAP positions</p>
<p>the 9-12 Tier 1 Intervention Specialist resigned and the vacant position was not filled. At the 9-12 level, two Tier 2 intervention specialist remained and an additional counselor was hired through a CTE pathways grant</p>	<p>Funds were used to offset salary increases for LCAP positions</p>
<p>The College and Career Center at the High School received funding from CalSoap which reduced the required LCAP contribution</p>	<p>Funds were used to offset salary increases for LCAP positions</p>
<p>Late hire of the following services added in September:                  Tier 1 Counselors for K-5 Schools                  Parent Liaison/Coordinator for EL families                  Para educators for K-5 intensive and strategic support</p>	<p>Funds were used to offset the reduction of allocated LCAP revenue due to lower enrollment than projected</p>
<p>Restructured expenses for Library Media Technicians (Define the increase to 8 hours from 6 hours constituted 25% of the salary and benefits, rather than 2 hours with statutory benefits and the full cost of health benefits)</p>	<p>Funds were used to offset the reduction of allocated LCAP revenue due to lower enrollment than projected</p>
<p>Instructional Software to support English learners, Ellevation was evaluated and determined that it did not meet the needs of the district</p>	<p>Funds were shifted to English Learner materials, English 3D</p>

## Section 2: Goals, Actions, Expenditures, and Progress Indicators

### Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil 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 the goal.

**Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.**

**Goal:** Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

**Related State and/or Local Priorities:** Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

**Identified Need:** Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

**Schools:** Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

**Applicable Pupil Subgroups:** Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

**Expected Annual Measurable Outcomes:** For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

**Action/Services:** For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

**Scope of Service:** Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

**Pupils to be served within identified scope of service:** For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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

**Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, 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?



<p>GOAL 1:</p>	<p>Paso Robles Joint Unified School District students will be College and Career Ready when they graduate</p>	<p>Related State and/or Local Priorities:          1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _          COE only: 9 _ 10 _          Local : Specify <u>PRJUSD Guiding Principles Goal #1</u></p>
<p>Identified Need :</p>	<p>38.6% of students are deemed CSU/US ready based on completion of A-G course work and EAP requirement          42% of parents indicated either no/don't know when asked if their child had a college and/or career readiness plan          43% of parents indicated either no/don't know when asked if their child receives instruction and support in his/her social development          25% of parents on the LCAP survey indicated that they do not know how the school is supporting their student toward college, career, and community readiness          Superintendent Student Advisory Committee indicated that the College and Career Center was very useful in preparing and submitting college applications          60% of 9-12 students surveyed either strongly agreed or agreed "I feel connected to school"          57% of 9-12 students surveyed said that they had met with a guidance counselor to review his/her academic high school progress</p>	
<p>Goal Applies to:</p>	<p>Schools: All Sites          Applicable Pupil Subgroups:</p>	<p>LI, EL and Foster Youth</p>

**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:	<p>Increase the percentage of student CSU/UC Ready to 50% based on EAP readiness and completion of A-G Courses</p> <p>Increase percentage of students attending 2 year and 4 year post-secondary institutions to 75% (includes military service)</p> <p>Increase the percentage of 9-12 students who indicated they have a college and/or career readiness plan to 85% based on student survey</p> <p>Increase the percentage of 9-12 students who indicated that they have met with a guidance counselor to review his/her academic high school progress to 75%</p> <p>Increase high school graduation rate to 90% for all schools and in all subgroups</p> <p>Increase attendance to 96%</p> <p>Reduce chronic absenteeism rate by 5%</p> <p>Decrease discipline incidents by 5%</p> <p>Reduce suspension and expulsion rates by 5%</p> <p>Increase the percentage of parents and students who indicated that the school provides a safe environment for learning to 95%</p> <p>Increase the percentage of parents and students who indicated that students are connected to school to 90% based on parental and student survey</p> <p>Increase the percentage of student who indicate they have at lease one caring adult to 90% based on student survey</p> <p>Increase the percentage of parent who indicated that the school encourages parental participation to 80% based on parental survey</p> <p>Increase the percentage of parents who indicate that their school seeks their input regarding their child's educational experiences to 80%</p> <p>Develop a district cadre of at least 10 parents who are PIQE trainers and leaders</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide two Tier 1 Intervention Specialists for K-5 schools and contracted mental health services	2.0 FTE Intervention Specialists, Tier 1 Contracted mental health services	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Interventions specialists, Tier1 2000-2999: Classified Personnel Salaries Supplemental \$138,000 Contracted mental health 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$40,000 Benefits 3000-3999: Employee Benefits Supplemental \$59,000
Provide two Tier 2 Intervention Specialists for PRHS and one Tier 2 Intervention Specialists each for LMS and FMS	4.0 FTE Intervention Specialists (2 at PRHS, 1 at LMS)	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Intervention specialists, Tier 2 2000-2999: Classified Personnel Salaries Supplemental \$139,000 Benefits 3000-3999: Employee Benefits Supplemental \$81,000

	and 1 at FMS)	_ Other Subgroups: (Specify)	
Add two additional counselors at PRHS to support academic and college and career counseling	2 counselors to PRHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Guidance Counselor 1000-1999: Certificated Personnel Salaries Base \$77,800 CTE College and Career Counselor 1000-1999: Certificated Personnel Salaries California Career Pathways Trust \$77,800 Benefits 3000-3999: Employee Benefits Base \$27,200 Benefits 3000-3999: Employee Benefits California Career Pathways Trust \$27,200
Provide a College and Career Center at Paso Robles High School	Provide certificated staff to support college and career center at PRHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Support Services at College and Career Center 1000-1999: Certificated Personnel Salaries Supplemental \$20,000 Support Services at College and Career Center through CalSoap 1000-1999: Certificated Personnel Salaries Other \$17,000
AVID Program Support for site AVID fees, staff training, college field trips and AVID tutors)	PRHS, LMS, FMS	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Site fees, staff training, college field trips and AVID tutors Supplemental \$60,000 AVID stipends, AVID workshops, AVID class materials 0000: Unrestricted Base \$10,000
6-8 College, Career and CTE interest inventories, career events and transportation to post-secondary exploratory events	FMS, LMS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Instructional materials and transportation 4000-4999: Books And Supplies California Career Pathways Trust \$5,000

<p>Parent Institute for Quality Education (PIQE) and additional parent education opportunities for literacy, mathematics, and college and career readiness</p>	<p>Georgia Brown, Flamson Middle School, Paso Robles High School</p>	<p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Program Fee for three PIQE classes 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$30,000  <hr/> Program expenses Supplemental \$5,000</p>
<p>School site support for PBIS implementation, year 2 (\$5,000 per site)</p>	<p>all schools</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Materials through one-time funding 4000-4999: Books And Supplies Base \$50,000</p>

**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:	<p>Increase the percentage of student CSU/UC Ready to 60% based on EAP readiness and completion of A-G Courses</p> <p>Increase percentage of students attending 2 year and 4 year post-secondary institutions to 80% (includes military service)</p> <p>Increase the percentage of 9-12 students who indicated they have a college and/or career readiness plan to 90% based on student survey</p> <p>Increase the percentage of 9-12 students who indicated that they have met with a guidance counselor to review his/her academic high school progress to 80%</p> <p>Increase high school graduation rate to 92% for all schools and in all subgroups</p> <p>Increase attendance to 96.5%</p> <p>Reduce chronic absenteeism rate by 5%</p> <p>Decrease discipline incidents by 5%</p> <p>Reduce suspension and expulsion rates by 5%</p> <p>Increase the percentage of parents and students who indicated that the school provides a safe environment for learning to 95%</p> <p>Increase the percentage of parents and students who indicated that students are connected to school to 95% based on parental and student survey</p> <p>Increase the percentage of student who indicate they have at lease one caring adult to 95% based on student survey</p> <p>Increase the percentage of parent who indicated that the school encourages parental participation to 85% based on parental survey</p> <p>Increase the percentage of parents who indicate that their school seeks their input regarding their child's educational experiences to 85%</p> <p>Conduct at least one PIQE training session using a district cadre of trained parents</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide two Tier 1 Intervention Specialists for K-5 schools and contracted mental health services	2.0 FTE Intervention Specialist, Tler 1 Contracted mental health services	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Interventions specialists, Tier1 2000-2999: Classified Personnel Salaries Supplemental \$138,000 Contracted mental health 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$40,000 Benefits 3000-3999: Employee Benefits Supplemental \$59,000
Provide two Tier 2 Intervention Specialists for PRHS and one Tier 2 Intervention Specialists each for LMS and FMS	4.0 FTE Intervention Speicalists (2 at PRHS, 1 at LMS and 1 at FMS)	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Intervention specialists, Tier 2 2000-2999: Classified Personnel Salaries Supplemental \$139,000 Benefits 3000-3999: Employee Benefits Supplemental \$81,000

<p>Add two additional counselors at PRHS to support academic and college and career counseling</p>	<p>2 counselors to PRHS</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Guidance Counselor 1000-1999: Certificated Personnel Salaries Base \$77,800  CTE College and Career Counselor 1000-1999: Certificated Personnel Salaries California Career Pathways Trust \$77,800  Benefits 3000-3999: Employee Benefits Base \$27,200  Benefits 3000-3999: Employee Benefits California Career Pathways Trust \$27,200</p>
<p>Provide a College and Career Center at Paso Robles High School</p>	<p>Provide certificated staff to support college and career center at PRHS</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Support Services at College and Career Center 1000-1999: Certificated Personnel Salaries Supplemental \$20,000  Support Services at College and Career Center through CalSoap 1000-1999: Certificated Personnel Salaries Other \$17,000</p>
<p>AVID Program Support for site (AVID fees, staff training, college field trips and AVID tutors)</p>	<p>PRHS, LMS, FMS</p>	<p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Site fees, staff training, college field trips and AVID tutors Supplemental \$60,000  AVID stipends, AVID workshops, AVID class materials 0000: Unrestricted Base \$10,000</p>
<p>6-8 College, Career and CTE interest inventories, career events and transportation to post-secondary exploratory events</p>	<p>FMS, LMS</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Instructional materials and transportation 5700-5799: Transfers Of Direct Costs California Career Pathways Trust \$5,000</p>
<p>Parent Institute for Quality Education (PIQE) and additional parent education opportunities for literacy, mathematics, and college and career readiness</p>	<p>Georgia Brown, Flamson</p>	<p><input type="checkbox"/> All  OR:</p>	<p>Program Fee for three PIQE classes 5800: Professional/Consulting Services And Operating Expenditures</p>

	Middle School, Paso Robles High School	<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental \$30,000 Program expenses Supplemental \$5,000
School site support for PBIS implementation, year 3 gold standard selected sites (\$5,000 per site)	all schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Materials 4000-4999: Books And Supplies Base \$20,000

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:	Increase the percentage of student CSU/UC Ready to 65% based on EAP readiness and completion of A-G Courses Increase percentage of students attending 2 year and 4 year post-secondary institutions to 85% (includes military service) Increase the percentage of 9-12 students who indicated they have a college and/or career readiness plan to 92% based on student survey Increase the percentage of 9-12 students who indicated that they have met with a guidance counselor to review his/her academic high school progress to 85% Increase high school graduation rate to 93% for all schools and in all subgroups Increase attendance to 96.6% Reduce chronic absenteeism rate by 5% Decrease discipline incidents by 5% Reduce suspension and expulsion rates by 5% Increase the percentage of parents and students who indicated that the school provides a safe environment for learning to 98% Increase the percentage of parents and students who indicated that students are connected to school to 98% based on parental and student survey Increase the percentage of student who indicate they have at least one caring adult to 98% based on student survey Increase the percentage of parent who indicated that the school encourages parental participation to 90% based on parental survey Increase the percentage of parents who indicate that their school seeks their input regarding their child's educational experiences to 90% Conduct at least one elementary and one secondary PIQE training session using a district cadre of trained parents
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide two Tier 1 Intervention Specialists for K-5 schools and contracted mental health services	2.0 FTE Interventio	<input checked="" type="checkbox"/> All OR:	Interventions specialists, Tier1 2000-2999: Classified Personnel Salaries Supplemental \$138,000

	n Specialist s, Tier 1 Contracte d mental health services	<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Contracted mental health 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$40,000 Benefits 3000-3999: Employee Benefits Supplemental \$59,000
Provide two Tier 2 Intervention Specialists for PRHS and one Tier 2 Intervention Specialists each for LMS and FMS	4.0 FTE Interventio n Speicalist s (2 at PRHS, 1 at LMS and 1 at FMS)	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4 FTE Intervention specialists, Tier 2 2000-2999: Classified Personnel Salaries Supplemental \$139,000 Benefits 3000-3999: Employee Benefits Supplemental \$81,000
Add two additional counselors at PRHS to support academic and college and career counseling	2 counselor s to PRHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Guidance Counselor 1000-1999: Certificated Personnel Salaries Base \$77,800 CTE College and Career Counselor 1000-1999: Certificated Personnel Salaries California Career Pathways Trust \$77,800 Benefits 3000-3999: Employee Benefits Base \$27,200 Benefits 3000-3999: Employee Benefits Supplemental \$27,200
Provide a College and Career Center at Paso Robles High School	Provide certificate d staff to support college and career center at PRHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Support Services at College and Career Center 1000-1999: Certificated Personnel Salaries Supplemental \$20,000 Support Services at College and Career Center through CalSoap 1000-1999: Certificated Personnel Salaries Other \$17,000
AVID Program Support for site AVID fees, staff training, college field trips and AVID tutors)	PRHS, LMS, FMS	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Site fees, staff training, college field trips and AVID tutors Supplemental \$60,000 AVID stipends, AVID workshops, AVID class materials 0000: Unrestricted Base \$10,000



		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
6-8 College, Career and CTE interest inventories, career events and transportation to post-secondary exploratory events	FMS, LMS	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Instructional materials and transportation 0000: Unrestricted California Career Pathways Trust \$5,000
Parent Institute for Quality Education (PIQE) and additional parent education opportunities for literacy, mathematics, and college and career readiness	Georgia Brown, Flamson Middle School, Paso Robles High School	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Program Fee for three PIQE classes 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$30,000 <hr/> Program expenses Supplemental \$5,000
School site support for PBIS implementation, year 4 - gold standard - selected sites (\$5,000 per site)	all schools	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Materials, 4000-4999: Books And Supplies Base \$20,000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

<p>GOAL 2:</p>	<p>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)</p>	<p>Related State and/or Local Priorities:          1 _ 2 _ 3 _ 4 <u>X</u> 5 <u>X</u> 6 _ 7 <u>X</u> 8 <u>X</u>          COE only: 9 _ 10 _          Local : Specify <u>PRJUSD Guiding Principals Goal 1</u></p>
<p>Identified Need :</p>	<p>Student benchmark data for mathematics indicates that in grades 3-11 less than 50% of students are mastering mathematics benchmarks and there are significant gaps between the scores of All Students and EL students          Student benchmark data for ELA indicates the percentage of students who are proficient increases during the year, but the performance of pupil subgroups including LI, EL and special education students continues to lag behind All Students          Student benchmark data for reading indicated that students receiving all-day kindergarten are performing at a greater level district-wide than half-day kindergarten results          The AMAO 1 for English Learners was not met (district 60.0% and state requirement 60.5%)          The AMAO 2 for EL less than 5 years cohort was not met (district 22.2% and state requirement 24.2%)          The AMAO 2 for EL 5 years or more cohort was met (district 53.4% and state requirement 30.9%)          The percentage of long term English Learners was not reduced by 5% (in fact the percentage of student who are Long Term English Learner increased slightly)          LCAP Advisory Committee identified intervention services as the primary need for additional support          LCAP Parent (Q18) and Staff Survey (Q21) indicated the need to continue the expansion of GATE, honors and AP services including additional parent and staff communication avenues and additional resources for primary grades          K-5 Staff Survey indicates that special education services (including learning center model), English Learner Services (including differentiated support for ELD) and intervention services need to be enhanced (Q22, 23, and 24)          DELAC feedback indicated the need for specialized services for English learners</p>	
<p>Goal Applies to:</p>	<p>Schools: All Schools          Applicable Pupil Subgroups:</p>	<p>LI, EL and Foster Youth</p>

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: Increase the percentage of students exiting first grade as readers and mathematicians to 80% including all subgroups  
 Increase the percentage of students who exit 5th grade prepared for academic success in middle school to 85% including all subgroups  
 Increase the percentage of student who are on track to graduate in grade 9 to 85% (successfully completed English 1 and mathematics courses and passed 3 other classes)  
 Meet State Annual Measurable Achievement Objectives (AMAO) for English Learners  
 Reduce the percentage of Long Term English Learners by 5%  
 Increase the number of students participating in the GATE program in grades 1-8 by 50%  
 Increase the number of students receiving college credit in high school (AP completion and passage rate, dual enrollment, concurrent enrollment) by 10%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All-day kindergarten @ all elementary sites with 6 hour paraeducators	GB, VP, WP, KK, PB, BS	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	6 hour classified paraeducators for all-day kindergarten class 2000-2999: Classified Personnel Salaries Supplemental \$473,000 3000-3999: Employee Benefits Supplemental \$127,000
TK for Early Admission Students. (Students who will be 5 between Dec 2 and January 10th will be allowed to enroll August 20th and thus receive a full year of TK prior to K enrollment)	BS, GB, PB, WP	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	unreimbursed cost - varies by age 0000: Unrestricted Base
Support for primary classes and differentiated instruction through paraeducators	1 5.5 hour paraeducator at each K-5 site GB, VP,	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Six 5.5 hour paraeducators 2000-2999: Classified Personnel Salaries Supplemental \$132,000 3000-3999: Employee Benefits Supplemental \$36,000

	WP, KK, PB, BS	<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Support for Newcomer students and students at CELDT 1,2	.5 FTE teacher at WP 5.5 hour paraeducator at GB, 1 5.5 paraeducator at PRHS	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	.5 FTE Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$45,500 2 F.5 hour bilingual paraeducator 2000-2999: Classified Personnel Salaries Supplemental \$43,500 3000-3999: Employee Benefits Supplemental \$21,000
Strategic support of Grades K-5 mathematics through ST math	GB, VP, WP, KK, PB, BS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Ongoing licensing fee 5000-5999: Services And Other Operating Expenditures Base \$16,000
Intervention support for grade 4-5 in reading and designated ELD	.5 FTE at GB, WP, KK, PB and 1.0 at VP, BS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	.5 FTE at each four K-5 sties and 1.0 FTE at BS and VP 1000-1999: Certificated Personnel Salaries Supplemental \$271,000 3000-3999: Employee Benefits Supplemental \$79,000
Extended school day (before, after, Saturday)	GB, VP, WP, KK, PB, BS, FMS and LMS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Personnel and materials 0000: Unrestricted Supplemental \$35,000

		_ Other Subgroups: (Specify)	
Core/Enrichment Summer School, K-8	GB, VP, WP, KK, PB, BS, FMS and LMS	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Staff and materials 0000: Unrestricted Supplemental \$40,000
Expand library services hours to before and after school	all sites	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Increase Library Media Technicians by 2 hours (to 8 hours) 2000-2999: Classified Personnel Salaries Supplemental \$55,000 3000-3999: Employee Benefits Supplemental \$15,000
Provide after school support with designated writing lab and math tutoring center	PRHS	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Certificated staff to work 7th period to provide after school tutoring in writing and mathematics 1000-1999: Certificated Personnel Salaries Supplemental \$36,000
Summer/academic year credit recovery , grades 9-12	PRHS	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	certificated staff to provide summer and academic year credit recover program 1000-1999: Certificated Personnel Salaries Supplemental \$45,000

<p>Certificated support for strategic ELA and mathematics for grades 6-8</p>	<p>FMS, LMS</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>2.0 FTE Certificated Teacher (one at LMS and one at FMS)                  1000-1999: Certificated Personnel Salaries Supplemental \$130,500                  3000-3999: Employee Benefits Supplemental 49,500</p>
<p>Certificated support for strategic courses for algebra I support in grade 9</p>	<p>PRHS</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>.8 FTE Certificated Teacher at PRHS 1000-1999: Certificated Personnel Salaries Supplemental \$65,000                  3000-3999: Employee Benefits Supplemental \$25,000</p>
<p>GATE, Honors,/ AP Teacher on Special Assignment and GATE/honors/AP support (GATE testing, professional development, classroom materials, parent education, GATE events)</p>	<p>1.0 FTE TOSA serving all sites</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>1.0 FTE TOSA, 1000-1999: Certificated Personnel Salaries Supplemental \$71,500                  3000-3999: Employee Benefits Supplemental 24,900                  4000-4999: Books And Supplies 17,500                  Professional Development, field trips, licenses 5000-5999: Services And Other Operating Expenditures \$35,000                  Substitutes and Teacher Extra Duty                  \$26,100</p>
<p>K-8 VAPA support for program expansion</p>	<p>BS, FMS</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>materials and supplies for program expansion 4000-4999: Books And Supplies Supplemental \$50,000</p>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes: Increase the percentage of students exiting first grade as readers and mathematicians to 85% including all subgroups  
 Increase the percentage of students who exit 5th grade prepared for academic success in middle school to 88% including all subgroups  
 Increase the percentage of student who are on track to graduate in grade 9 to 88% (successfully completed English 1 and mathematics courses and passed 3 other classes)  
 Meet State Annual Measurable Achievement Objectives (AMAO) for English Learners  
 Reduce the percentage of Long Term English Learners by 5%  
 Increase the number of students receiving college credit in high school (AP completion and passage rate, dual enrollment, concurrent enrollment) by 10%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All-day kindergarten @ all elementary sites with 6 hour paraeducators	GB, VP, WP, KK, PB, BS	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	6 hour classified paraeducators for all-day kindergarten class 2000-2999: Classified Personnel Salaries Supplemental \$473,000 3000-3999: Employee Benefits Supplemental \$127,000
TK for Early Admission Students. (Student who will be 5 between Dec 2 and January 10th will be allowed to enroll August 20th and thus receive a full year of TK prior to K enrollment)	BS, GB, PB, WP	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	unreimbursed cost - varies by age 0000: Unrestricted Base
Support for primary classes and differentiated instruction through paraeducators	1 5.5 hour paraeducator at each K-5 site GB, VP, WP, KK, PB, BS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Six 5.5 hour paraeducators 2000-2999: Classified Personnel Salaries Supplemental \$132,000 3000-3999: Employee Benefits Supplemental \$36,000

<p>Support for Newcomer students and students at CELDT 1,2</p>	<p>.5 FTE teacher at WP 5.5 hour paraeducator at GB, 1 5.5 paraeducator at PRHS</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>.5 FTE Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$45,500 2 F.5 hour bilingual paraeducator 2000-2999: Classified Personnel Salaries Supplemental \$543,500 3000-3999: Employee Benefits Supplemental \$21,000</p>
<p>Strategic support of Grades K-5 mathematics through ST math</p>	<p>GB, VP, WP, KK, PB, BS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>ongoing licensing fee 5000-5999: Services And Other Operating Expenditures Base \$16,000</p>
<p>Intervention support for grade 4-5 in reading and designated ELD</p>	<p>.5 FTE at GB, WP, KK, PB and 1.0 at VP, BS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>.5 FTE at each four K-5 sties and 1.0 FTE at BS and VP 1000-1999: Certificated Personnel Salaries Supplemental \$271,000 3000-3999: Employee Benefits Supplemental \$79,000</p>
<p>Extended school day (before, after, Saturday)</p>	<p>GB, VP, WP, KK, PB, BS, FMS and LMS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Personnel and materials 0000: Unrestricted Supplemental \$35,000</p>



Core/Enrichment Summer School, K-8	GB, VP, WP, KK, PB, BS, FMS and LMS	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Staff and materials 0000: Unrestricted Supplemental \$40,000
Expand library services hours to before and after school	all sites	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Increase Library Media Technicians by 2 hours (to 8 hours) 2000-2999: Classified Personnel Salaries Supplemental \$55,000 3000-3999: Employee Benefits Supplemental \$15,000
Provide after school support with designated writing lab and math tutoring center	PRHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated staff to work 7th period to provide after school tutoring in writing and mathematics 1000-1999: Certificated Personnel Salaries Supplemental \$36,000
Summer/academic year credit recovery , grades 9-12	PRHS	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	certificated staff to provide summer and academic year credit recover program 1000-1999: Certificated Personnel Salaries Supplemental \$45,000
Certificated support for strategic ELA and mathematics for grades 6-8	FMS, LMS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	2.0 FTE Certificated Teacher (one at LMS and one at FMS) 1000-1999: Certificated Personnel Salaries Supplemental

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$130,500 3000-3999: Employee Benefits Special Education \$49,500
Certificated support for strategic courses for algebra I support in grade 9	PRHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	.8 FTE Certificated Teacher at PRHS 1000-1999: Certificated Personnel Salaries Supplemental \$65,000 3000-3999: Employee Benefits Supplemental \$25,000
GATE, Honors,/ AP Teacher on Special Assignment and GATE/honors/AP support (GATE testing, professional development, classroom materials, parent education, GATE events)	1.0 FTE TOSA serving all sites	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.0 FTE TOSA 1000-1999: Certificated Personnel Salaries Supplemental \$71,500 3000-3999: Employee Benefits Supplemental \$24,900 Books and Materials 4000-4999: Books And Supplies Supplemental \$17,500 Professional Development, Training, Licenses 5000-5999: Services And Other Operating Expenditures Supplemental \$35,000 Substitutes and Teacher Extra Duty 1000-1999: Certificated Personnel Salaries \$26,100
K-8 VAPA support for program expansion	BS, FMS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	materials and supplies for program expansion 4000-4999: Books And Supplies Supplemental \$50,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes: Increase the percentage of students exiting first grade as readers and mathematicians to 88% including all subgroups  
 Increase the percentage of students who exit 5th grade prepared for academic success in middle school to 90% including all subgroups  
 Increase the percentage of student who are on track to graduate in grade 9 to 90% (successfully completed English 1 and mathematics courses and passed 3 other classes)  
 Meet State Annual Measurable Achievement Objectives (AMAO) for English Learners  
 Reduce the percentage of Long Term English Learners by 5%  
 Increase the number of students receiving college credit in high school (AP completion and passage rate, dual enrollment, concurrent enrollment) by 10%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All-day kindergarten @ all elementary sites with 6 hour paraeducators	GB, VP, WP, KK, PB, BS	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6 hour classified paraeducators for all-day kindergarten class 2000-2999: Classified Personnel Salaries Supplemental \$473,000 3000-3999: Employee Benefits Supplemental \$127,000
TK for Early Admission Students. (Student who will be 5 between Dec 2 and January 10th will be allowed to enroll August 20th and thus receive a full year of TK prior to K enrollment)	BS, GB, PB, WP	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	unreimbursed cost - varies by age 0000: Unrestricted Base
Support for primary classes and differentiated instruction through paraeducators	1 5.5 hour paraeducator at each K-5 site GB, VP, WP, KK, PB, BS	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Six 5.5 hour paraeducators 2000-2999: Classified Personnel Salaries Supplemental \$132,000 3000-3999: Employee Benefits Supplemental \$36,000

<p>Support for Newcomer students and students at CELDT 1,2</p>	<p>.5 FTE teacher at WP 5.5 hour paraeducator at GB, 1 5.5 paraeducator at PRHS</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>.5 FTE Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$45,500 2 F.5 hour bilingual paraeducator 2000-2999: Classified Personnel Salaries Supplemental \$43,500 3000-3999: Employee Benefits Supplemental \$21,000</p>
<p>Strategic support of Grades K-5 mathematics through ST math</p>	<p>GB, VP, WP, KK, PB, BS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Ongoing licensing fee 5000-5999: Services And Other Operating Expenditures Base \$16,000</p>
<p>Intervention support for grade 4-5 in reading and designated ELD</p>	<p>.5 FTE at GB, WP, KK, PB and 1.0 at VP, BS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>.5 FTE at each four K-5 sties and 1.0 FTE at BS and VP 1000-1999: Certificated Personnel Salaries Supplemental \$271,000 3000-3999: Employee Benefits Supplemental \$79,000</p>
<p>Extended school day (before, after, Saturday)</p>	<p>GB, VP, WP, KK, PB, BS, FMS and LMS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Personnel and materials 0000: Unrestricted Supplemental \$35,000</p>

Core/Enrichment Summer School, K-8	GB, VP, WP, KK, PB, BS, FMS and LMS	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Staff and materials 0000: Unrestricted Supplemental \$40,000
Expand library services hours to before and after school	all sites	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Increase Library Media Technicians by 2 hours (to 8 hours) 2000-2999: Classified Personnel Salaries Supplemental \$55,000 3000-3999: Employee Benefits Supplemental \$15,000
Provide after school support with designated writing lab and math tutoring center	PRHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated staff to work 7th period to provide after school tutoring in writing and mathematics 1000-1999: Certificated Personnel Salaries Supplemental \$36,000
Summer/academic year credit recovery , grades 9-12	PRHS	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	certificated staff to provide summer and academic year credit recover program 1000-1999: Certificated Personnel Salaries Supplemental \$45,000
Certificated support for strategic ELA and mathematics for grades 6-8	FMS, LMS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	2.0 FTE Certificated Teacher (one at LMS and one at FMS) 1000-1999: Certificated Personnel Salaries Supplemental

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$130,500 3000-3999: Employee Benefits Supplemental \$49,500
Certificated support for strategic courses for algebra I support in grade 9	PRHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	.8 FTE Certificated Teacher at PRHS 1000-1999: Certificated Personnel Salaries Supplemental \$65,000 3000-3999: Employee Benefits Supplemental \$25,000
GATE, Honors,/ AP Teacher on Special Assignment and GATE/honors/AP support (GATE testing, professional development, classroom materials, parent education, GATE events)	1.0 FTE TOSA serving all sites	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.0 FTE TOSA, 3000-3999: Employee Benefits Supplemental \$71,500 3000-3999: Employee Benefits Supplemental \$24,900 4000-4999: Books And Supplies Supplemental \$17,500 Professional Development, Training, Licensees, 5000-5999: Services And Other Operating Expenditures Supplemental \$35,000 Substitutes and Teacher Extra Duty 1000-1999: Certificated Personnel Salaries Supplemental \$26,100
K-8 VAPA support for program expansion	BS, FMS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	materials and supplies for program expansion 4000-4999: Books And Supplies Supplemental \$50,000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	All PRJUSD students will have access to core curriculum taught by highly qualified teachers that is aligned to the new California Standards in ELA, mathematics, history social science and science	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify <u>PRJUSD Guiding Principles Goals 1 and 2</u>
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Identified Need :	Survey Data provided by the Certificated Bargaining Unit indicated that instructional coaches have been valuable in providing in class support for the implementation of district initiatives and the Common Core State Standards English Learner data indicates that we had a slight increase of Long Term English Learners (3% of English learners to 6% of English learners Sign-in sheet data indicates that our English learner families are not participating in district meeting, district advisory committees and district general meetings (beyond the DELAC and ELAC meetings) Input from K-5 Curriculum Leads indicates the need for more support for designated and differentiated ELD K-5 and 6-12 certificated staff indicated on the LCAP survey the need for additional professional development centered around new instructional materials, technology application, common core implementation and new instructional strategies (Q8 and Q6)
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Goal Applies to:	Schools: All Sites	Applicable Pupil Subgroups: LI, EL, Foster Youth
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**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:	All students will have sufficient access to standards-aligned instructional materials as measured by Williams Act requirements and staff surveys All K-5 teachers and 6-8 ELA teachers will have textbooks and instructional materials adopted by the California State Board of Education Students achieving proficiency on mathematics and English Language Arts benchmarks will increase by a minimum of 10% at each grade level grades 3-11 All teachers are appropriately assigned and credentialed in subject areas as indicted by SLOCOE audit All school facilities will be maintained in good repair as measured by Williams Act requirements and staff, student and parental surveys (target-88%) All grade level and subject area Professional Learning Communities (PLC) will incorporate the use of benchmark and formative data to guide instructional decision making as measured by the PLC minutes submitted to site administrators All EL students will have access to core content and ELD standards as measured by course enrollment and daily schedule
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional development for the implementation of LCAP services	all sites	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Professional development through release time, professional development days, workshops, conferences and professional

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	reading 5000-5999: Services And Other Operating Expenditures Supplemental \$25,000
Instructional Coaches to support K-5 classroom teachers in implementing new instructional strategies and programs.	GB, BS, WP, KK, VP, PB	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3 FTE certificated teachers 1000-1999: Certificated Personnel Salaries Supplemental \$233,000 <hr/> 3000-3999: Employee Benefits Supplemental \$82,000
CELDT Testing Team	all sites	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated staff to provide CELDT testing 1000-1999: Certificated Personnel Salaries Supplemental \$25,000
Parent Liaison to support the English learner students and their families through providing enrollment support and initial assessment, community and parent outreach and translation support at district meetings	all sites	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Parent Liaison 1000-1999: Certificated Personnel Salaries Supplemental \$30,600 <hr/> 3000-3999: Employee Benefits Supplemental \$24,400



**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes: All students will have sufficient access to standards-aligned instructional materials as measured by Williams Act requirements and staff surveys  
 All 6-12 science teachers will have textbooks and instructional materials aligned to state adopted science standards (Next Generation Science Standards)  
 All 9-12 ELA teachers will have textbooks and instructional materials aligned to state adopted ELA standards  
 Students achieving proficiency on mathematics and English Language Arts benchmarks will increase by a minimum of 10% at each grade level grades 3-11  
 All teachers are appropriately assigned and credentialed in subject areas as indicted by SLOCOE audit  
 All school facilities will be maintained in good repair as measured by Williams Act requirements and staff, student and parental surveys (target-90%)  
 All grade level and subject area Professional Learning Communities (PLC) will incorporate the use of benchmark and formative data to guide instructional decision making as measured by the PLC minutes submitted to site administrators  
 All EL students will have access to core content and ELD standards as measured by course enrollment and daily schedule

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional development for the implementation of LCAP services	all sites	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional development through release time, professional development days, workshops, conferences and professional reading 5000-5999: Services And Other Operating Expenditures Supplemental \$25,000
Instructional Coaches to support K-5 classroom teachers in implementing new instructional strategies and programs.	GB, BS, WP, KK, VP, PB	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3 FTE certificated teachers 1000-1999: Certificated Personnel Salaries Supplemental \$233,000 3000-3999: Employee Benefits Supplemental \$82,000
CELDT Testing Team	all sites	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	Certificated staff to provide CELDT testing 1000-1999: Certificated Personnel Salaries Supplemental \$25,000

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Parent Liaison to support the English learner students and their families through providing enrollment support and initial assessment, community and parent outreach and translation support at district meetings	all sites	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Parent Liaison 1000-1999: Certificated Personnel Salaries Supplemental \$30,600 3000-3999: Employee Benefits Supplemental \$24,400

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:	All students will have sufficient access to standards-aligned instructional materials as measured by Williams Act requirements and staff surveys All K-5 teachers will have textbooks and instructional materials aligned to adopted by the State Board of Education and aligned to the California science standards (Next Generation Science Standards) Students achieving proficiency on mathematics and English Language Arts benchmarks will increase by a minimum of 10% at each grade level grades 3-11 All teachers are appropriately assigned and credentialed in subject areas as indicted by SLOCOE audit All school facilities will be maintained in good repair as measured by Williams Act requirements and staff, student and parental surveys (target-92%) All grade level and subject area Professional Learning Communities (PLC) will incorporate the use of benchmark and formative data to guide instructional decision making as measured by the PLC minutes submitted to site administrators All EL students will have access to core content and ELD standards as measured by course enrollment and daily schedule
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional development for the implementation of LCAP services	all sites	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional development through release time, professional development days, workshops, conferences and professional reading 5000-5999: Services And Other Operating Expenditures Supplemental \$25,000

<p>Instructional Coaches to support K-5 classroom teachers in implementing new instructional strategies and programs.</p>	<p>GB, BS, WP, KK, VP, PB</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>3 FTE certificated teachers 1000-1999: Certificated Personnel Salaries Supplemental \$233,000  3000-3999: Employee Benefits Supplemental \$82,000</p>
<p>CELDT Testing Team</p>	<p>all sites</p>	<p><input type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Certificated staff to provide CELDT testing 1000-1999: Certificated Personnel Salaries Supplemental \$25,000</p>
<p>Parent Liaison to support the English learner students and their families through providing enrollment support and initial assessment, community and parent outreach and translation support at district meetings</p>	<p>all sites</p>	<p><input type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Parent Liaison 1000-1999: Certificated Personnel Salaries Supplemental \$30,600  3000-3999: Employee Benefits Supplemental \$24,000</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

## Annual Update

**Annual Update Instructions:** For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

### Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites 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?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	Paso Robles Joint Unified School District students will be College and Career Ready when they graduate		Related State and/or Local Priorities: 1 _ 2 _ 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 _ 8  COE only: 9 _ 10 _  Local : Specify <u>PRJUSD Guiding Principles Goal 1</u>	
Goal Applies to:	Schools: all sites Applicable Pupil Subgroups:	LI, EL, and Foster Youth		
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1) Increase the percentage of students CSU/UC Ready to 50% based on EAP readiness and completion of A-G courses</li> <li>2) Increase percentage of students attending 2 year and \$ year post-secondary institutions to 75% (includes military service)</li> <li>3) Increase high school graduation rate to 90% for alternative education sites and all significant subgroups</li> <li>4) Increase attendance to 95.5%</li> <li>5) Reduce chronic absenteeism rate by 5%</li> <li>6) Decrease discipline incidents by 5%</li> <li>7) Reduce suspension and expulsion rates by 5%</li> <li>8) Reduce middle school and high school dropout rates by 5%</li> <li>9) Increase the percentage of parents who have successfully completed an intensive parent education program (ex: PIQE) by 50%</li> <li>10) Increase the percentage of parent who indicate that the school provides a safe environment for learning to 95% as measured by parent survey</li> <li>11) Increase the percentage of parents who indicate that the school encourages parental participation to 80% base on parent survey</li> <li>12) Increase the percentage of parents who indicate that their school seeks their input regarding their child's educational experiences to 75%</li> </ol>		Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1) Updated data for A-G course completion is not yet available. (2014-15 data was 38.9%)</li> <li>2) Updated data for students attending 2 and 4 year post-secondary institutions is not yet available (However, 100% of AVID senior received college acceptance and all PRHS seniors have completed the enrollment procedures for Cuesta Community College)</li> <li>3) 2015 data has not yet been released</li> <li>4) Attendance is currently 95.4%</li> <li>5) Chronic absenteeism is projected to be reduced by 13.6%</li> <li>6) Discipline office referrals is projected to be reduced by 40%</li> <li>7) Student suspension are projected to be reduced by 75% and student expulsions by 20%</li> <li>8) Middle School drop data reported by state priorities snapshot indicated 0% drop out rate. High School dropout rate shows a 10% reduction</li> <li>9) The number of parents who completed PIQE was increased by 100%</li> <li>10) 92% of parents survey indicated that their child feels safe at school</li> <li>11) 76% of the parents indicated that the school encourages parental participation</li> <li>12) 78% of the parents indicated that the school always or sometimes seeks their input. (However only 30% of the parents indicated that they school always seeks their input</li> </ol>

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services					
Budgeted Expenditures		Estimated Actual Annual Expenditures					
One Tier 1 Intervention Specialist for PRHS and two Tier 2 Intervention Specialist for PRHS and one Tier 2 Intervention Specialists each for LMS, and FMS	1 FTE Tier 1 Intervention Specialists and 4 FTE Tier 2 Intervention Specialists 2000-2999: Classified Personnel Salaries Supplemental \$255,000	.5 FTE Tier 1 Intervention Specialist (left mid-year and not replaced and 4 FTE Tier 2 Intervention Specialists	.5 FTE Tier 1 and 4 FTE Tier 2 Intervention Specialists 2000-2999: Classified Personnel Salaries Supplemental \$287,598				
<table border="1"> <tr> <td>Scope of Service</td> <td>PRHS, LMS, FMS</td> </tr> </table>	Scope of Service	PRHS, LMS, FMS		<table border="1"> <tr> <td>Scope of Service</td> <td>PRHS, LMS, FMS</td> </tr> </table>	Scope of Service	PRHS, LMS, FMS	
Scope of Service	PRHS, LMS, FMS						
Scope of Service	PRHS, LMS, FMS						
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)					
School site support for PBIS implementation year 1 (\$5,000 per site)	Support for banners, flyers ,signs for PBIS implementation and training 4000-4999: Books And Supplies Supplemental \$50,000	PBIS was implemented at all site using banners, flyer, and signs. Specialized assemblies to support PBIS topics	Materials and supplies 4000-4999: Books And Supplies Supplemental \$35,600 Printing for Signs 5000-5999: Services And Other Operating Expenditures Supplemental \$10,000 Assemblies 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$2,500				
<table border="1"> <tr> <td>Scope of Service</td> <td>all sites</td> </tr> </table>	Scope of Service	all sites		<table border="1"> <tr> <td>Scope of Service</td> <td>all sites</td> </tr> </table>	Scope of Service	all sites	
Scope of Service	all sites						
Scope of Service	all sites						
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)					

<p>_ Other Subgroups: (Specify)</p>			
<p>AVID Program Support (Site AVID fees, staff training, college field trips and AVID tutors</p>	<p>AVID site membership fees 5000-5999: Services And Other Operating Expenditures Supplemental \$10,755</p> <p>AVID Stipends, substitutes and teacher hourly 1000-1999: Certificated Personnel Salaries Supplemental \$8,400</p> <p>AVID Tutors 2000-2999: Classified Personnel Salaries Supplemental \$11,590</p> <p>Benefits 3000-3999: Employee Benefits Supplemental \$7,115</p> <p>Materials and Supplies 4000-4999: Books And Supplies Special Education \$3960</p> <p>Training 5000-5999: Services And Other Operating Expenditures Supplemental \$15,745</p> <p>Field Trips/ Transportation 5700-5799: Transfers Of Direct Costs Supplemental \$5,250</p>		<p>AVID site membership fees 5000-5999: Services And Other Operating Expenditures Supplemental \$10,755</p> <p>AVID Stipends and teacher hour 1000-1999: Certificated Personnel Salaries Supplemental \$8,500</p> <p>AVID Tutors 2000-2999: Classified Personnel Salaries Supplemental \$2,000</p> <p>Benefits 3000-3999: Employee Benefits Supplemental \$2,000</p> <p>Materials and Classroom Supplies 4000-4999: Books And Supplies Special Education \$1,600</p> <p>Training 5000-5999: Services And Other Operating Expenditures Supplemental \$17,800</p> <p>Field Trips/Transportation 5700-5799: Transfers Of Direct Costs Supplemental \$3000</p>
<p>Scope of Service PRHS, LMS, PRHS potential 2 elementary sites</p> <hr/> <p>_ All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service PRHS, LMS, FMS</p> <hr/> <p>_ All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Parent Institute for Quality Education (PIQE) and additional parent education opportunities for literacy, mathematics, and college and career readiness</p>	<p>Parent Institute for Quality Education and parent meeting support 5800: Professional/Consulting Services</p>	<p>Implemented at PIQE class at Bauer-Speck and at PRHS</p>	<p>PIQE course presenters and program costs 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$20,000</p>

	<p>And Operating Expenditures Supplemental \$20,000</p> <p>Meeting supplies 4000-4999: Books And Supplies Supplemental \$5,000</p>		<p>course materials and supplies 4000-4999: Books And Supplies Supplemental \$1,000</p>
<p>Scope of Service Bauer-Speck, PRHS</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Bauer-Speck, PRHS and 8th grade parents from LMS and FMS</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>College and Career Center at Paso Robles High School</p>	<p>Staffing for College and Career Center and materials and supplies 1000-1999: Certificated Personnel Salaries Supplemental \$20,000</p> <p>Material and Supplies 4000-4999: Books And Supplies Supplemental \$12,000</p>	<p>College and Career Center was available for students staffed by retired certificated AVID teacher who was paid for through CalSoap.</p>	<p>Materials and Supplies 4000-4999: Books And Supplies Supplemental</p>
<p>Scope of Service Paso Robles High School</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Paso Robles High School</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Counseling and Support Services for K-5 Students</p>	<p>Hire 3 Tier 2 Intervention Specialists to each take two schools 2000-2999: Classified Personnel Salaries Supplemental \$106,500</p> <p>Benefits 3000-3999: Employee Benefits Supplemental \$43,500</p>	<p>Hired 2 Tier 1 Intervention Specialists to each take two schools of greatest need and then contracted with mental health services to work as needed at two school sites. Tier 1 Intervention Specialists were hired mid-year</p>	<p>2 Tier Two Interventions specialists 2000-2999: Classified Personnel Salaries Supplemental 57,500</p> <p>Benefits 3000-3999: Employee Benefits Supplemental 29,500</p>



			Contracted mental health services 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$30,000				
<table border="1"> <tr> <td>Scope of Service</td> <td>All K-5 sites GB, BS, PB, VP, WP, KK</td> </tr> </table>	Scope of Service	All K-5 sites GB, BS, PB, VP, WP, KK		<table border="1"> <tr> <td>Scope of Service</td> <td>All K-5 Sites GB, BS, PB, VP, WP, KK</td> </tr> </table>	Scope of Service	All K-5 Sites GB, BS, PB, VP, WP, KK	
Scope of Service	All K-5 sites GB, BS, PB, VP, WP, KK						
Scope of Service	All K-5 Sites GB, BS, PB, VP, WP, KK						
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
Add Additional High School Counselor to reduce ratio to 500 to 1 at PRHS	<p>Counselor 1000-1999: Certificated Personnel Salaries Supplemental 70,500</p> <p>Benefits 3000-3999: Employee Benefits Supplemental 14,500</p>	Added High School Counselor to PRHS	<p>Counselor 1000-1999: Certificated Personnel Salaries Supplemental 84,400</p> <p>Benefits 3000-3999: Employee Benefits Supplemental 17,752</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>PRHS</td> </tr> </table>	Scope of Service	PRHS		<table border="1"> <tr> <td>Scope of Service</td> <td>PRHS</td> </tr> </table>	Scope of Service	PRHS	
Scope of Service	PRHS						
Scope of Service	PRHS						
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
Grade 6-8 college, career and CTE interest inventories, career events and transportation to Post-secondary exploratory events	<p>Materials and supplies 4000-4999: Books And Supplies Supplemental \$5,000</p> <p>transportation - busses 5700-5799: Transfers Of Direct Costs Supplemental \$5,000</p>	A limited amount of activities and services occurred at 6-8. The emphasis was on 9-12 completing their career pathways so that clear connection could be made to the middle school level.	Transportation - busses for field trip to Cuesta Community College 5700-5799: Transfers Of Direct Costs Supplemental \$500				

Scope of Service	LMS, FMS	Scope of Service	LMS, FMS
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>We have elected to not to rehire the intervention specialist Tier 1 position at PRHS after the position was vacated due to a resignation. We determined that the Tier 2 intervention specialists can work under certificated counselors. The Tier 1 interventions specialists for K-5 sites must be licensed counselors and are being retained.</p> <p>We intended to implement AVID elementary starting 2016-17 which would require training in the 15-16 school year. We have instead expanded our secondary AVID program and are delaying the implementation of AVID elementary.</p> <p>We were able to use CalSoap funds to staff the College and Career Center at Paso Robes High School. This partnership will continue next year allowing us to reduce the LCAP contribution to this service. Students on the Superintendent's Student Advisory Committee indicated that this have proven to be a very valuable resource for juniors and seniors as they plan their college experience. We would like to expand the availability of the College and Career Center to parents as well as freshman and sophomores.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	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)	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify <u>PRJUSD Guiding Principles Goal 1</u>		
Goal Applies to:	Schools: all sites Applicable Pupil Subgroups: LI, EL and Foster Youth			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1) Increase the percentage of students exiting first grade as readers and mathematicians to 80% including all subgroups</li> <li>2) Increase the percentage of students who exit 5th grade prepared for academic success in middle school to 85% including all subgroups</li> <li>3) Increase the percentage of students who are on track to graduate in grades 9-11 to 80%</li> <li>4) Meet State Annual Measurable Achievement Objectives (AMAO) for EL</li> <li>5) Reduce the percentage of Long Term English Learners by 5%</li> <li>6) Increase the percentage of students participating in visual arts, dance, drama and music in grade K-5 to 95%</li> <li>7) Increase the number of students participating in the GATE program in grade 1-8 by 25%</li> <li>8) Increase the number of students receiving college credit in high school (AP completion and passage rate, dual enrollment, concurrent enrollment) by 10%</li> </ol>	<table border="1"> <tr> <td data-bbox="1058 623 1220 1419">Actual Annual Measurable Outcomes:</td> <td data-bbox="1226 623 1997 1419"> <ol style="list-style-type: none"> <li>1)Based on trimester 3 benchmarks for 2015, 98.5% of 1st grade students were proficient in mathematics and 89.7 % of 1st grade students were proficient in ELA. Data is not yet available for 2016 based on standardized assessment.</li> <li>2) 66% of 5th grade students exceeded or were at or near standards in ELA. 63% of 5th grade students exceeded or were at or near standards in mathematics. Data is not yet available for 2016 for CAASPP.</li> <li>3) District graduation rates for grade 12 are above 90% for all except Hispanic Latino which was at 89.5%</li> <li>4) District did not meet all AMAOs for English Learner. The AMAO 1 for EL was 60.0% and state requirement was 60.5%, AMAO 2 for EL less than 5 years cohort was not met (district 22.2% and state requirement 24.2%) . AMAO 2 for EL 5 year or more cohort was met.</li> <li>5) The percent of long term English Learners went from 3% to 6% of English Learners. However, the district met its AMAO 2 for EL 5 year or more cohort.</li> <li>6) 100% of K-5 students participated in visual arts, dance and music.</li> <li>7) There was a 40% increase in students identified for GATE in grades 1-8</li> <li>8) With the addition of dual enrollment courses in 2015, an additional 20% of students will receive college credit in high school</li> </ol> </td> </tr> </table>	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1)Based on trimester 3 benchmarks for 2015, 98.5% of 1st grade students were proficient in mathematics and 89.7 % of 1st grade students were proficient in ELA. Data is not yet available for 2016 based on standardized assessment.</li> <li>2) 66% of 5th grade students exceeded or were at or near standards in ELA. 63% of 5th grade students exceeded or were at or near standards in mathematics. Data is not yet available for 2016 for CAASPP.</li> <li>3) District graduation rates for grade 12 are above 90% for all except Hispanic Latino which was at 89.5%</li> <li>4) District did not meet all AMAOs for English Learner. The AMAO 1 for EL was 60.0% and state requirement was 60.5%, AMAO 2 for EL less than 5 years cohort was not met (district 22.2% and state requirement 24.2%) . AMAO 2 for EL 5 year or more cohort was met.</li> <li>5) The percent of long term English Learners went from 3% to 6% of English Learners. However, the district met its AMAO 2 for EL 5 year or more cohort.</li> <li>6) 100% of K-5 students participated in visual arts, dance and music.</li> <li>7) There was a 40% increase in students identified for GATE in grades 1-8</li> <li>8) With the addition of dual enrollment courses in 2015, an additional 20% of students will receive college credit in high school</li> </ol>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
All-Day kindergarten @ all elementary sites with a 6 hour paraeducator for 20 classrooms		All-Day Kindergarten was instituted at all elementary sites in 20 classrooms with 6 hour paraeducators	
Classified salaries for 20 paraeducators 2000-2999: Classified Personnel Salaries Supplemental \$315,000 Benefits 3000-3999: Employee Benefits Supplemental \$85,000		Classified Salaries for 20 six hour paraeducators 2000-2999: Classified Personnel Salaries Supplemental \$450,000 Benefits 3000-3999: Employee Benefits Supplemental \$120,019	
Scope of Service: GB, BS, VP, WP, KK, PB		Scope of Service: GB, BS, VP, WP, KK, PB	
_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) special education		_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) special education	
TK for Early Admission Students. (Students who will be 5 between Dec 2 and March 1 will be allowed to enroll August 20th and thus receive a full year of TK prior to K enrollment )		Twenty-three students were enrolled in one of 5 TK classes district-wide based on early admissions.	
Additional 1 FTE for TK teacher for the additional students who are admitted early  1000-1999: Certificated Personnel Salaries Supplemental \$63,600 Benefits 3000-3999: Employee Benefits Supplemental \$26,400		Additional 1 FTE for TK Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$55,950 Benefits 3000-3999: Employee Benefits Supplemental \$25,400	
Scope of Service: Students from all six sites were enrolling in one of 4 sites providing the TK program GB, BS, PB, WP		Scope of Service: Twenty-three students from all six sites were enrolled in one of 4 sites providing the TK program GB, BS, PB, WP	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	

<p><input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Targeted intervention services for K/1 students who are not reading on grade level</p>	<p>one 5.5 paraeducator was provided at each elementary school sites to provide differentiated instruction                  2000-2999: Classified Personnel Salaries Supplemental \$94,500                  benefits 3000-3999: Employee Benefits Supplemental \$25,500</p>	<p>Each school site was not fully staffed with paraeducators until mid-year due to difficulty hiring.</p>	<p>one 5.5 paraeducator at each elementary site (partial year for 4 paraeducators) 2000-2999: Classified Personnel Salaries Supplemental \$82,500                  Benefits 3000-3999: Employee Benefits Supplemental \$22,586</p>
<p>Scope of Service: GB, BS, PB, VP, WP, KK,                  KK,  <input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: GB, BS, PB, VP, WP, KK                  KK,  <input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Strategic and intensive support for students in ELA and mathematics - Certificated Teacher at the school showing the great need through student achievement data and percentage of low income students</p>	<p>1 FTE Teacher for strategic and intensive support for students in ELA and mathematics at Bauer-Speck Elementary 1000-1999: Certificated Personnel Salaries Supplemental \$50,000                  Benefits 3000-3999: Employee Benefits Supplemental \$21,400</p>	<p>1 FTE Teacher for strategic and intensive support for students in ELA and mathematics at Bauer-Speck Elementary</p>	<p>1 FTE teacher 1000-1999: Certificated Personnel Salaries Supplemental \$78,000                  Benefits 3000-3999: Employee Benefits Supplemental \$27,280</p>
<p>Scope of Service: Bauer-Speck                  Bauer-Speck  <input type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient</p>		<p>Scope of Service: Bauer-Speck                  Bauer-Speck  <input type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient</p>	

_ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
Strategic and intensive support for students in ELA and mathematics grades 3-5 though 5.5 paraeducator at each K-5 site		Each school site was not fully staffed with paraeducators until mid-year due to difficulty hiring.	
one 5.5 hour paraeducator at each site to support students in grades 2-5 2000-2999: Classified Personnel Salaries Supplemental \$145,000 Benefits 3000-3999: Employee Benefits Supplemental \$40,053		one 5.5 paraeducator at each elementary site (partial year for 4 paraeducators) 2000-2999: Classified Personnel Salaries Supplemental \$88,100 Benefits 2000-2999: Classified Personnel Salaries Supplemental \$23,584	
Scope of Service	K-5 Sites GB, BS, PB, VP, WP, KK	Scope of Service	K-5 Sites GB, BS, PB, VP, WP, KK
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Before School/After School; Intersession tutoring at all sites and Saturday Academy		Limited Services were provided due to already existing after school program (ASES, PRYDE, Boys and Girls Club), Tutoring through Title I SES and intersession programs provided through categorical programs. Programs were provided at PRHS and FMS	
Certificate extra duty 1000-1999: Certificated Personnel Salaries Supplemental \$82,000 Benefits 3000-3999: Employee Benefits Supplemental \$18,000 Materials and Supplies 4000-4999: Books And Supplies Supplemental \$20,000		Certificated Extra Duty 1000-1999: Certificated Personnel Salaries Supplemental \$15,000 Benefits 3000-3999: Employee Benefits Supplemental \$3,150 Material, Curriculum and Supplies 4000-4999: Books And Supplies Supplemental \$11,850	
Scope of Service	All site	Scope of Service	PRHS and FMS
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

<p>Mathematics support fo grades 4-5 for each elementary</p>	<p>Perpetual site licences for grades 4-5 for ST Math 5000-5999: Services And Other Operating Expenditures Supplemental \$90,000</p>	<p>One year licenses were purchased for grades 4-5 and then a grant was received which allowed for the purchase of perpetual licences for grade K-5</p>	<p>Site licences for grades 4-5 for ST Math (one-year that transfered into perpetual) 5000-5999: Services And Other Operating Expenditures Supplemental \$45,000</p>
<p>Scope of Service   K-5 Sites GB, BS, PB, VP, WP, KK</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   K-5 Sites GB, BS, PB, VP, WP, KK</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Summer/Academic Year Credit Recovery Program, grades 9-12</p>	<p>Certificated Teacher/Administrator Extra Duty 1000-1999: Certificated Personnel Salaries Supplemental \$37,000</p> <p>Classified Staff 2000-2999: Classified Personnel Salaries Supplemental \$4,000</p> <p>Benefits 3000-3999: Employee Benefits Supplemental \$9,000</p> <p>Books and Materials 4000-4999: Books And Supplies Supplemental \$5,000</p>	<p>After school APEX learning for credit recovery at PRHS and summer credit recovery and expansion to original credit courses during summer school</p>	<p>Certificated Teacher/Administrator Extra Duty 1000-1999: Certificated Personnel Salaries Supplemental \$37,000</p> <p>Classified Staff 2000-2999: Classified Personnel Salaries Supplemental \$4,000</p> <p>Benefits 3000-3999: Employee Benefits Supplemental \$9,000</p> <p>Books and Materials 4000-4999: Books And Supplies Supplemental \$5,000</p>
<p>Scope of Service   PRHS</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   PRHS</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>Core/Enrichment Summer School K-8</p>	<p>Certificated Teacher/Administrator Extra Duty 1000-1999: Certificated Personnel Salaries Supplemental \$25,000</p> <p>Classified Staff 2000-2999: Classified Personnel Salaries Supplemental \$7,700</p> <p>Benefits 3000-3999: Employee Benefits Supplemental \$7,300</p> <p>Materials and Supplies 4000-4999: Books And Supplies Supplemental \$15,000</p>	<p>Enrichment Summer School - 4 Weeks for K-5 students (STEAM and Physical Education) and two 2 week sessions for 6-8 (STEAM and VAPA)</p>	<p>Certificated Teacher/Administrator Extra Duty 1000-1999: Certificated Personnel Salaries Supplemental \$25,000</p> <p>Classified Staff 2000-2999: Classified Personnel Salaries Supplemental \$7,700</p> <p>Benefits 3000-3999: Employee Benefits Supplemental \$7,300</p> <p>Materials and Supplies 4000-4999: Books And Supplies Supplemental \$15,000</p>
<p>Scope of Service: Students from K-8 sites</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Students from K-8 sites</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide a late bus route to ensure students participate in credit recovery, tutoring &amp; extracurricular activities</p>	<p>Transportation - bussing 5700-5799: Transfers Of Direct Costs Supplemental \$80,000</p>	<p>It was not possible to provide this additional busing service at the first half of the year due to a shortage of drivers. By January, it was clear that the salary cost had increased significantly due to ratification of new certificated and classified contracts so it was eliminated for the 2015-16 school year</p>	
<p>Scope of Service: PRHS</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>		<p>Scope of Service:</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>	



_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)					
GATE Honors/ AP Teacher on Special Assignment (TOSA) and GATE Support (testing, PD, classroom materials, parent education, GATE events)	Certificated Teacher TOSA, substitutes and GATEcoordinator stipends 1000-1999: Certificated Personnel Salaries Supplemental \$60,000 Benefits 3000-3999: Employee Benefits Supplemental \$22,600 Materials and Supplies 4000-4999: Books And Supplies Supplemental 27,400 Workshops and Conferences 5000-5999: Services And Other Operating Expenditures Supplemental 16,000 Transportation/ Culinary Arts 5700-5799: Transfers Of Direct Costs Supplemental \$3,500 GATE On line Testing, GATE Professional Organizations 5000-5999: Services And Other Operating Expenditures Supplemental \$15,500	GATE TOSA, substitutes, GATE Coordinators. Tested Students in grades 1-7 including purchasing an online program for grades 1-2 and a new version of the Cognitive Abilities Test for grades 3-7. Expanded GATE services in grades K-5 including a young scholar library and enrichment opportunities at each site. Collaborated to reinstate the District Almond Blossom Speech and Language Contest, District History Day and District Writing Contest. Purchase Spirobots to pilot a robotic and coding enrichment opportunity. Develop cluster grouping model for K-5 elementary schools for implementation in 2016-17. Provided professional development opportunities for a cadre of K-5 teachers. Provided AP training to new AP teachers	Certificated Teacher TOSA, substitutes and GATEcoordinator stipends 1000-1999: Certificated Personnel Salaries Supplemental \$79,500 Benefits 3000-3999: Employee Benefits Supplemental \$25,000 Materials and Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$27,400 Workshops and Conferences 5000-5999: Services And Other Operating Expenditures Supplemental \$16,000 Transportation/ Culinary Arts 5700-5799: Transfers Of Direct Costs Supplemental \$3,500 GATE Online Testing, Gate Professional Organizations 5000-5999: Services And Other Operating Expenditures Supplemental \$15,500				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">All Sites</td> </tr> </table> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	All Sites		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">All Sites</td> </tr> </table> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	All Sites	
Scope of Service	All Sites						
Scope of Service	All Sites						
K-5 VAPA support for program implementation including materials and PD, Dance Coordinator (2/5 time), Elementary Art Teacher 1FTE,	Dance Coordinator (2/5 time), Elementary Art Teacher 1FTE, Elementary Music Teacher 1 FTE 1000-1999: Certificated Personnel	Dance Coordinator (2/5 time), Elementary Art Teacher 1FTE, Elementary Music Teacher 1 FTE	Dance Coordinator (2/5 time), Elementary Art Teacher 1FTE, Elementary Music Teacher 1 FTE 1000-1999: Certificated Personnel				

<p>Elementary Music Teacher 1 FTE</p>	<p>Salaries Supplemental \$190,000 Benefits 3000-3999: Employee Benefits Supplemental \$39,000 Materials 4000-4999: Books And Supplies Supplemental \$25,000</p>		<p>Salaries Supplemental \$206,000 Benefits 3000-3999: Employee Benefits Supplemental \$72,599 Materials 4000-4999: Books And Supplies Supplemental \$25,000</p>
<p>Scope of Service: All K-5 sites GB, BS, PB, VP, WP, KK</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: GB, BS, PB, VP, WP, KK</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Site VAPA Leads</p>	<p>\$1,000 site stipend for all 12 positions 1000-1999: Certificated Personnel Salaries Supplemental \$10,000</p>	<p>Only two stipends were allocated due to a lack of applicants</p>	<p>\$1,000 for two stipends 1000-1999: Certificated Personnel Salaries Supplemental \$2,000 Benefits 3000-3999: Employee Benefits Supplemental \$420</p>
<p>Scope of Service: All sites</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service:</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Library Media Technicians (2 hours at each site for 8 full hours)</p>	<p>Extend Library Media Technicians hours to 8 hours to provide access to libraries before and after school 2000-2999: Classified Personnel Salaries Supplemental \$52,500</p>	<p>Extended Library Media Technicians hours to 8 hours to provide access to libraries before and after school. It was determined to allocate to LCAP 25% of the Library Media Technicians Salary and not the additional cost of the Health Care Benefit required of 8 hour</p>	<p>Extend Library Media Technicians hours to 8 hours to provide access to libraries before and after school 2000-2999: Classified Personnel Salaries Supplemental \$52,500</p>

	Benefits 3000-3999: Employee Benefits Supplemental \$109,500	employees as some staff were already receiving benefits or the benefits were required through the Affordable Care Act.	Benefits 3000-3999: Employee Benefits Supplemental \$14,327
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The district is implementing a preschool program and is providing a limited early admission policy for TK. Students who have birth dates between December 2 and January 10 will be allowed early admission. Students who have later birthdays will be encouraged to enroll in the district preschool program. According to the fiscal services calculator, students who have birthday up to December 31st will be cost neutral. Having the student birth date prior to January 10 will have a negligible budgetary impact and the cost of the FTE will not be provided through LCAP funds.</p> <p>We will retain the para educators to provide targeted intervention services for primary students, but will shift the focus to grade 1 to provide support for meeting the District objective for first grade students reading and doing mathematics on grade level</p> <p>We will retain the intervention teacher for the highest need school, Bauer-Speck. we will eliminate the additional paraeducators in grades 2-5 to shift services to be provided by certificated teachers</p> <p>We will reduce the general after school tutoring and replace by specific partnership with after school program using our digital curriculum</p> <p>We will continue our summer enrichment, credit recovery and original credit program due to the success of last year programs and the response to 9-12 students to take classes in the summer to allow for more VAPA and CTE program enrollment during the school year</p> <p>We will review alternative ways to provide late busing for students and will not allocate funding in LCAP</p> <p>The support for advanced learners in GATE, Honors and AP classes will continue with expanded opportunities in GATE clusters in grade K-5 and expanded vertical articulation in 6-12. A parent education program will be implemented and the opportunities for GATE students to showcase their talents will be expanded</p> <p>Visual and Performing Arts at the K-5 level has been extremely successful. The allocation for positions in VAPA has been shifted into the base to provide continuous funding. This will provide the opportunity to expand the intervention program in grade K-5 and to initiate intervention support in grades 6-12</p> <p>Library Media Technicians will continue to provide expanded library hours</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	All PRJUSD students will have access to core curriculum taught by highly qualified teachers that is aligned to the new California Standards (Common Core) including ELA, mathematics, history social science, and science	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify <u>PRJUSD Guiding Principles Goals 1 and 2</u>
Goal Applies to:	Schools: All Sites Applicable Pupil Subgroups: LI, EI and Foster Youth	
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1) All students will have sufficient access to standards-aligned instructional materials as measured by Williams Act requirements and staff surveys</li> <li>2) All K-5 teachers and 6-12 mathematics teachers will have textbooks and instructional materials aligned to the new California Standards in mathematics</li> <li>3) Student achieving proficiency on mathematics benchmarks will increase by a minimum of 10% at each grade level 3-11</li> <li>4) All teachers are appropriately assigned and credentialed in subject areas as indicated by SLOCOE audit</li> <li>5) All school facilities will be maintained in good repair as measured by Williams Act requirements and staff surveys</li> <li>6) Professional Development (PD) aligned to California Standards, adopted materials, and specific job requirements will have an overall staff rating of 4 (out of a 1-5 system)</li> <li>7) All grade level and subject area Professional Learning Communities (PLC) will incorporate the use of benchmark and formative data to guide instructional decision making use of Data Protocol process as measured by the PLC minutes submitted to site administrators.</li> </ol>	<p>Actual Annual Measurable Outcomes:</p> <ol style="list-style-type: none"> <li>1) Board resolution in October identifies that all students have appropriate textbook materials. K-5 Staff survey indicated that 87% have standards aligned material (9% indicated no and 4% don't know). The 6-12 Staff survey indicated that 77% had standards aligned materials (12% said no - including PE teachers who indicated that they didn't have text books and 10% said that they didn't know). New K-8 ELA textbooks were adopted in the spring along with new Spanish language textbooks and CTE program texts. In addition, new units are being developed in grades 3-12 using Next Generation Science Standards. A teacher-by-teacher survey will be completed in the fall to determine if there are any specific textbook concerns</li> <li>2) New adoptions in K-5 mathematics were completed two years ago, new adoption for 6-8 mathematics last year and this year new textbooks were implemented in grades 9-12. Teachers in grades K-5 have requested additional support and will have ST Mathematics for Ready Common Core next year</li> <li>3) This year was the base year for establishing mathematics benchmark. Next year will also bring the MAP assessment which will provide growth targets for students</li> <li>4) SLOCOE audit indicates that all teachers are appropriately assigned and credentialed. The district did request waivers for seven teachers</li> <li>5) There have been no Williams Act complaints or facilities violations. At the K-5 level, 84% of the staff indicated that the facilities are in maintained in a clean, safe and functional manner. Of the 16% that said no, a need for general cleaning and upgrade of aging facilities At the 6-12 level, 85% of the staff indicated that the facilities are well maintained. Of the 15% who</li> </ol>

	<p>8) All EL students will have access to core content and ELD standards as measured by course enrollment and daily schedule.</p>	<p>said no, various reasons were indicated such as fields, furniture needing repair or replacement, replacement of carpet and general cleaning needs.          6) While some workshops have evaluations on a 1-5 scale, there has not been a systematic evaluation system in place to adequately measure the staff response. There will be system in place for the 2016-17 school year          7) While review of the PLC minutes does indicate that teachers use data, there is not a systematic use of data in PLC or a general knowledge of the effective strategies for using data in a PLC. New assessment systems and digital learning platforms are being implemented in 2016-17 that will support the effective use of data which will be monitored by site administrators with professional development and coaching through Educational Services          8) While All EL students have access to core content, it is evident that more support is need to assure that EL students are receiving designated and integrated ELD aligned to ELD standards.</p>
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Professional development for new initiatives (PBIS, All- day Kindergarten, ELD/ELA State Standards alignment, New California Standards, GATE, VAPA, Technology Implemetnation, School-wide AVID</p>	<p>Substitutes and Staff Development Stipends 1000-1999: Certificated Personnel Salaries Supplemental \$18,000</p> <p>Conferences and Workshop Registration Fees and travel expenses 5000-5999: Services And Other Operating Expenditures Supplemental \$56,683</p> <p>Consultants 5800: Professional/Consulting Services And Operating Expenditures \$10,000</p>	<p>Professional Development was provided for new LCAP initiatives. In September as part of the Certificated Bargaining Agreement (CBA), three additional professional development days were added to the certificated work year calendar. This provided additional professional development opportunities locally.</p>	<p>Substitutes and Staff Development Stipends 1000-1999: Certificated Personnel Salaries Supplemental \$18,000</p> <p>Conferences and Workshop Registration Fees and travel expenses 5700-5799: Transfers Of Direct Costs Supplemental \$41,683</p>
<p>Scope of Service: All Sites</p>		<p>Scope of Service: All Sites</p>	
<p><input checked="" type="checkbox"/> All            OR: -----</p>		<p><input checked="" type="checkbox"/> All            OR: -----</p>	

<ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>					
<p>Instructional Coaches to support classroom teachers in implementing new instructional strategies and programs</p>	<p>3 FTE K-5 Instructional Coaches (.5 FTE at each K-5 Site) 1000-1999: Certificated Personnel Salaries Supplemental \$190,000</p> <p>Benefits 3000-3999: Employee Benefits Supplemental \$40,000</p>	<p>3 FTE K-5 Instructional Coaches. One coach was selected for a Guidance Specialist position in April and position will remain vacant until next year.</p>	<p>3 FTE K-5 Instructional Coaches (with one coaching position ending in April) 1000-1999: Certificated Personnel Salaries Supplemental \$221,700</p> <p>Benefits 3000-3999: Employee Benefits Supplemental \$79,724</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">All K-5 sites GB, BS, PB, VP, WP, KK</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	Scope of Service	All K-5 sites GB, BS, PB, VP, WP, KK		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">All K-5 sites GB, BS, PB, VP, WP, KK</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	Scope of Service	All K-5 sites GB, BS, PB, VP, WP, KK	
Scope of Service	All K-5 sites GB, BS, PB, VP, WP, KK						
Scope of Service	All K-5 sites GB, BS, PB, VP, WP, KK						
<p>CELDT Testing Team</p>	<p>Certificated extra duty (curriculum pay) 1000-1999: Certificated Personnel Salaries Supplemental \$20,000</p>	<p>CELDT testing team was trained and provided testing for the individualized portion of the CELDT test</p>	<p>Certificated extra duty (curriculum pay) 1000-1999: Certificated Personnel Salaries Supplemental \$18,600</p> <p>Benefits 3000-3999: Employee Benefits Supplemental \$3,854</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">All Sites</td> </tr> </table> <p><input type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input checked="" type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> </ul>	Scope of Service	All Sites		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">All Sites</td> </tr> </table> <p><input type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input checked="" type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	Scope of Service	All Sites	
Scope of Service	All Sites						
Scope of Service	All Sites						

_ Other Subgroups: (Specify)			
Data and instructional software to support English Learners including Ellevation to monitor the progress of English Learners and English 3D to provide support for long term English Learners		Materials 4000-4999: Books And Supplies Supplemental \$16,609	English 3D was purchased out of Instructional Lottery and Ellevation was purchased on a trail basis and it was determined that it would not meet the needs of the district  Ellevation 5000-5999: Services And Other Operating Expenditures Supplemental \$6,000 English 3D 4000-4999: Books And Supplies Base \$7,938
Scope of Service	All Sites		Scope of Service FMS, LMS
_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)
ELD Teacher on Special Assignment (TOSA) for PD support to implement best instructional practices for English Learners		1 FTE Certificated TOSA 1000-1999: Certificated Personnel Salaries Supplemental \$49,000 Benefits 3000-3999: Employee Benefits Supplemental \$21,000	ELD TOSA was selected to become the EL Coordinator mid-year and position was not refilled due to increase in salary costs in LCAP  .5 FTE ELD TODA 1000-1999: Certificated Personnel Salaries Supplemental \$32,500 Benefits 3000-3999: Employee Benefits Supplemental \$12,394
Scope of Service	All Sites		Scope of Service All Sites
_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)
Parent Liaison/Coordinator to support the English Leaner students and their families		1 FTE Parent Liaison 2000-2999: Classified Personnel Salaries Supplemental \$34,800 Benefits 2000-2999: Classified	We were unable to hire the Parent Liaison until mid-year  .4 FTE Parent Liaison due to late hire 2000-2999: Classified Personnel Salaries Supplemental \$10,883 Benefits 3000-3999: Employee

	Personnel Salaries Supplemental \$20,200		Benefits Supplemental \$7360
Scope of Service: All Sites <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: All Sites <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Data Teacher on Special Assignment (TOSA)	1 FTE DATA TOSA 1000-1999: Certificated Personnel Salaries Supplemental \$69,500 Benefits 3000-3999: Employee Benefits Supplemental \$25,500	DATA TOSA	1 FTE TOSA 1000-1999: Certificated Personnel Salaries Supplemental \$67,300 Benefits 3000-3999: Employee Benefits Supplemental \$25,055
Scope of Service: All Sites <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: All Sites <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Site Data/Technology Leads/Technology Coordinator (3/5 FTE)	Site Web Leads and Site Tech Leads and 3/5 FTE Tech Coordinator 1000-1999: Certificated Personnel Salaries Supplemental \$65,600 Benefits 3000-3999: Employee Benefits Supplemental \$20,400	Hired Site Web Leads and Site Tech Leads and 3/5 FTE Tech Coordinator	Site Web Leads and Site Tech Leads and 3/5 FTE Tech Coordinator 1000-1999: Certificated Personnel Salaries Supplemental \$51,700 Benefits 3000-3999: Employee Benefits Supplemental \$17,407
Scope of Service		Scope of Service	



<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Due to the increase in the number of the professional development days as part of the Certificated Bargaining Agreement (CBA), there is reduction in the cost of both substitutes, conferences and staff development stipends required so a reduction in the LCAP allocation of professional development was made. There are additional sources of funding for Professional Development including the Educator Effectiveness Fund</p> <p>Instructional Coaches have been indicated by staff and administrators to play a key role in professional development and implementing new programs and initiatives</p> <p>The CELDT team will continue through 2016-17 and the necessity will be reviewed based on the new California Assessment for English Learners</p> <p>The English Language Development (ELD) textbook and/or instructional materials will be considered as an extension of the ELA adoption process and funding for materials will come for alternative sources (one-time funding, ongoing textbook funds or lottery)</p> <p>The ELD TOSA will not be replaced, however an instructional coach position specializing in the needs of English Learners will be allocated using Title III funds</p> <p>the Parent Liaison has been highly effective at supporting English learner family at the district level and will be continued</p> <p>The DATA TOSA will not be continue, however a K-12 Technology TOSA will be able to support teachers/administrators to use the appropriate technology to gather the appropriate data for PLC use</p> <p>The site web leads and technology leads will continue through next year. The Technology Coordinator will be transitioned into the Supervisor of Curriculum and Assessment which will be funded with general funds</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

**Section 3: Use of Supplemental and Concentration Grant funds and Proportionality**

A. In the box below, 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 pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$2,931,000 Estimated Unduplicated students 53.77%
<p>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 \$2,900,000. 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.</p> <p>LCAP Goal #1 – School Climate and College, Career and Community Success (\$572,000)</p> <p>The Student Achievement Counseling and Achievement Committee Report as well as the LCAP surveys and the student focus groups indicated that access to counseling for students who need social emotional support and guidance services needed to be expanded. In reviewing the current status, the Committee determined that baseline behavioral structures and systems also need to be in place. The Committee reviewed various structures and options and made the determination that an additional guidance counselor 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 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. The will provide needed services for students. This is a successful program that has been used in district in the Fresno areas (Central, Clovis and Sanger)</p> <p>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. In addition, to provide social-emotional counseling one intervention specialist for the high school was already put into place. LCAP funding provides additional intervention services for the high school and provides services for the middle school as well. The structure of using intervention specialists to provide support students most in need has been an effective model within school districts in the Fresno area. Teams conducted visitation during the year to observe PBIS and the intervention specialists’ model.</p> <p>The AVID program is a highly successful model for preparing underrepresented youth for college admission and attendance. An evaluation of this year’s date 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 school. Next year there will be full programs in 7th and 8th grade at both middle schools and two classes at all grade levels at Paso Robles High School. The District English Language Advisory Committee (DELAC) identified the AVID program as being one of the most effective programs. In addition to the 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.</p> <p>The College and Career Center will continue and expand its services through a partnership with CALSoap funding and a CTE College and Career Readiness Counselor. 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</p>	

for financial aid and scholarships. This service is especially important for students who are first generation college attendees.

#### 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 entering school prior to turning age 5. This year students began school once they turned 5 (after the December 2nd cutoff for Transitional Kindergarten). It was determined that Transitional Kindergarten would be most productive if students received a full year of service. Last year, funding was allocated to support an early admission to TK and any student who turned 5 by March 1st was allowed to start from the first day of school (August 20th). This year a district preschool program will be funded and students must be 5 prior to January 10th. This will provide for a limited number of early attendees with limited impact on the funding for TK

For the two years, a 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 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 provides an additional 2.5 hours of classroom instruction daily for our neediest students in kindergarten. The data from district benchmarks indicated that this program was successful in closing the achievement gap in ELA and mathematics and in the overall success of the students. 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. Finally, reading intervention for students in K/1 who are not on grade level was identified as one of the top rated supports for students by the LCAP Advisory Committee, district administrative staff and the certificated union. Reading in the primary grades is also identified in the research on 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 this year and initial data indicates that this has led to improved student achievement and the ability to do more effective interventions

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

Support for students not mastering grade core content in English Language Arts (ELA), English Language Development (ELD) and mathematics – Teachers, parents, and staff indicated that there is a need for more 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 should receive instruction using an alternative to the core (Gateways, 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 school with the highest levels of low income students all of which are above 40% Unduplicated students (Bauer-Speck, Virginia Petersen, Georgia Brown and Winifred Pifer)

Enrichment - 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.

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 will support teachers in implementing the new California standards and district identified research based instructional strategies (DII). These three positions will focus on assuring that a high quality English Language Development (ELD) program is in place, teachers are meeting the needs of advanced learners and that staff is effectively using formative and summative data to make instructional decisions and monitor the effectiveness of identified strategies and tactics for improving student achievement.

Data Monitoring – Monitoring student achievement throughout the year will inform not only the LCAP process, but the 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) 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.

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

5.77	%
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The following are services designed for unduplicated pupils that are increased or improved as compared to the services provided to all pupil in the LCAP year

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

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

our EL students and provides information on how to support students for college and career readiness.

All-Day Kindergarten with a 6 hour para educator - For two years, a pilot was conducted for an all-day kindergarten with the addition of a six-hour para educator. One school began with all-day kindergarten in the 2013-14 school year and an additional school in 2014-15. The data from district benchmarks indicate that this program was successful in closing the achievement gap in ELA and mathematics. The first grade benchmarks from students who participated in the all-day kindergarten in 2013-14 indicate that students maintained their performance through first grade. The pilots were conducted at two schools with the highest percentage of Low Income students and has proven to close the achievement gap at the earliest opportunity. All day kindergarten will provide an additional 3 hours of classroom instruction daily for our neediest students in kindergarten.

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 20 additional days 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 District Testing Team - The Testing Team for the California English Language Development Test (CELDT) 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.

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

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

**LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

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

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

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

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

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).